



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : TWENTY-FIRST CENTURY ACADEMY FOR COMMUNITY LEADERSHIP

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M210

PRINCIPAL: E VELYN LINARES **EMAIL:** ELINARE@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. ELSA NUNEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Evelyn Linares	*Principal or Designee	
Isabel Lobelo	*UFT Chapter Leader or Designee	
Andrea Reyes Mata	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Elizabeth Silva	Member/ Admin	
Andrea Bachrach Mata	Member/ Parent	
Rosa Garcia	Member/ Admin	
Roxana Gonzalez	Member/ Parent	
Ann Marie Cervone	Member/ Admin	
Siddhartha Sanchez	Member/ Parent	
Maria Garcia	Member/ PA President	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To provide teacher teams with professional development and support in the construction of sample math tasks, and aligns the math curriculum tasks with the CCSS for grades Kg.-8th.

Comprehensive needs assessment

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

For the past two years our school was able to meet the AYP goals in reading and math, and has been given the status of a “school in good standing”. Two years earlier we were a SINI school for our ELA performance with our ELLs. We received a lot of support in both reading and math and were given tutoring for the students and an additional 100,000 grant to help our students. We did well for those two consecutive years and were able to get off SINI. What we have noticed is that while we continue to grow in our performance in ELA we have fallen behind in our performance and progress scores in math. To the point where we were not able to meet our AYP target for the 2010-2011 academic year. This is an area of concern for us because while we are preparing for the new CCSS math exam that will be in effect next year. But in the meantime we still have to prepare to take the test with the expectations that are presently in place for Math. The problem that we see is that if we do not do well in the 2010-2011 year we will become SINI again the following year.

We did notice that an area of strength was moving our ELL student population from the bottom third out from under the bottom. We even scored .8 additional credits for this gain. Where we need to do better is in our performance and our progress rating. I find that in looking at the data that our performance is in line with our peer schools and our local district 6 schools give or take a few points. But where we have really dropped is in our progress. We believe that this is a result of our ability to perform well at the elementary level, but a marked drop in grade 5 through 8 where the gains made by students in grades 3 and 4 are lost in grades 5 through 8. Part of this has to do with the fifth grade math and science teacher that assumed the math and science coaching position and was no longer in the classroom. Her classroom was taken over by a relatively new teacher who is still developing his skill in curriculum design, classroom management and content knowledge. The other is the retirement of a very seasoned and skilled math coach who spent part of his time coaching the grade 5- 8 grade math teachers and the rest of the time pushing in and pulling out in an AIS manner those students in the middle grades that needed additional help in math. Because of the budget cut and drastic cut in SINI grant assistance we were not able to maintain in the middle school the gains that were made in the past, thanks to more experience, expertise and help. For this reason we have looked carefully at our practice and have devoted a good deal of our focus to helping the teachers prepare themselves for the future by helping them align the curriculum task they develop in math with the new CCSS where we look bring up the rigor of the class by focusing on vocabulary development, language and literacy development, comprehension and writing lessons and task that take into

account the level of performance of the students, and in a differentiated way design lessons that respond to the need for rigor but at the same time being mindful of designing lessons that are meaningful and purposeful for all student. In our DYIO for this year in math, we have continued to conference with the students in order to recognize quicker their strengths weaknesses and misconceptions and analyze the information to plan next steps for and goals for individual students and groups of students.

Instructional strategies/activities

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

By June of 2011 all K-8 teachers in charge of design math lessons for their grade will be able to design sample math task that are in line with the ongoing math curriculum and the CCSS. Strategies and activities that will help us develop this goal are as follows:

- By continuing to align our curriculum to the Common Core State Standards (CCSS).
- By providing professional development and assistance in developing math task by looking at sample lessons; videos and assessment measure sample task offered by CC library to identify effective lessons and assessment materials that are already available.
- To continue to have grade teachers and content teachers work together in developing math curriculum and assessments that go along with the individual needs of our students. This activity is scheduled with the teacher during a grade common prep where they work with a coach one week and have the opportunity to work with their team members the following week. Throughout the process steps will be taken to check in with teachers as to the effectiveness of the math task and reflection on how effective these tasks are in assessing the performance and progress of the students.
 - These activities will be followed up by the Math and Science Coach and supervised by Principal and Assistant Principal.

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.

Our school's policy (PIP) 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 (SWP) 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 for looking up their children's grade and attendance information.
- 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; this is an event that we do during curriculum

evening and during an annual inclusion meeting where parents with children that have IEPs get to meet with their children ICT and general Ed teachers for information sharing on how to best help student with IEP at home.

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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.

As a school that is committed to attracting highly qualified teachers (HQT) we look to recruit teachers that have the proper license for the grade, content and specialty area that they teach. We have teachers that are licensed in early childhood, childhood, special education, MS content areas, and the different specialty areas of music, fine arts, drama and gym.

One of the areas where we as a school focus on is looking at and reflecting on our dual language model. We have the language of the day, the language for a content and specific language for specialty areas. In places where one specialty area is given in only one language, we look for another specialty area that can complement it in another language, in this way maintaining a balance between the two languages. One of the things that attract HQT to our school is our mission and vision for dual language education and our continuous support to teachers in the area of strategies for language development.

As a school we actively look for teachers that are open to working in different and innovative ways and look partner off with schools (universities) and programs (Bilingual Pupil Services (BPS)) that are rigorous in their development of teachers.

As a Dual language school all personnel receive continuous professional development in the teaching of language and include language structures that scaffold the proper use of the language and language objectives that have a more rigorous depth of knowledge focus on what the material will be. All this is align with the designing coherent instruction component of the Danielson Frameworks.

As a school we recognize that comprehension and understanding is an area that we need to focus on and develop in aligning content with literacy and comprehension. We recognize that more and more language and literacy play a major role in the understanding of and content , especially math, where vocabulary and the wording of a question can easily engage or confuse a student that needs to have a good understanding of terms and concepts in order to perform well on any give standardize test.

We also encourage teachers to take advantage of the different seminar and conferences that are offered by New Visions, Bank Street, and Teachers College (phase one Special Ed. workshops). The Estrellita program and several of the Office of English Language Learners (oil) workshops and conferences that are offered to early childhood teachers. And the CCNY math grant program that offers teachers incentives like Elmo's, mini computers and math materials for attend their Saturday program on an ongoing basis. Teachers are also encouraged to take part in Bank Street's Dual Language Series which consist of three Saturdays from 9 to 1pm. The Series focuses on Dual Language strategies and best practices for teachers. Dr. Luisa Costa, from Bank Street also provides in house professional development on an ongoing basis to teachers formulating and tweaking their curriculums.

Weekly, teachers meet in study groups by grade with the literacy and math coaches to examine teaching practices and develop new strategies. Study Groups are formed where teachers discuss professional books of interest that relate to scaffolding learning for 2nd language learners. We also conduct planning and assessment workshops with staff developers from Educational Options and AUSSIE. In these workshops teachers do planning for the students by looking at individual student's work and making decisions based on the individual needs of the students. Throughout the year teachers take full advantage of relevant workshops and conferences offered by the region, and local universities. For this year we have further narrowed or focus in teacher development by have teacher select that area of expertise that they want to develop and spend more in dept time in the content area of their choice.

As part of our move toward implementing our City and State Mathematics Standards, the school is implementing the use of Investigations with Everyday Mathematics as a supplement, and Impact Mathematics program that is part of the uniform curriculum being use by the Department of Education.

In addition we have developed unit tests for target lessons with the assistance of our AUSSIE consultant, this year we were approved again for a design you own (DYO) option where we do conferring with the students in order to better gage their understanding and misconceptions in math. We use predictive and formative assessment 5 times a year, and embellish them with Inquiry base interim assessments that allow us to look more closely at a particular skill that we choose to work on. These shorter interim assessment are given at the beginning as a baseline that shows where students are in the early part of the year, and then again at the end to measure their progress and teacher effectiveness in delivering the lesson. This along with conferring notes and other assessments helps us to plan next steps and design activities for differentiated instruction.

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.

We has a local CBO (ACDP) that has an afterschool OST program that provides our student with additional academic and HW help after school in addition to exposure to the arts, Physical Education & dance.

We also have a Nutrition program that is from Presbyterian Hospital that offers the staff and the students of the elementary grades with workshops and conferences on healthy eating and exercise. We were also able to get back our SAPIS worker who does drug and alcoholism prevention with the students and parents, and does outreach with the different agencies outside the community that provide community services. I.e. Fire, police, red ribbon celebration, gang and domestic violence workshops. Our SAPIS also provides our student with counseling around the dangers of drug, smoking and alcohol additions, and has had students participate in conferences that allow then to deepen what they have learned through writing contest and special presentations.

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.

Resources for this goal is being taken from Title I funds for Education Consultants and Coaches, FSF in order to provide teachers with more time for Study Group meeting and curriculum planning. And title III for additional assistance for our ELLs. And for our Parent Coordinator.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To provide professional development; and, support to teacher teams in the alignment of and development of ELA curriculum and ELA /Social tasks that align themselves with the (CCSS) for grades Kg. to 8.

- By continuing to align our curriculum to the Common Core State Standards (CCSS).
- By looking at sample lessons; videos and assessment measures; sample task offered by CC library to identify effective lessons and assessment materials that are out there already.

Comprehensive needs assessment

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

For the past two years our school was able to meet the AYP goals in reading and math and has been given the status of a school in good standing. Two years earlier

We were a SINI school for our ELA performance with our ELLs. We received a lot of support in both reading and math and were given tutoring for the students, through parent vouchers, and an additional 100,000 grant to help our students. We did well for those two consecutive years and were able to get off SINI. This extraordinary effort with the additional resources that we were able to provide through inquiry studies and student support help us meet our AYP in ELA for our ELLs, and helped us get off SINI, and showed a marked increase in performance and progress in ELA for many of the grades. In our analysis of the data, we see that our 7th and eight grade students performed better in ELA than in Math. Evidence of this is all the students that had to go to summer school to retake the math test, as opposed to our ELA students that actually showed growth in performance and progress. Unfortunately, because we did not meet our AYP targets with the State we are once again in danger of becoming a SINI school if we are not able to turn our scores around in performance and progress. r

What we have noticed is that while we continue to grow in our performance in ELA. To the point where we were not able to meet our AYP target for the 2010-2011 academic year. But because the Start AMO targets move or increase from year to year we were not able to meet our AYP for ELA. This is an area of concern for us because we are a school with many ELLs and we need to show that we are able to get them to start progressing and performing ASAP. We realize that while we have done a good job in scaffolding for students and helping to get our lower performing out of the bottom third, we have been slipping back with our low level three student and our high Level II students. Therefore our challenge is similar to last years. How do we continue to make gains on our ELA performance and progress with our lower ELLs and continue to make gains in the performance and progress of our high Level II's and our low Level III's?

We also notice that our area of strength was moving ELL student population that was in the bottom third out from under the bottom. We even scored .8 additional credits for this gain. Where we need to do better is in performance and our progress. I find in looking at the data that our performance is in line with our peer school and our local district 6 schools give or take a few points. But where we have really dropped is in our progress. We believe that this is a result of our ability to perform well at the elementary level, but like with the math drop in grade 5 through 8 where the gains made by students in grades 3 and 4 are lost in grades 5 through 8. In ELA I do see where our students show good performance in 7th and 8th grade, but performed poorly in 5th and 6th grade. The teachers there are experienced teachers, but need to raise the level of rigor in the vocabulary and reading for understanding. For this reason we have looked carefully at our practice and have devoted a good deal of our focus to helping the teachers prepare themselves for the future by helping them align the ELA curriculum task with the new CCSS where we look bring up the rigor of the class by focusing on vocabulary development, language and literacy development, and reading for comprehension. The teachers are writing sample lessons that take into account the level of performance of the students, in order to design lessons that respond to the need for rigor but at the same time scaffolding extra time to designing lessons that have them being mindful of designing lessons that are meaningful and purposeful for all students. We are also designing rubrics and checklist for students that can develop their independence on selecting individual student goals that can help them look at areas where they need to improve, and identifying next steps. As a dual language school we are also mindful of looking at all the content areas as an opportunity for designing lessons that develop vocabulary, language and deeper comprehension of what is being read.

Instructional strategies/activities

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

By June of 2011 all K-8 teachers in charge of designing ELA lessons for their grade will be able to design sample ELA task that are in line with the ongoing ELA curriculum and the CCSS. Strategies and activities that will help us develop this goal are as follows:

- By continuing to align our ELA curriculum to the Common Core State Standards (CCSS).
- By providing professional development and assistance in developing ELA / Social Studies task by looking at sample lessons; videos and assessment measure sample task offered by CC library to identify effective lessons and assessment materials that are already available.
- To continue to have grade teachers and content teachers work together in developing ELA / Social Studies curriculum and assessments that go along with the individual needs of our students. This activity is scheduled with the teacher during a grade common prep where they work with a coach one week and have the opportunity to work with their team members the following week. Throughout the process steps will be taken to check in with teachers as to the effectiveness of the ELA /Social Studies tasks and reflection on how effective these tasks are in assessing the performance and progress of the students.
 - These activities will be followed up by the ELA and Social Studies Coach and supervised by Principal and Assistant Principal.

Strategies to increase parental involvement

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math, where vocabulary and the wording of a question can easily engage or confuse a student that needs to have a good understanding of terms and concepts in order to perform well on any give standardize test.

We also encourage teachers to take advantage of the different seminar and conferences that are offered by New Visions, Bank Street, and Teachers College (phase one Special Ed. workshops). The Estrellita program and several of the Office of English Language Learners (oil) workshops and conferences that are offered to early childhood teachers. And the CCNY math grant program that offers teachers incentives like Elmo's, mini computers and math materials for attend their Saturday program on an ongoing basis. Teachers are also encouraged to take part in Bank Street's Dual Language Series which consist of three Saturdays from 9 to 1pm. The Series focuses on Dual Language strategies and best practices for teachers. Dr. Luisa Costa, from Bank Street also provides in house professional development on an ongoing basis to teachers formulating and tweaking their curriculums.

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As part of our move toward implementing our City and State Mathematics Standards, the school is implementing the use of Investigations with Everyday Mathematics as a supplement, and Impact Mathematics program that is part of the uniform curriculum being use by the Department of Education.

In addition we have developed unit tests for target lessons with the assistance of our AUSSIE consultant, this year we were approved again for a design you own (DYO) option where we do conferring with the students in order to better gage their understanding and misconceptions in math. We use predictive and formative assessment 5 times a year, and embellish them with Inquiry base interim assessments that allow us to look more closely at a particular skill that we choose to work on. These shorter interim assessment are given at the beginning as a baseline that shows where students are in the early part of the year, and then again at the end to measure their progress and teacher effectiveness in delivering the lesson. This along with conferring notes and other assessments helps us to plan next steps and design activities for differentiated instruction.

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.

We has a local CBO (ACDP) that has an afterschool OST program that provides our student with additional academic and HW help after school in addition to exposure to the arts, Physical Education & dance.

We also have a Nutrition program that is from Presbyterian Hospital that offers the staff and the students of the elementary grades with workshops and conferences on healthy eating and exercise. We were also able to get back our SAPIS worker who does drug and alcoholism prevention with the students and parents, and does outreach with the different agencies outside the community that provide community services. I.e. Fire, police, red ribbon celebration, gang and domestic violence

workshops. Our SAPIS also provides our student with counseling around the dangers of drug, smoking and alcohol additions, and has had students participate in conferences that allow them to deepen what they have learned through writing contest and special presentations.

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.

Resources for this goal is being taken from Title I funds for Education Consultants and Coaches, FSF in order to provide teachers with more time for Study Group meeting and curriculum planning. And title III for additional assistance for our ELLs. And for our Parent Coordinator.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To build the teacher's capacity and knowledge around the Charlotte Danielson's *Framework for Teaching*, by engaging in the study of the frameworks and by providing a cycle of feed back to the teachers, on the three domains and six competencies identified by the DOE as areas of focus in articulating clear expectations for teacher practice and as the focus for teacher development by conducting teacher and supervisory walk through cycled 3 to 5 times for each teacher throughout the year with written, verbal or rubric feed back of the partial visit .

By June of 2012 all teachers will be give feedback on a partial lesson observed and be give feed back with next steps at least 3 to 5 times throughout the academic year. Strategies and activities that will help us develop this goal are as follows:

- To train teachers on the new Danielson observation framework during the Election Day Staff development day.
- To distribute to teachers the Danielson teacher observation and evaluation form that spells out the Domains that we will be focusing in on (Planning and Preparation, Classroom Environment and Instruction.) And the 6competencies that we will focus on from those the selected in the Domains.
- To have one on one meetings with teachers where they choose a component or area of need that they will select as a goal to work on all year long.
- To provide teachers with the rubric to be used for making the walk through with the specific focus for the visit. IE. Domain Preparation and Planning focus is 1e. Designing coherent instruction, with sample component elements and a brief explanation of what they look like if the level of observed performance is Unsatisfactory, Basic, Proficient or Distinguished. The sample rubric will also include Critical Attributes and Possible Examples of what it should look like.
- To give teachers feedback on their practice through frequent visits that focuses on a particular component element with timely evidence based feedback and next steps.

Comprehensive needs assessment

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

In preparation for the implementation of the new CCSS, the DOE has selected a sample of the New Domains, Components and Elements that will be used in the following year as part of the new teacher evaluation form. This year's exercise will be used as a training for teachers as to what is expected and has valuable indicator that teachers can use to determine if the level of instruction in their classroom is one that is unsatisfactory, developing, proficient or distinguished. It is an opportunity for supervisors to distribute what they are observing in broader buckets that are narrowed to satisfactory to unsatisfactory. It allows for levels of growth in 4 domains, 22 competencies and 77 elements. In order not to make the task so overwhelming the DOE has provided this time for practice in using the instrument at a smaller more focused scale. A school is as strong as its weakest link. And in order to help teachers know what is expected and given a tool or a rubric where they can measure their own progress. By having the Frameworks, studying the frameworks and practice using them the teacher and the supervisors are on a more secure footing in regards to what needs to be done. How it should look and what is expected.

Instructional strategies/activities

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

By June of 2012 all teachers will be give feedback on a partial lesson observed and be give feed back with next steps at least 3 to 5 times throughout the academic year. Strategies and activities that will help us develop this goal are as follows:

- To train teachers on the new Danielson observation framework during the Election Day Chancellors conference day.
- To distribute to teachers the Danielson teacher observation and evaluation framework that spells out the Domains that we will be focusing on (Planning and Preparation, Classroom Environment and Instruction.) And the 6competencies that we will focus on from those selected in the Domains and the 22 elements attached to the components.
- To conduct one on one meetings with teachers where they choose a component or area of need that they will select as a goal to work on all year long.
- To provide teachers with the rubric to be used for making the walk through with the specific focus for the visit. IE. Domain Preparation and Planning focus is 1e. Designing coherent instruction, with sample component elements and a brief explanation of what they look like if the level of observed performance is Unsatisfactory, Basic, Proficient or Distinguished. The sample rubric will also include Critical Attributes and Possible Examples of what it should look like.
- To give teachers feedback on their practice through frequent visits that focuses on a particular component and element relating to the components that gives the teacher timely evidence based feedback and next steps.

Strategies to increase parental involvement

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

In addition to the PIP for this particular goal, parents will be presented with the new frameworks. The frameworks will be presented to the SLT for discussion and feedback.

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.
- Teachers will be informed of outside school opportunities where they can learn more about the frameworks and how it will affect the new way of evaluating teachers.
- Teachers will be given the sample frameworks for reference and many opportunities to participate in practicing them; learning to use them; and given feedback on how they compare to the different levels of development within the framework itself.

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 frameworks will be shares with all stakeholders and information meeting will be provided for those parties that want to be more familiar with them,

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 I, FSF, Title III, will be used for per session and per diem

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.

Strengthening student work by having parent meetings, workshops and hands on training on how to access their children's assessments information on ARIS; and, how to interpret the data and determine next steps.

To conduct curriculum evening where parents get a glimpse of what the student will be doing in class this year.

To have Promotion in doubt conference with the parents of the students who are promotion in doubt.

To conduct a Special Ed parent workshop where parents are informed of the different activities that the teacher does in the classroom to help differentiate instruction and resources that can help them better help their children.

To provide the parents with fun opportunities to do book clubs with the library teacher.

Comprehensive needs assessment

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

Instructional strategies/activities

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

By the end of June 2012 the parents will have received training on how:

- to access their children's ARIS on line assessment; workshops on how to analyze the information; help their children at home with their work; and, strategies on how to best support their children's progress for success.
- Strengthening student work by having parent meetings, workshops and hands on training on how to access their children's assessments information on ARIS; and, how to interpret the data and determine next steps.
- To conduct curriculum evening where parents get a glimpse of what the student will be doing in class this year.
- To have Promotion in doubt conference with the parents of the students who are promotion in doubt.
- To conduct a Special Ed parent workshop where parents are informed of the different activities that the teacher does in the classroom to help differentiate instruction, and share resources that can help them better help their children.
- To provide the parents with fun opportunities to do book clubs with the library teacher.

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.

The parents will receive training on how to access their children's ARIS on line assessment.

- They will also be offered workshops on how to analyze the information; help their children at home with their work; and, strategies on how to best support their children's progress for success.
- to access their children's ARIS on line assessment; workshops on how to analyze the information; help their children at home with their work; and, strategies on how to best support their children's progress for success.
- Strengthening student work by having parent meetings, workshops and hands on training on how to access their children's assessments information on ARIS; and, how to interpret the data and determine next steps.
- To conduct curriculum evening where parents get a glimpse of what the student will be doing in class this year.
- To have Promotion in doubt conference with the parents of the students who are promotion in doubt.
- To conduct a Special Ed parent workshop where parents are informed of the different activities that the teacher does in the classroom to help differentiate instruction, and share resources that can help them better help their children.

To provide the parents with fun opportunities to do book clubs with the library teacher.

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.

See HQT section in goal 1.

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.

See service and program coordination for goal # 1

Budget and resources alignment

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

To identify inquiry group students that perform at a high level twos in and low level III in performance in reading and math and identify those skills that students that the solid threes have that that this group needs to keep them moving forward.

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.

With our continued slip in performance and progress in Math and ELA we are looking at those students that are on the cusp of making that change from a high level II to a Level III; and, those students who are at level III that are at risk of slipping down to a level II. The Inquiry group is looking for patterns and strategies that have worked for those students that are a solid level three and continue to perform well both in progress and in performance.

Instructional strategies/activities

By the end of June 2012 teachers will be able to identify those skills and strategies that students that are high level IIIs performing at a high level II and a low Level III are doing that have helped to move them to the next level of progress or has kept a positive upward trajectory in the growth and development.

By looking at the Benchmark assessments and State Standards teacher will be able to identify student who perform low level II and high Level III.

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

By June of 2012 the Coaches and the teachers will have identified the students that are high 2 and low threes that are predominately ELL students, and target them for growth in both progress and performance. Strategies and activities that will help us in accomplishing this will be

- to identify students
- to look for patterns of skills that student that are solid three have and compare it with those student that are high level II and low level III.
- Design lesson that address those needed skill with the low level III and the high level II and compare it to their end of the year performance.

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.

Schedule work shops or meetings with parents that can give them ideas on strategies that they can do at home that can help them. Also to show them how to access the ARIS parent link to see their child's information.

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.

Same as goal #1

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.

Communication with teacher and coordinator of the ACDP OST afterschool program for ideas on how their tutors can compliment what teachers are doing during the day.

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 I, FSF, Title III,

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	10	20	N/A	N/A	0	0	0	0
2	10	20	N/A	N/A	2	0	0	0
3	7	20	N/A	N/A	1	0	0	0
4	4	20	0	4	1	0	0	0
5	4	20	0	4	1	0	0	0
6	6	20	0	6	2	0	0	0
7	52	32	20	5	2	0	0	0
8	44	44	0	3	2	0	0	0
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Six-Minute Solutions- Fluency program that is fun fast and researched based. Words your way Program designed to increase knowledge of phonetic element. Guided Reading Collaborative Strategic Reading-focuses on specific comprehensive strategies.
Mathematics	Using base-line, mid-line and end- line assessments lessons are created that target students needs
Science	The teachers use non-fiction Science passages to teach literacy. Additional health and science is given throughout the grades by cluster teachers.
Social Studies	The teachers use non-fiction Social Studies passages to teach literacy. AIS push in and pull out teachers also use non-fiction and realistic fiction to teach literacy strategies through Social Studies.
At-risk Services provided by the Guidance Counselor	Individual counseling sessions provided during the school day addressing study skills, stress/anger management, relaxation techniques, conflict resolution and goal setting.
At-risk Services provided by the School Psychologist	For students identified in need of services we have the mandated psychologist who pull out at risk and mandated students; our guidance counselor also pulls out at risk students and recommend them for outside services when more is needed. We also have a SAPIS worker and a RCCP teacher that also holds a guidance counselors licenses, teaches students strategies for dealing with difficult situations and does demo lessons on how to resolve conflicts creatively.
At-risk Services provided by the Social Worker	For students identified in need of services we have the guidance counselor that pulls out at risk students, and recommend them for outside services when more is needed. We also have a SAPIS worker, with a guidance counselor’s license, that teaches students strategies for dealing with difficult situations. The teacher also does demo lessons on how to resolve conflicts creatively.

At-risk Health-related Services	We have a nurse that tends to student with serious medical needs. We also have a health teacher that gives the students health related classes once a week, and we have PT and OT teachers that work with students with IEP.
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PARENT INVOLVEMENT POLICY (PIP) FOR PS / IS 210

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; (Curriculum evening; ARIS training; workshop on the dangers confronting our youths. I.E. gangs, drugs, alcohol, smoking and general health issues.
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- parent meeting will be schedule with the time flexibility needs of parents. 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 by the end of September or 1st week of October to give the parents a chance to get to know the teacher and receive a sampling of some of the curriculum activities and class expectations for the academic year;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; i.e. Curriculum evening; parent orientation meeting and Inclusion meeting with parents of students with IEP's and in CTT classes.
- 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; i.e. our winter celebration; our annual day to the park as a school inviting parents, teachers and students.
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents; and hosting parent book clubs that allow parents to engage in their own reading activities at the school with our school librarian.
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents; also inviting family members to participate in our Career week event in the month of February and March.
- encouraging more parents to become trained school volunteers; and actively engage them in activities that require their assistance and respond to a need that they identify with as parents or as a school.
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school monthly/ bimonthly newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

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

Provide parents reasonable access to staff by:

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

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**

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 in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster New Visions	District 06	School Number 210	School Name Twenty-first Century
Principal Evelyn Linares		Assistant Principal Camilo Mejia	
Coach Christina Cepero		Coach	
Teacher/Subject Area Isabel Lobelo		Guidance Counselor	
Teacher/Subject Area Soledad de Leon		Parent	
Teacher/Subject Area Rosemary Jaquez		Parent Coordinator	
Related Service Provider Berta Sanchez Martin		Other	
Network Leader		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	21	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	4	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	423	Total Number of ELLs	198	ELLs as Share of Total Student Population (%)	46.81%
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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.

As a dual language school, we seek out families that are in agreement with our program and want to have their children learn in the English and Spanish languages. The parents are informed at Open House, orientation meetings of our school vision, mission and structure. Parents are also informed of the different Bilingual Programs offered as a choice to parents. Once the orientation is given, we distribute letters of interest to the parents, along with the parent survey where they choose the program that they would like. The parent orientation meetings are held from December to March and out reach is done to insure that parents know of the offerings. We then have a lottery in April where we select the students for Kg. and first grades. After first grade, the students need to take a proficiency test in Spanish and English and show proficiency in Spanish in order to be considered for our school. Once this is done students are selected to attend. Special consideration is given to siblings who are entering in grades Kg and first.

For parents that select our school whose children are new to the country or speak a language other than English, we give the parents a Home Language Information Survey (HLIS) to complete. A pedagogue conducts an interview for both parent and child. If it is determined through the HLIS that the student needs to be tested, the LAB-R is administered. The parent is shown the DVD provided by the New York City Department of Education, which explains all three NYC program models. After the video is viewed, the parents complete the Parent Survey and Program selection forms. We then discuss the options available in this school with the parents, and emphasize that they are entitled to select whichever program they feel would be most suitable for their child. If the parent is in agreement we put him or her in a dual language program which is the only program our school provides. Within the first ten days the student is administered the LAB R which identifies his limited English Proficiency status. We make a concerted effort to collect the Parent Survey and Program Selection Form at the end of the presentation. There are some parents who wish to have more time to consider their options. Those parents who do not return the forms are contacted and advised that their child will be placed in our Dual Language Program, which is the only one we offer.

The trends that we see in term of the demographics and language is that more children are coming that are not newly arrived. We have seen a slight shift of more students coming in with special needs and SIFE needs. In general the majority of students continue to be Latino, but with more knowledge of English. Not enough to pass the LAB-R assessment, but with some English as to not be considered new arrival. Many of these students have older siblings in school already and this appears to be a determining factor in their social knowledge in English, even when the parent still speaks only Spanish.

For the most part parents are happy to have their children in a dual language program. In the case where there is a concern that teaching them in the two languages is challenging we do our best to relocate them to a neighboring school that best fits their needs. We also take steps to give additional AIS and scaffolds to those students that may be struggling considerably in one of the two languages. There are additional ESL, and SSL intervention programs provided to further help students and ensure their success in their academic performance.

As for the parent choice forms, the school reviews parent choice forms for patterns and trends. The more we do our program the more parents are convinced that their children are in a more advantageous position by being provided instruction in the two languages. Our school offers a better program than TBE, because instruction continues in a rigorous manner in the two languages.

We review all parent choice forms and see that for the most parts parents do choose our school for its dual language model.

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●

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	2	2	2	2	2	2	2	2	2					18
Freestanding ESL														
Self-Contained			1											1
Push-In														0
Total	2	2	3	2	2	2	2	2	2	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	136	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	25
SIFE	0	ELLs receiving service 4-6 years	30	Long-Term (completed 6 years)	23

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	136	9	23	30	0	2	32	0	0	198
ESL										0
Total	136	9	23	30	0	2	32	0	0	198

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	33	26	24	19	17	21	11	28	15					194
Chinese														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	33	26	24	19	17	21	11	28	15	0	0	0	0	194

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP																
Spanish	33	15	26	25	25	24	19	23	17	23	21	19	11	41	28	19	15	31	195	220
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	33	15	26	25	25	24	19	23	17	23	21	19	11	41	28	19	15	31	195	220

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>390</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>11</u>	Asian: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>
	Hispanic/Latino: <u>430</u>
	Other: <u>0</u>

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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).
 - e. Describe your plan for ELLs identified as having special needs.

We use a 60% /40% Spanish and English model for the students in Kg. to 5th grade. Spanish is taught on Mondays, Wednesday and Fridays to the students in the early grades to give additional support to students who do not speak the English language and we provide English language support on Tuesdays and Thursdays. This model gives more instructional support to the students that are Spanish dominate learning English and it provides additional support to English dominant students that are learning Spanish as a new language. In 6th grade the language model is then structured by teacher, time and curriculum. And in this we break it down 50%/ 50%.

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

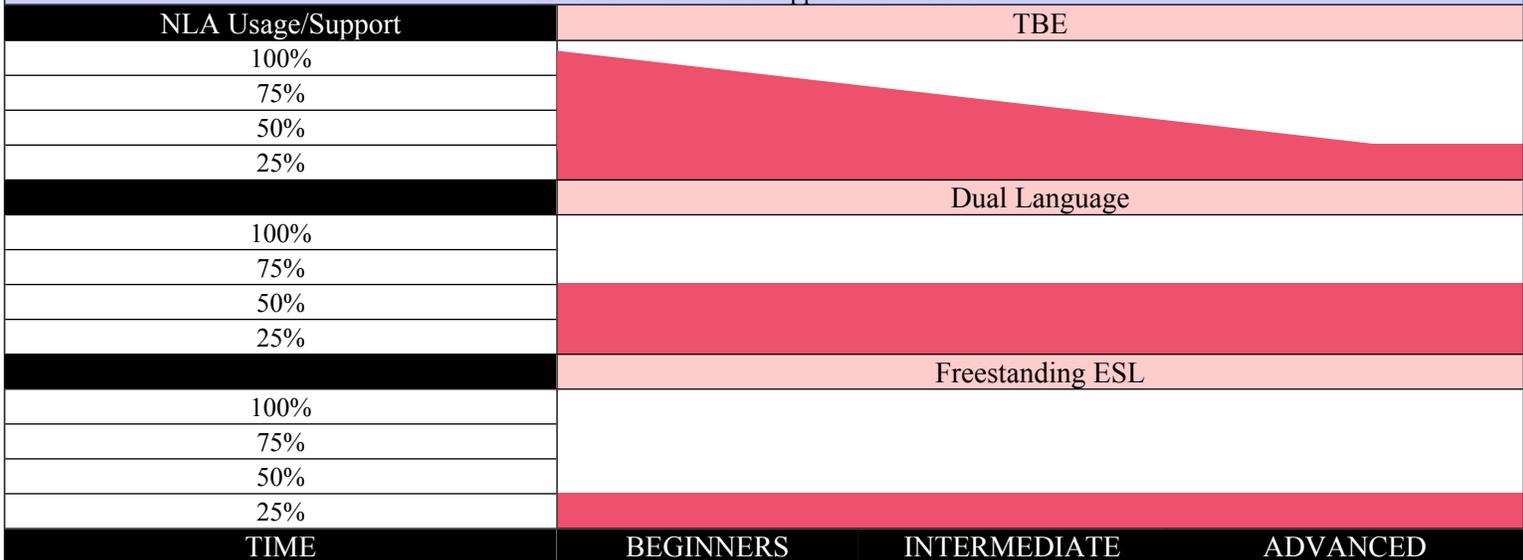
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Instruction

The instruction of literacy and writing in both languages is done with the support of a teacher who helps the student scaffold the learning of the new language, and reinforces and develops their first language (Spanish or English). For those students designated by the LAB-R as an ELL, the NYSESLAT is given until he or she has tested out. In English the students need a score of 41% in the LAB-R in order to determine their proficiency. The LAB-R is also given in Spanish to guide instruction, and teacher assessment is also used in L1. We use balance literacy to develop independent writing skills, and this is done by units in the elementary school, i.e., one unit selected in Spanish and one unit selected in English, thus taking care of both languages. Furthermore, the literacy skills in the elementary level are being taught by the language of the day: three days in Spanish and two days in English. In the middle level students read and write in both languages every day.

In the beginning, students are encouraged to develop academic skills in his or her first language, in order to make the transition to the new language less traumatizing. Studies show that the students transfer learned skills from L1 to L2. Throughout the progression of the program, the students will be exposed to all the academic activities (reading, writing, math, etc.) through development of curriculum objectives and language objectives.

That students performed better in speaking and reading indicates that we must modify our lessons to include more Read Aloud and guided reading to provide opportunity to develop better listening skills, as well as writing skills. Continued focus will be given to the speaking and reading skills to help the students improve the receptive and expressive skills. In addition, the implementation of literacy modifications using ESL methodology will allow students to successfully make progress from one level to another.

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)?

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.

Provide a detailed description of professional development program and activities.

Through weekly study groups and workshops that teachers attend. Professional development is provided to all staff on the Chancellor Professional Development day and to school staff throughout the grades as early childhood, elementary and middle school teachers on a weekly bases. Teachers work as a team to discuss day to day activities that conform to what is going on in the classrooms. They share their in sites on students work and strategies for working with students. The teachers are also encouraged to attend workshop and institutes that can be of help to them in their different needs as well as responding to their different interest. I.e. Bank Street Language Series; BETAC language series or workshops, Math weekend workshops. Together to address student needs as far as Learning a second language, working with students that have special needs and moving all our students to move from one level to another through a rigorous curriculum that includes the development of language funtions with Blooms taxonomy in mind and language structures that assist the students in scaffolding the writing in either languages.

Teachers focus their Study group time on how to plan for students with the Common core standards in mind, and on how to group students to fit their individual needs by grouping them by achievement level where they identify if the students are below, at or above level and planning differentiated lessons for them. The teachers also develop lessons with language functions and structures that scaffold learning for the students.

Calendar of events. November 2 and June 9- Chancellor's professional development day. We provide weekly Study Group meetings with teachers where student work is looked at and discussed, teaching strategies are demonstrated and next steps for student achievement are planned. Teachers also participate in walk throughs of each other classrooms. They are video taped for sharing of best practices and for self reflection.

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?

All of our meetings and activities are conducted in both English and Spanish in order to include all parents. As a dual language school, we seek out families that are in agreement with our program and want to have their children learn in the English and Spanish languages. The parents are informed at Open House, orientation meetings that are given throughout the year on a regular schedule. In our meetings we describe our school's vision, mission and structure. Parents are also informed of the different Bilingual Programs offered as a choice to parents. Once the orientation is given, we distribute letters of interest to the parents, along with the parent survey where they choose the program that they would like. The parent orientation meetings are held from December to March and out reach is done to insure that parents know of the offerings. We then have a lottery in April where we select the students for Kg. and first grades. After first grade, the students need to take a proficiency test in Spanish and English and show proficiency in Spanish in order to be considered for our school. Once this is done students are selected to attend. Special consideration is given to siblings who are entering in grades Kg and first.

We also include parents in a more meaningful way by having them participate in parent meeting and classroom activities that can better describe the mission and vision of our school in a more meaningful way. And by providing more transparence with the day to day practices of our teachers and our school.

By conducting workshops and parent book clubs where they can see for themselves how our school develops strategies for the appreciation of literacy, math, science and social studies. And how these strategies can assist them in helping their children at home.

By providing workshops on how to access their children's ARIS files on line as well as the Datacation parent file being introduced this year.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
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All of our meetings and activities are conducted in both English and Spanish in order to include all parents. As a dual language school, we seek out families that are in agreement with our program and want to have their children learn in the English and Spanish languages. The parents are informed at Open House, orientation meetings that are given throughout the year on a regular schedule. In our meetings we describe our school's vision, mission and structure. Parents are also informed of the different Bilingual Programs offered as a choice to parents. Once the orientation is given, we distribute letters of interest to the parents, along with the parent survey where they choose the program that they would like. The parent orientation meetings are held from December to March and out reach is done to insure that parents know of the offerings. We then have a lottery in April where we select the students for Kg. and first grades. After first grade, the students need to take a proficiency test in Spanish and English and show proficiency in Spanish in order to be considered for our school. Once this is done students are selected to attend. Special consideration is given to siblings who are entering in grades Kg and first.

We also include parents in a more meaningful way by having them participate in parent meeting and classroom activities that can better describe the mission and vision of our school in a more meaningful way. And by providing more transparency with the day to day practices of our teachers and our school.

By conducting workshops and parent book clubs where they can see for themselves how our school develops strategies for the appreciation of literacy, math, science and social studies. And how these strategies can assist them in helping their children at home.

By providing workshops on how to access their children's ARIS files on line as well as the Datacation parent file being introduced this year.

To set up book clubs sessions where students can come and visit their parents during their Friday book club meeting to have them see first hand their parents showing their appreciation of books and their love of reading.

To include parents in character day, Tiger day, Book Fairs etc. activities that allows them to participate and help out in activities that are meaningful to their children.

3b. Parental involvement description needs to be modified to include explanation of parent orientation provisions and activities specifically related to meet the needs of parents of ELLs in their native language.

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)	13	16	7	3	2	0	13	8	6					68
Intermediate(I)														0

Advanced (A)															0
Total	13	16	7	3	2	0	13	8	6	0	0	0	0	0	68

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	13	16	7	3	3	2	0	13	6				
	I	0	12	8	2	10	13	11	10	13				
	A	0	10	26	10	13	12	11	10	5				
	P	0	0	1	5	8	7	4	10	13				
READING/ WRITING	B		15	4	3	1	0	1	0	0				
	I		6	14	6	9	3	2	5	4				
	A		1	5	8	7	12	9	12	11				
	P		2	4	1	6	15	4	2	2				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	8	8	1	22
4	4	17	4	0	25
5	6	9	3	0	18
6	5	11	1	0	17
7	5	14	1	0	20
8	2	12	0	0	14
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		8		18		10		42
4	0		15		23		4		42
5	0		11		18		5		34
6	7		24		11		5		47
7	2		29		13		4		48
8	6		30		15		2		53
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	0		3		8		4		15
8	4		9		1		0		14

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	6		6		0		1		13
8	10		3		1		0		14
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				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language	50		50	
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)								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Our school uses the WRAP in Spanish and in English to assess the reading level of the students and to measure their growth through out the year. Below is a sample results of the 6 grade class in English. As you can see students have general problems in Comprehension and Understanding. (see CEP WRAP assessment charts and data fro an example of how we assess out students.)

Similar information is revealed when we look at the modalities section of the NYSELAT. We see that the students are far more proficient in listening and speaking than they are in reading and writing. One of the patterns that we identified when using the WRAP, was that it tested their pronunciation and decoding better than it assessed their reading comprehension and writing. Because of this we have switched our English DY0 assessment tool to Benchmarks, which does a more comprehensive job in measuring reading and writing.

The instruction of literacy and writing in both languages is done with the support of a teacher who helps the student scaffold the learning of the new language, and reinforces and develops their first language (Spanish or English). For those students designated by the LAB-R as an ELL, the NYSESLAT is given until he or she has tested out. In English the students need a score of 41% in the LAB-R in order to determine their proficiency. The LAB-R is also given in Spanish to guide instruction, and teacher assessment is also used in L1. We use balance literacy to develop independent writing skills, and this is done by units in the elementary school, i.e., one unit selected in Spanish and one unit selected in English, thus taking care of both languages. Furthermore, the literacy skills in the elementary level are being taught by the language of the day: three days in Spanish and two days in English. In the middle level students read and write in both languages every day and the languages are determined by teacher assignments.

In the beginning, students are encouraged to develop academic skills in his or her first language, in order to make the transition to the new language less traumatizing. Studies show that the students transfer learned skills from L1 to L2. Throughout the progression of the program, the students will be exposed to all the academic activities (reading, writing, math, etc.) through development of curriculum objectives and language objectives.

That students performed better in speaking and reading indicates that we must modify our lessons to include more Read Aloud and guided reading to provide opportunity to develop better listening skills, as well as writing skills. Continued focus will be given to the speaking and reading skills to help the students improve the receptive and expressive skills. In addition, the implementation of literacy modifications using

ESL methodology in our school uses the WRAP in Spanish and in English to assess the reading level of the students and to measure their growth through out the year. This year we have changed our English assessment tool to Benchmarks Fountas and Pinnell. In our CEP you can see a chart that shows the results of the 6 grade class in English and Spanish. As you can see students have general problems in Comprehension and Understanding.

For the most part students that are English Proficient do better on the ELA test and in the math test. Where it is different is in the gap that is formed between the two languages. For the most part the gap is closer in the lower grade and gets bigger as the students move along the grades. In math you see a similar gap, but it is not as wide. What has changed it somewhat over the past few years is the greater emphasis in reading and writing with special attention being given to non fiction reading, grammar and vocabulary development.

5h. How are periodic/interim assessments being used by the school leadership to inform instruction?

After each period assessment the school coaches get together with the teachers to score the exam. The test are then looked at with the coach

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.

7. Resources and Support

Please describe in your LAP narrative the instructional materials and technology that are used to support ELL's.

We use the Imagine learning ESL program to help students get more scaffolding in their language development by using this technology program that focuses on individual needs of the students. The program keeps track of students' language development, and assists them by using starting out at their developmental level and working on from there.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		

	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06m210 **School Name:** PS / IS 210

Cluster: New Visions **Network:** 561

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

Part A: Needs Assessment Findings

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

Through the study of our school environmental survey and informal pass review and assessments of parents and staff needs in language translation and interpretation was conducted.

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.

As a dual language school, every communication with student, staff and parents is provided in both languages, Spanish and English. This can be costly especially when producing a lengthy document in both languages and/or holding a meeting in the evening and needing oral translation. Fortunately, the majority of the staff is bilingual and often volunteer to provide language translation and interpretation. Meetings are held in both languages to accommodate everyone who attends.

Part B: Strategies and Activities

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

Translation and interpretation is always provided in house by school staff or parent volunteer. When a lengthy document needs to be translated, such as the LAP or CEP these are done by an outside vendor.

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.

All oral interpretations are provided in house by the bilingual staff.

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>.

As a dual language school all communication with parents both oral and written is done in both English and Spanish. When needed a translator is assigned to assist parents or staff member.