



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE PAULA HEDBAVNY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M278

PRINCIPAL: MAUREEN GUIDO **EMAIL:** MGUIDO2@SCHOOLS.NYC.GOV

SUPERINTENDENT: Ms. ELSA NUNEZ, I.A.

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 |
|--------------------|--|-----------|
| Maureen Guido | *Principal or Designee | |
| Robert Klein | *UFT Chapter Leader or Designee | |
| James Ransom | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Lillian Rivera | Member/Teacher | |
| Susan Lucarelli | Member/Teacher | |
| Kristin Borhofen | Member/Parent | |
| Jonathan Ellers | Member/Parent | |
| Katherine St. John | Member/Parent | |
| Marilyn Ramos | Member/Teacher | |
| Frank Bradley | Member/Parent | |
| Shera Scott Thomas | Member/Parent | |

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **To increase by 14% the number of students who will achieve proficiency at levels 3 & 4 as measured on the 2012 New York State English Language Arts Assessment.**

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.
- **Our school achieved 39.5% of students at proficiency on the 2011 ELA assessment. This is slightly below the city at 42%, but the state achievement is at 53% of students at levels 3 & 4. While this is a lofty goal, we strive to reach and exceed the state.**

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.

a.) **Teachers use running records and the Fountas & Pinnell Assessment to assess student growth in reading. ITAs from the city further help us to assess students' needs. These assessments are done approximately every 6 weeks. Differentiated small group instruction supports student learning at their level. Guided and independent reading is a part of the daily routine. Vocabulary development, as well as a whole class common literacy text, aligned with the grade level curriculum, is also included to encourage reading growth and to deepen the knowledge base of our students. Socratic seminar, practiced in our middle school, offers the students opportunities to defend their opinions using a common text to debate a common guided, open ended question.**

b.) **Students at risk are invited to our 37.5 minute small group instructional period. Two days a week are devoted solely to reading and writing support. staff is aligning their literacy curriculum to the new Common Core Standards. They are writing unit maps to deepen student understanding and are strengthening their units of study with critical thinking questions. Teachers are including informational and persuasive writing tasks with each unit of study where applicable.**

c.) **Teachers work together during common planning periods to develop their unit maps and common assessments. Professional development is offered to teachers on curriculum mapping, developing questions based on Webb's Depth of Knowledge, and evaluation of student work based on grade specific rubrics.**

d.) **All of these activities are ongoing. Teachers meet during their common planning period weekly and every Thursday for professional development. At these times they work on mapping, strengthening portfolio tasks and looking at student work to assess strengths and weaknesses and next steps for instruction.**

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.
- **Parents are provided with progress reports approximately every 6 weeks, and are encouraged to meet with teachers so that we can work as a team to support their student. In the primary grades teachers provide parents with their themes for the month and parents are encouraged to enhance those units with family conversations and possible trips in and around the city. Websites are recommended to the parents to support reading growth. During meetings with teachers parents are made aware of their students reading levels and where they need to be in order to be proficient. We encourage parents to take their children to the library and to make reading a special family time.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **All our teachers are HQT. Our school is a NYC pilot school for ELA. Our teachers are being trained to develop higher order thinking questions and tasks. Teachers are invited to participate in Network trainings and they work collaboratively to discuss student work in order to raise achievement. Our Enrichment Clusters also support teacher and student exposure to new vocabulary, materials and concepts which they might not necessarily meet during their regular ELA class. These enrichment opportunities also give teachers a special creative outlet which also supports their pedagogue.**

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.
- **New experiences provide opportunities for deepening our students' understandings. Our Schoolwide Enrichment program, Salvadori Globe Program, Wellness in the Schools, nutritional program, and Advisory provide students with new vocabulary, new experiences, and organizational skills to help improve their reading and commitment to their studies.**

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.
- **Classroom teachers, AIS staff, SETSS teachers**
- **Teachers Salaries and per session FSF & Title I & III**
- **Class texts and libraries: NYSTL**

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 -Math

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

To increase by 7% the number of students who will achieve proficiency at level 4 as measured on the 2012 New York State Math Assessment.

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.

Our school achieved 16.8% of students at proficiency level 4 on the 2011 Math assessment. This is below the city and the state which are at 20.9% and 23%, respectively. Achieving our goal of a 7% increase in our level 4 students would surpass the state.

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.

a) Teachers will continue to use the Everyday Math and Impact programs with fidelity, while focusing on making the program more enjoyable. This can be easier done in Everyday Math since there are many math games included in the program. Games are used to promote both enjoyment of math and fluency of math facts and computation algorithms. Middle School Impact program users implement math centers and stations to achieve the same goals. In addition, teachers must continue to differentiate their instruction. Teachers are also working on refining both general and task-specific rubrics along with more challenging portfolio tasks. Teachers are working with Webb's Depth of Knowledge ladder of critical thinking questions related to real life experiences to raise student achievement. Teachers work together to look at the data for next steps in their teaching. Reviewing student work, analyzing the data and evaluating how students have done on Interim Assessments all support student growth and our ultimate goal.

b) Our teachers work collaboratively in their common planning and common core professional periods weekly to develop common assessments and design common core unit maps. All teachers of math also meet with the math coach to analyze monthly unit test summaries, as well as Acuity interim tests and predictives in order to see where their students' strengths and weakness are and what may need to be re-taught to insure understanding.

c) In so doing, teachers analyze student work found in open response problems on the common assessments, or in common, grade level portfolio tasks; all of which are aligned to either the new common core or the current NYS performance indicators. All K-2 assessments are currently being aligned to the new common core standards. The math coach will work with teachers in grades K-2 to develop midterms and finals which will likewise be aligned to the common core standards. Using the unit summaries of results by performance indicators, as well as the common unit assessments and portfolio tasks, helps teachers identify instructional implications, inform their instruction, and use best practices. All of these will help students achieve academic progress in order to prepare students to be college ready and achieve our goal to increase by 7% our level 4s to surpass the state. Monthly staff meetings, bi-weekly math coach meetings, and grade level collaboration meetings are utilized to help teachers improve their practice. Further in our K-2 and grades 3 & 4 we have enrichment math supported by professors of mathematics weekly. This support will also strengthen our students' math skills as they move through the grades to our Regents math program in grades 7 & 8.

d) All of these activities are ongoing. Teachers meet weekly with their colleagues during their common planning time and during the weekly professional development. They meet biweekly with the math coach.

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.

On open school night, the math coach goes to different classrooms to encourage parents to work with their children on math fact fluency. The math coach explains what it means to be fluent and how the parent can help at home. In addition, the math coach has developed two websites – one for parents and one for students to use to help achieve mathematical progress. For the students the math coach has created a site:

www.livebinders.com/mathville and for the parents this site can be reached via our www.psms278.org and then link to the google site or <http://sites.google.com/site/278math/>

In addition, parents are provided with progress reports approximately every 6 weeks, and are encouraged to communicate with teachers in order to keep them informed about their child's progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Our teachers are already highly qualified, but we continue to provide professional development via the math coach and out of school professional development offerings. The math coach works with the teachers to improve their practice by working with them to analyze their data, discuss real world problems to support critical thinking and helps them to strengthen their portfolio tasks. Teachers are invited to attend Network math workshops and are encouraged to attend other offerings by the DOE or outside vendors.**

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.
- **Advanced students in middle school are offered a two year Regents curriculum in preparation for the 8th grade Regents assessment. Students in grade 6 who show a high level of mathematic acumen are asked to participate in a two year Regents program. These students carry the regular grade level curriculum and also a special designed Regent program developed by our middle school math teachers.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Math coach, classroom teachers, academic intervention teachers, volunteer enrichment specialists, supported by FSF, Title I and Title III where applicable.**

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 increase by 5% the number of students with disabilities who will achieve proficiency at levels 3 & 4 as measured on the 2012 New York State ELA assessment.**

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.
- **Our students with disabilities achieved 9% of students at proficiency on the 2011 ELA assessment. This is 5% below the city at 14%, and 1% below the state achievement of 10% of students at levels 3 & 4. Our goal is to have our special needs students on par with the city.**

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.

a). Teachers use running records and the Fountas & Pinnell Assessment to assess student growth in reading. We also use the ITA's to assess where the students need additional help. There are also 5 progress reports that are given out approximately every 6 weeks which inform parents (and students) of progress. There are also unit tests which inform teachers of what has to be re-taught. Teachers of Students with Disabilities use Wilson, which is a multi-sensory reading program, in order to insure that students reach grade level in reading.

b). As per IDEA, students in self-contained classrooms have access to the general education curriculum. The Middle School content teachers push into the classroom and deliver content area instruction. Instruction is differentiated by delivering instruction in several modes: assignments/notes on handouts, lessons delivered on overhead projectors, books on tape (audio), etc. Students usually work in pairs and/or small groups in order to support each other. When a self-contained student's academic performance in ELA and/or Math is within the range of students in the general education population, as per IDEA's LRE, the student is mainstreamed to a general education classroom for that subject. As with all general education students still not at proficiency, Students With Disabilities are invited to our 37.5 minute small group instruction period and receive instruction to address deficiencies as per assessments mentioned above.

c). Teachers have a common planning period in their schedules where they meet as a grade to align their curriculum to the new Common Core State Standards, look at student work to assess how well the students are progressing towards meeting the standards, and create common assessments which test the predictors necessary to achieve proficiency on the grade.

d). All these activities are on-going.

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.
- **Progress reports are distributed approximately every 6 weeks, and parents are encouraged to meet with teachers. The Parent Coordinator arranges parent workshops on topics that parents have indicated in surveys they would like to attend. These workshops have included topics such as How to Discipline your Middle School Child, Anger Management, Managing the Morning Rush, etc. These workshops help parents cope with everyday dealings with children. Making sure that students get to school on time and attend every day is paramount to academic success. These workshops, especially ones dealing with Middle School Students help parents deal with the changes that come with pre-adolescence.**
- **Parents are encouraged to attend The Learning Leaders Trainings in order to participate as volunteers in the classrooms.**
- **During Open School Week parents are encouraged to come to their child's classroom and observe the teachers at work in order to be able to support their child at home and acquaint themselves with their child's teacher(s).**

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.

To increase by 7% the number of English Language Learners who will achieve proficiency at Level 3 as measured on the 2012 New York State English Language Arts examination.

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.

An analysis of our ELL performance on the ELA 2011 indicated that our overall Level 2 performance was higher than that of our district by 4%, or city by 2%. To that end, we will continue to monitor students' short-term, interim performance through city ITA, and/ or other relevant citywide assessments in ELA with the overall expectations of increase in Level 3 performance as measured on the NYS ELA 2012.

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.

a). **Teachers will continue to provide exercises and lessons in phonemic awareness as well as presentation of new vocabulary while building on prior background knowledge and experiences. While checking on comprehension, teachers will provide on-going support through small group instruction implementing the components of the Macmillan "Treasures" that are specifically for this population: ELL library, vocabulary and concept building exercises, etc. Students will also be immersed in genre, using content as an opportunity for vocabulary, concepts, and schema building while engaging students in reading, writing, speaking, and listening activities incorporating ESL scaffolded strategies. Students will be provided with opportunities to engage in academic and social conversations while they are provided with age-appropriate instruction in the conventions of the English language.**

b). **Support will be provided during 3 periods for 37.5 minutes after the regular school day. Students are serviced by licensed ESL staff in a pull-out/push-in model depending on their ESL proficiency levels.**

c). **Teachers are involved in common planning and time is allotted to confer with the ESL teachers. Students take the ELL ITA assessment and teachers are provided with the data to support the instruction of their ELL students.**

d). **This is an ongoing process. Teachers are invited to meet with their ESL colleague to discuss student progress and to develop lessons which support the ELLs in their room. These meetings can take place during common planning meetings and during the professional development time set aside on Thursday afternoons.**

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.
- **Parents are provided with written feedback through a written progress report every 6 weeks and are encouraged to regularly meet with teachers in order to establish a full partnership between the parent, student and teacher. Parents are also able to check student progress on standardized tests through the Department of Education website to check on their child's progress. Through the Title III Parent Involvement initiative, all parents of English Language Learners are invited to frequent workshops where they are supported and enriched with skills to help their children succeed in school. We want our parents to realize the full potential that the school offers for them and their child. We believe that a strong partnership supports achievement.**

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 are continually presented with challenging workshops and professional development opportunities in which they can enrich and expand their knowledge with new strategies, sample lessons, professional developments offered by The Office of English Language Learners (DOE), as well as the ESL Committee (UFT), the New York City Historical Society, Lower Eastside Tenement, Statue of Liberty and Ellis Island Foundations, are also contributors to the 175 mandated hours of Professional Development. These resources develop teacher competencies, give them strategies to support their ELLs and also give them ideas about how to differentiate new material into their class to support their ELLs.**

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.
- **All English Language Learners are offered the opportunity to participate in the Title III Program meant to specifically support English Language Learners in a non-threatening environment while celebrating their unique cultural heritage. The Title III Program provides enrichment activities as well as much needed academic support. English Language Learners are also engaged in new experiences during the school day such as; Salvadori Globe Program, School Enrichment Model, Wellness in the Schools, etc. All of these programs expose all our students, but especially our ELLs, to new vocabulary, experiences, customs and types of cultural foods that they might not have been taught during their regularly scheduled 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.

Teachers salaries and per session is provided by Fair Student Funding as well as 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 | 5 | N/A | N/A | 1 | 0 | 0 | 4 |
| 1 | 10/2 | 10/0 | N/A | N/A | 4 | 0 | 0 | 2 |
| 2 | 20/4 | 20/3 | N/A | N/A | 3 | 0 | 0 | 2 |
| 3 | 20/8 | 20/6 | N/A | N/A | 2 | 0 | 0 | 5 |
| 4 | 20/5 | 20/5 | N/A | N/A | 4 | 0 | 0 | 3 |
| 5 | 20/0 | 20/7 | N/A | N/A | 2 | 0 | 0 | 1 |
| 6 | 20/7 | 20/3 | N/A | N/A | 2 | 0 | 0 | 4 |
| 7 | 20/7 | 20/7 | 5 | 5 | 2 | 0 | 0 | 0 |
| 8 | 20/0 | 20/0 | 5 | 5 | 5 | 0 | 0 | 3 |
| 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 | <p>Numbers of students listed before the slash represent students who either received a level 1 or 2 or a teacher recommendation to work in a small group environment of 10 or less during 37.5 minutes twice a week. These students receive support in areas of weakness indicated through class work difficulty, homework problems or low achievement on standardized and/or class assessments. Measuring UP, Kaplan, small reading groups and writing prompts are ways we support these students.</p> <p>Students listed after the slash, are students taken by the AIS specialist daily. Students with the AIS specialist work in Foundations, Wilson, or Words Their Way, as well as working with common reading texts and writing prompts.</p> |
| Mathematics | <p>Numbers of students listed before the slash represent students who either received a level 1 or 2 or a teacher recommendation to work in a small group environment of 10 or less during 37.5 minutes once a week. These students receive support with math facts for automaticity, problem solving with real world problems and strategies on how to read a word problem for understanding.</p> <p>Students listed after the slash, are students taken by the math coach and volunteer specialists. They also support what the teacher is doing in the class, as well as math facts for automaticity, problem solving with real world problems and strategies on how to read a word problem for understanding.</p> |
| Science | <p>The Science teacher works with students to support them when they are having any difficulties. This might be a rotating number of students weekly. They would be working on the unit at hand or support for their exit projects.</p> |
| Social Studies | <p>The Social Studies teacher works with students to support them when they are having any difficulties. This could be a rotating number of students weekly. They would be working on the unit at hand or support for their exit projects.</p> |
| At-risk Services provided by the Guidance Counselor | <p>Students are seen on an as needed basis which could be for an emergency, to check in with them to establish progress or to support them with relationships among their peers.</p> |

| | |
|---|---|
| At-risk Services provided by the School Psychologist | Our psychologist only comes twice a week and that time is devoted to IEPs, annual, new evaluations and triennials. |
| At-risk Services provided by the Social Worker | Not available. |
| At-risk Health-related Services | The nurse offers asthma training, medication administration and parent support. |

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. **Parent Responsibilities**

As a PS/MS 278 Parent/Guardian I will:

- support homework and healthy living routines for my child(ren)
 - acknowledge school's open communication policy and contact a teacher or school administrator for support and guidance if I have difficulty providing homework help, setting homework routines, monitoring attendance or have question regarding child(ren)'s academics, TV, web, or video gaming habits, eating or sleep habits, or peer relationships
- read and respond to school and PTA notices in a timely manner

- meet with my child(ren's) teacher(s) at Parent-Teacher Conferences
- volunteer to help at a PTA fundraising event or a school event each year
- make time to participate with my child(ren) at PTA and school sponsored family event(s) and have fun
 - speak to my child(ren) to determine the event(s) important to them for me to attend, or for us to attend together
- voice my opinion, attend a PTA meeting or provide written feedback on a PTA event at least one time per school year
- participate when I can in the free parent education sessions offered through the school, district, network, DOE or UFT

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|---|--------------------|--------------------------|--------------------------|
| Cluster Leader/Network Leader Jose Ruiz :601/6 | District 06 | Borough Manhattan | School Number 278 |
| School Name The Paula Hedbavny School | | | |

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

| | |
|---|---|
| Principal Maureen Guido | Assistant Principal Lillian Reyes |
| Coach Lillian Rivera | Coach N/A |
| ESL Teacher Robert Klein | Guidance Counselor Amina Mateo |
| Teacher/Subject Area Christine Tramposch/ESL | Parent Deborah Sims |
| Teacher/Subject Area Marilyn Ramos/Grade 5 | Parent Coordinator Angelin Gonzalez |
| Related Service Provider Karen Halpern/SETTS | Other April Kaufman/Grade 1 |
| Network Leader Larry Block | Other Jessica Peskie/AIS & Grade 8 |

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total number of students in school | 527 | Total Number of ELLs | 81 | ELLs as share of total student population (%) | 15.37% |
|------------------------------------|------------|----------------------|-----------|---|---------------|

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. 

(1). When a student is registered in our school and in the NYC public school system for the first time, the parents/guardians are asked to fill out a Home Language Survey (HLIS), regarding their child's home language use and proficiency. If one answer to questions 1-4 and two answers to questions 5-8 indicate that the child speaks a language other than English at home, the ESL Certified Coordinator, Robert Klein, or another qualified pedagogue, conduct an informal interview with the parent/guardian and the child in English or (if possible) in their native language. If the student speaks a language other than English, or the student speaks little or no English, the Language Assessment Battery-Revised (LAB-R) will be administered within the first 10 days of admission and parents will be notified with a letter in their preferred language of communication as to the results of this test. The student is LEP (Limited English Proficient) if he/she scores at a Beginning, Intermediate, or Advanced Level. Spanish speaking students will then also be administered the Spanish LAB by the Bilingual Spanish certified teacher, to determine if they are English or Spanish dominant. Then they will be placed in the appropriate program. If he/she scores at the Proficient level, the student is not entitled to services and is deemed non-LEP. Certified monolingual English ESL staff members: Robert Klein, Christine Tramosch, or a certified bilingual Spanish staff pedagogue are responsible for conducting the initial screening, administering the HLIS, LAB-R and the formal initial assessment. The ELLs in our school are annually evaluated using the NYSESLAT by NYS certified ESL teachers: Robert Klein, Christine Tramosch. The Speaking component of the NYSESLAT is administered individually. The Listening, Reading, and Writing components are administered over several days. The students are grouped according to their grade level. For students with an Individualized Education Plan (IEP), the NYSESLAT is administered according to their individual modifications. ATS reports used to determine eligibility (RLAT/RLAB) are referred to consistently throughout the school year.

(2). The PS/MS 278 school community has established numerous support structures to ensure that all parents are aware of education options available to their children. The Parent Coordinator and the ESL Coordinator have offered and provide various meeting and workshops to disseminate information about these options. The Parent Association Cabinet and volunteers also organize monthly parent meetings where many issues are discussed including the three different language programs and parent alternatives and options. Parents are introduced to the programs that the NYC Department of Education offer via an informative video provided by the Office of English Language Learners, which highlights and explains each program in depth. In addition, the Parent Coordinator, ESL teachers and the ESL Coordinator keep parents' abreast of important news, students' progress and parents' rights through parent flyers, letters, and informative workshops. As a school community, we ensure that information is provided in the parents' home language. Both the school staff and parent coordinator work as liaisons to assist in oral and in written translation. Many parents are representatives on the School Leadership Team and other planning groups, in order to keep the parent perspective in the planning of school policies and events.

(3). Program Selection Forms are sent home to the parents with students within the first 10 days of school. If they are not returned in a timely manner, the Parent Coordinator calls the parents and reminds them to return the forms to the ELL department. For any other missing Program Selection form we will attach a copy to the students' first report card. The parents will sign the Program Selection Form when they pick up the student's report card. This way we can ensure that all Program Selection Forms are returned. All entitlement letters and continuation of service letters are kept on file in this school's Office of English Language Learners.

(4). Identified ELL students' parents are invited to view an informative video distributed from the New York City Department of Education. This video describes in depth the three program selection choices available to parents. The video can be viewed in the

parent's native language. Parents are then given a Program Selection and Survey form and make the choice which program is right for their child. Parents are then given the opportunity at this orientation meeting to pose questions.

(5). For the school year 2009-2010: 7 parents requested English as a Second Language instruction for their child.

In the year 2008-2009: 12 parents requested ESL instruction for their child. No other programs were requested in those years. 2007-2008: 10 parents requested ESL, 1 parent opted for Transitional Bilingual Education (TBE) and 1 parent preferred the Dual Language program. As they were not offered in our school at that time the parents were referred to other schools that would have offered the program. However, they then decided to leave their child in our school and put them in an ESL program. In school year, 2010-2011: all parents requested English as a Second Language instruction for their eligible child as they have (once again) for 2011-12.

(6). Programs offered at our school are aligned with parent requests, as all parents are now requesting monolingual settings with ESL services. Due to the fact that our registry could not maintain a bilingual program, we have closed our Transitional Bilingual Education (TBE) program, which was in effect from 2004-2007. During the 2006-2007 academic year our 2nd grade/3rd grade bilingual bridge class maintained only 13 students throughout the duration of the school year. With parent opt-out requests for their children to be placed in monolingual classes, and the low enrollment for continued Transitional Bilingual Program; PS/MS 278 began providing only a free-standing ESL program.

Additionally, due to parent request and preferred choice, we only offer an ESL program. This school's ELL enrollment is declining due to students testing out of the program at the Proficient level and more English- dominant speaking children enrolling each year. At present, English is the near-dominant home language at this school.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|----|---|----|----|---|----|---|----|----|----|----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | To t# |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | 9 | 9 | 6 | 13 | 6 | 10 | 11 | 6 | 11 | | | | | 81 |
| Total | 9 | 9 | 6 | 13 | 6 | 10 | 11 | 6 | 11 | 0 | 0 | 0 | 0 | 81 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 81 | Newcomers (ELLs receiving service 0-3 years) | 40 | Special Education | 19 |
| SIFE | 2 | ELLs receiving service 4-6 years | 27 | Long-Term (completed 6 years) | 14 |

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

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | Total |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 40 | 2 | 4 | 27 | 0 | 7 | 14 | 0 | 6 | 81 |
| Total | 40 | 2 | 4 | 27 | 0 | 7 | 14 | 0 | 6 | 81 |

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

C. Home Language Breakdown and ELL Programs

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

| Dual Language (ELLs/EPs) | | | | | | | | | | | | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|----|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP | EL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|
| | EL L | EP |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---------|---|---|---|----|---|---|----|---|----|---|----|----|----|-------|
| Spanish | 6 | 6 | 6 | 12 | 5 | 6 | 10 | 5 | 10 | | | | | 66 |
| Chinese | 1 | | | | | | | | | | | | | 1 |
| Russian | | | | | | 1 | | | | | | | | 1 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | 1 | | 1 | | | | 1 | | | | | | 3 |
| Arabic | | 2 | | | | 3 | 1 | | | | | | | 6 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |

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 |
|--------------|----------|----------|----------|-----------|----------|-----------|-----------|----------|-----------|----------|----------|----------|----------|-----------|
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 2 | | | | 1 | | | | 1 | | | | | 4 |
| TOTAL | 9 | 9 | 6 | 13 | 6 | 10 | 11 | 6 | 11 | 0 | 0 | 0 | 0 | 81 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1a). PS/MS 278 uses the Pull-out model for Kindergarten. The students are grouped according to their level. The advanced students are pulled out 4 times a week for 45minutes each and the beginning/intermediate students are pulled out 8 times a week for 45 minutes each. When transitioning to first grade the students on an advanced level will be serviced through a push-in model. For grade grades 1 to 8 the teachers push into the classroom supporting the teacher by implementing ESL strategies in the content areas. Groups of intermediate and beginning students from grades 1 to 8 are additionally pulled out four times a week to work on their language skills in a small group setting. The students are grouped according to grade and proficiency level.

Our school has three self-contained classrooms in grades 1, 2, and 5. The classroom teachers are certified in ESL, or Bilingual (Spanish) and Common Branch K-6. The teachers implements ESL strategies and methodologies throughout the day to teach Mathematics, ELA, Science and Social Studies.

(1b). In Kindergarten the teacher forms a heterogeneous group for the first period of pull-out and a homogeneous group for the second pull-out period targeting beginner/intermediate students. The students are grouped according to their proficiency level. In grades 1-8 the teachers mainly push into the classrooms. Therefore the groups are heterogeneous according to the students' proficiency level. While during the first period of push-in into the grades 1-8 all students are targeted, the teacher focuses on the students at an intermediate or beginner's level during the second hit in order to provide the ELLs with their 180 minutes additional instruction. In grades 1, 3, 4 and 6 the pull-out groups are homogeneous according to their grade and proficiency level. Students of grade 7 and 8 are grouped ungraded but homogeneous according to their proficiency level.

A. Programming and Scheduling Information

Special Education students are serviced in accordance with their IEP.

(2). The ESL teachers and the classroom teachers work together to decide whether a push-in or pull-out model is best for the students. ESL teachers create an individualized schedule to ensure that the students receive the amount of time they are entitled to for ESL services. They are provided with the appropriate amount of instructional time based on their proficiency level. The teacher and administration will look closely at the students' proficiency levels. Based on this information, they will plan the appropriate time allocation as per the Part 154 guidelines. (Beginners – 360 minutes/week, intermediates – 360 minutes/week, Advanced - 180 minutes/week). Additional support is offered during the extended day (37.5 minutes) and in an ESL – Afterschool program.

(2a). Teachers deliver explicit ESL by planning for both content and language objectives. Teachers also use scaffolding techniques, bring in realia, and reach out to different learning styles and modalities. Each ESL lesson entails reading, writing, listening and speaking component. Teachers plan their lessons based on the ESL and ELA standards, focusing on language and content objectives, as well as teaching through our School Enrichment Model.

Our School Enrichment Model is a program in which students participate in a topic of their choice and learn through real-life experiences, researching, listening to various speakers, learning on the Internet, field trips, etc.

All teachers use explicit ESL methodologies in their instruction, meeting the ESL standards. Teachers choose multi-cultural texts, fiction, nonfiction, newspapers and poetry to enhance the students' understanding of the language. Additionally, teachers supplement instruction with technologies in their classrooms and in the library, as well as native language dictionaries and native language leveled libraries in their classrooms in order to aid and assist in language transference (L1-L2).

The ESL teachers are in constant communication with the classroom teachers and plan their instruction to meet ELA standards. During pushing in the teacher will help the student to use knowledge from oral, written and electronic resources and understand data. Furthermore the teachers support the students in reading, comprehending and interpreting texts using ESL strategies.

NLA instruction – N/A

(3.) Heterogeneous

Content area instruction is delivered in partnership and collaborative planning with the elementary classroom teacher as well as content area instructors (6-8 in middle school). Focus in front loading vocabulary, scaffolding and differentiating instruction is a main priority. All instruction is delivered in English. The ESL teacher pushes into content area classes to provide instruction and assistance for advanced, intermediate, and beginning level students. Intermediate and beginning level students are also pulled out for small group instruction.

Homogeneous

Content area in grades (K-3) is aligned with the NYS ESL and ELA standards. Thematic instruction is used to enrich and expand on content Social Studies, Science, ELA, and Mathematics with focus on incorporation of language objectives.

For ungraded groups, focus is on remediation of basic skills in content areas while differentiating instructions for students.

In order to make the content comprehensible and to enrich the students' language development the teachers implement scaffolding strategies, pictures, realia and ESL methodologies throughout all the grades. All instruction is presented in English.

(4) This school initially ensures that all eligible students for testing are administered the LAB-R assessment in English and also the Spanish LAB test for speakers of Spanish. Speakers of other languages are not tested in their native language.

(5a). Currently our school has two SIFE students.

Our plan for these SIFE students began by assessing their needs, taking into consideration their biographical background and prior educational history. We delved into their test history, academic history and family history, to gain a holistic perspective on where the student is coming from.

Once we had a comprehensive diagnostic, we began to provide Academic Intervention Services (AIS) and English as a Second Language (ESL). We met as a school intervention team to determine an individualized plan to meet this students' needs. The student was placed in an age-appropriate class, so that their age-appropriate developmental and social needs could be addressed.

The parents, along with the support of the AIS team and ESL teachers provide support for the student. The AIS and ESL services is comprised of only small groups to support the student better. Additionally they will get one-on-one instruction for AIS as well as ESL to be able to cater to their individual needs.

A. Programming and Scheduling Information

We continue to track the students' progress and to monitor it every six weeks to ensure that the services are meeting their needs. Teachers use sight words, picture dictionaries, low readability high-interest books, and age appropriate materials that support the curriculum. The AIS team will use REWARDS and WILSON READING SYSTEM to support their decoding and phonics abilities. The ESL teachers continues to work with picture dictionaries to help building vocabulary and design lessons that help the students master everyday situations as well as situations in school.

(5b). If the child is a newcomer to a US school, the child is serviced in smaller pull-out groups (or in a one-to-one setting if necessary) with more individualized attention to meet his or her academic needs. For newly arrived students, teachers also invest a significant amount of time introducing the student to the new culture, school, customs and basic conversational skills. We have specific materials that will support the students' academic needs, utilizing realia, jazz chants, songs, visuals, and picture dictionaries and photo libraries to enhance their vocabulary development and according to the appropriate developmental need.

The school will implement test prep sessions after school and pays additional attention to test prep strategies during the school day as well as during the 37.5 minutes extended school day period to help the newcomers to be successful at the ELA test after only one year in the public school system.

The school also offers an ESL afterschool program (Title III) for students to improve their English Language skills Speaking, Listening, Reading and Writing. Teachers offer test sophistication, help in content areas, reading and writing through test prep, Reader's theater, technologies, games, etc.

(5c). Our plan for Ells receiving services for 4 to 6 years is to continue to enhance their listening, speaking, reading and especially writing skills. Our action plan is to increase the number of Ells who show progress in writing as measured by a school based writing rubric. To that end we have devised our own writing rubric to develop skills in writing conventions, grammar, mechanics, format and using details to enrich their ideas.

(5d). Many of our long-term ELLs also qualify for AIS. The ESL and AIS teacher will examine their test history and communicate with the classroom teachers to identify specific needs of the child, which is often mastering reading and writing the academic language. A large proportion of our long-term ELLs are deficient in the reading and writing modality on the NYSESLAT and ELA. The teachers will be pushing-in into the upper grades to support content area and listening, speaking, reading and writing. Furthermore the teacher reinforces language skills the students need in the classroom while also focusing on their individual needs like vocabulary work and grammar. The ESL teacher also pushes into the upper grades with long-term ELLS to support them in Content Area instruction. While teachers support the specific content, they also integrate the reading strategies, comprehension practice and conventions of writing to help the students understand the text problems in Mathematics. In content area instruction the teacher supports and encourages the students to read, use, and utilize charts, maps, and graphs when reading a scientific text. Content specific vocabulary work and practice focuses on their language skills. They integrate the correct use of writing conventions based on the students' individual needs and levels in order to support them to complete their portfolios. Students supported with AIS utilize the REWARDS program where they practice reading, listening and

Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|--|--|
| 100% | 100% |
| (6). The Resource Room teacher, the ESL and the Special Education Teacher as well as the school based support team work together to review the child's IEP to identify the child's needs. This instruction will be designed to the child's IEP. | 100% |
| 100% | 100% |
| (7). This school meets the diverse needs of ELL-SWDs in curricular, instructional, and scheduling flexibility with least environmental restrictions by adhering to the students IEP. Student Team meetings. | 100% |
| 100% | 100% |
| (8). Academic Intervention Program will be used in exams. Classroom teachers will use Tier I intervention through differentiated instruction. Students who are referred for Tier II intervention will have small group instruction or one-to-one in a push-in or pull-out model during 37.5 minutes and during the school day. The AIS providers consistently review data and student work to ascertain growth. In order to provide the best intervention for their students, their "tool kit" consists of professional development in | 100% |
| 100% | 100% |
| TIME | BEGINNERS INTERMEDIATE ADVANCED |

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

A. Programming and Scheduling Information

- Understanding and using data to inform instruction
- Implementing a variety of strategies from diverse sources

B. Programming and Scheduling Information--Continued

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

Continuation of compliance mandates will be adhered to, as well as continuation of Title III After School Program services. Focus will be in accordance with the goals set forth in the Comprehensive Education Plan (CEP) especially in the area of writing. Additional or supplementary materials to enhance and enrich language arts will be explored.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Inwood Community Services, an academically intensive NYC funded after school program which meets daily in this school. ELLs are also invited to participate in CHAMPS, a city funded physical education program. ELLs are invited to participate in the after school band

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.

1). At PS/MS 278, we strongly believe that it takes the whole school community to educate all ELLs. Therefore, we find it imperative to not just educate ESL staff, but all administration, coaches, cluster and classroom teachers, as there is a large amount of ELL and LEP students in each classroom. We provide this training not only through Professional Development, but by including various members of staff on our Language Allocation Policy team: the Principal, Assistant Principal, ELL Coordinator, ESL teachers, Parent Coordinator, Parent Association President, Classroom and Subject teachers, Academic Intervention Service teacher, Data Specialist, Guidance Counselor, and Math Coach. We work collaboratively to support our ELLs by including a representative staff committee (principal's cabinet) that touches on all content areas and needs. Weekly grade level meetings to discuss the needs of ELLs are ongoing.

The ESL team has previously attended the BETAC (Manhattan/Staten Island and the Bronx). Acquired knowledge from BETAC (Bilingual Education Technical Assistance Center: a state funded center that offers resources and training on issues pertaining to ELLs) has been passed on to the other staff members at Professional Development. These sessions include planning for both language and content, BICS (Basic Interpersonal Conversational Skills) and CALPS (Cognitive Academic Language Proficiency Skills).

In addition, the Leadership LSO Knowledge Management Team Instruction Specialist, Network, and school Office of English Language Learners will provide staff development to educate the staff about the different components and guidelines for the ELL population. Some of the trainings will include: data analysis of pertinent exams (NYSESLAT, LAB-R); ELL identification; Mandates (Part 154); lesson planning and language objective implementation: differentiation and scaffolding methodologies, etc. With the demise of BETAC, the ESL

A. Programming and Scheduling Information

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(2). ELL students are provided support through the push-in model from the ESL teacher and classroom/content area teacher. The middle school ESL teacher services the same population from year to year which provides teacher/ student familiarity and consistency from year to year.

The ESL teacher and Content Area teacher consult each other throughout the week on student learning needs as well as planning for the needs of ELLs during grade level conferences which occur weekly and monthly.

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- Initial ELL Identification
- Lesson Planning with Language Objectives
- Differences between Academic Language vs. Social Language
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- Addressing Language Modalities
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- Landmark Cases: Lau vs. Nichols, Jose. P.
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Additionally, teachers are kept abreast of new courses provided by the Office of English Language Learners as well as the United Federation of Teachers, QTELL, etc.

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?

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?

(1). PS/MS 278 recognizes the importance of parental involvement in the development of ELL students. Parents are always welcome to share their concerns and ask questions. An orientation is scheduled for all parents with children eligible for the ESL program who enter the school system for the first time, whose language is other than English and who fail to meet the cut-off score in the NYS LAB-R examination. Parents are introduced to the programs that the NYC Department of Education offers via informative video which highlights and explains each program in depth. The Parent Coordinator will conduct Parent Workshops based on the solicited topics of interest from parent surveys. Initially, these meetings will also cover issues such as: parent legal rights, promotional standards and criteria, Department of Education and school policy, the ESL program philosophies and regulations. The PS/MS 278 School Community has created and publicized various support structures and programs to ensure all parents are aware of education options available to their children. The school Parent Association has created a website where meetings and news are discussed. The school leadership, along with the Parent Coordinator and the Parent Teacher Association provide various meetings and workshops with featured community speakers and conducted in conjunction with community groups to disseminate information that is useful to parents. Some conferences conducted by Cornell University include: "Nutrition Workshops" and "Save Energy" workshops. This school is in partnership with "Learning Leaders" an organization that trains parents on how to become volunteers in their child's school. Learning Leaders cover strategies for working with children in reading, writing, and mathematics with a focus on cognitive child development and learning styles. Volunteers must complete all 3 trainings and submit 3 references to become certified Learning Leaders.

This school also works in conjunction with The NYC Fire Department which has also conducted CPR Workshops, and Fire Safety Workshops.

In addition the school community keeps parents abreast of important news, events, students' progress and parent rights through parent/teacher conferences in November and March, "Back to School Night" conferences, parents' letters, flyers, newsletters and informative workshops. As a school community, we ensure that information is provided in the home language. Both the school staff and parent volunteers work as liaisons to assist in oral and written translation. Additional resources are sought through the NYC DOE Office for Family Engagement and Advocacy and the NYC DOE Translation and Interpretation Unit. The school partners with Washington Heights/Inwood Coalition which periodically conducts workshops on issues that pertain specifically to newly arrived, or recent immigrant families.

(2). PS/MS 278 partners with the Inwood Community Services, a New York City funded Social Services network. Besides an academically intensive Afterschool program for students, Inwood community services provides counseling and ESL instruction to parents. This school is also offered workshops for ELL parents through Cornell University as well as the NYC Fire Department.

The 92nd Street Y has in the past provided parents and students a one and a half hour, 8 session afterschool dance program that explored world wide dances and movement. This program focused on fostering closer bonds between parent and child. This program is facilitated by a music and dance resident and supported by the licensed bilingual parent liaison. The classes are conducted in Spanish and English.

(3) Initially, parents are presented with the Program Selection & Survey Choice through the NYC Department of Education in accordance with State mandates as to which language program best suits the needs of their child's education. This community overwhelmingly selects English as a Second Language over other language program choices.

Parent surveys are also distributed by the PS/MS 278 Office of English Language Learners to solicit ideas and topics for workshops that would be of help to them (in regards to Title III). Parent survey forms are also distributed by the Parent/Teacher Association in the same regards. All survey forms are distributed in English and Spanish and workshops are carried out in both languages.

Each school year, parents are also afforded the on-line and paper survey for the school report card. Findings are distributed to the school staff and issues are addressed and evaluated at faculty meetings, and weekly Principal's Cabinet Meetings.

(4). The needs of the parents are addressed through multiple survey findings of their desires and needs. Other activities are mandated and inherently good practice to foster closer ties between home and school. Parental desires from survey findings dictate the types and frequencies of parental activities.

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

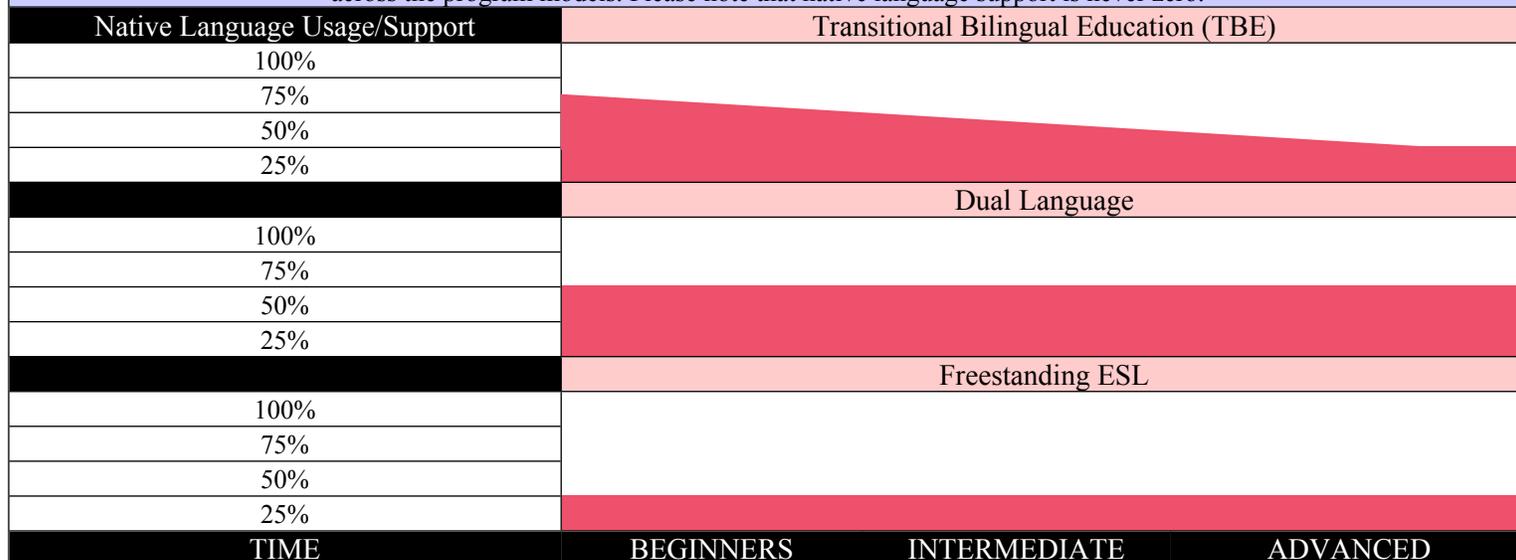
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| 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 Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
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listened to and a passage which the student reads independently. Grade 2 students who have mastered Level 5 or higher of the Reading Accuracy and Comprehension activities of the Kit take E-PAL, grade 2. A good performance on the E-PAL -2 is a good indication of how the student will perform on the State exams in the third grade.

We also use Fountas & Pinnell to assess students' independent and guided reading levels. Fountas & Pinnell is a benchmark assessment system. It is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time.

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.

1). At PS/MS 278, we strongly believe that it takes the whole school community to educate all ELLs. Therefore, we find it imperative to not just educate ESL staff, but all administration, coaches, cluster and classroom teachers, as there is a large amount of ELL and LEP students in each classroom. We provide this training not only through Professional Development, but by including various members of staff on our Language Allocation Policy team: the Principal, Assistant Principal, ELL Coordinator, ESL teachers, Parent Coordinator, Parent Association President, Classroom and Subject teachers, Academic Intervention Service teacher, Data Specialist, Guidance Counselor, and Math Coach. We work collaboratively to support our ELLs by including a representative staff committee (principal's cabinet) that touches on all content areas and needs. Weekly grade level meetings to discuss the needs of ELLs are ongoing.

The ESL team has previously attended the BETAC (Manhattan/Staten Island and the Bronx). Acquired knowledge from BETAC (Bilingual Education Technical Assistance Center: a state funded center that offers resources and training on issues pertaining to ELLs) has been passed on to the other staff members at Professional Development. These sessions include planning for both language and content, BICS (Basic Interpersonal Conversational Skills) and CALPS (Cognitive Academic Language Proficiency Skills).

In addition, the Leadership LSO Knowledge Management Team Instruction Specialist, Network, and school Office of English Language Learners will provide staff development to educate the staff about the different components and guidelines for the ELL population. Some of the trainings will include: data analysis of pertinent exams (NYSESLAT, LAB-R); ELL identification; Mandates (Part 154); lesson planning and language objective implementation: differentiation and scaffolding methodologies, etc. With the demise of BETAC, the ESL team will further explore professional development opportunities with the Office of English Language Learners, the United Federation of Teachers-UFT, as well as others.

(2). ELL students are provided support through the push-in model from the ESL teacher and classroom/content area teacher. The middle school ESL teacher services the same population from year to year which provides teacher/ student familiarity and consistency from year to year.

The ESL teacher and Content Area teacher consult each other throughout the week on student learning needs as well as planning for the needs of ELLs during grade level conferences which occur weekly and monthly.

Staff and administration are encouraged to meet, plan, and discuss issues pertaining to the ELL student body. Conferences help alleviate expected transition difficulties that might arise on individual student basis. Students meet with the school Guidance Counselor to determine the best choice in high schools that could meet their needs. Staff are mandated to attend monthly Grade Level Conferences where population needs are discussed.

(3) The minimum 7.5 hours for teachers has previously been provided by the Leadership LSO Knowledge Management Team-English Language Learner Specialist in conjunction with the school ELL team and the school Network. The special needs and topics were agreed upon before hand. The topics of:

- Initial ELL Identification
- Lesson Planning with Language Objectives
- Differences between Academic Language vs. Social Language
- Differentiation of Instruction
- Addressing Language Modalities
- Scaffolding Techniques
- Landmark Cases: Lau vs. Nichols, Jose. P.
- Language Allocation Policy

are just a few topics that were presented. All teacher, staff, and administration are invited to keep abreast of new practices and trends in the area of English Language Learners. Almost all teachers in this school have already had the mandated 7.5 hours. The ELL Coordinator will ensure compliance and will provide additional hours to staff as needed.

Additionally, teachers are kept abreast of new courses provided by the Office of English Language Learners as well as the United Federation of Teachers, QTELL, etc.

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?

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(1). PS/MS 278 recognizes the importance of parental involvement in the development of ELL students. Parents are always welcome to share their concerns and ask questions. An orientation is scheduled for all parents with children eligible for the ESL program who enter the school system for the first time, whose language is other than English and who fail to meet the cut-off score in the NYS LAB-R examination. Parents are introduced to the programs that the NYC Department of Education offers via informative video which highlights and explains each program in depth. The Parent Coordinator will conduct Parent Workshops based on the solicited topics of interest from parent surveys. Initially, these meetings will also cover issues such as: parent legal rights, promotional standards and criteria, Department of Education and school policy, the ESL program philosophies and regulations. The PS/MS 278 School Community has created and publicized various support structures and programs to ensure all parents are aware of education options available to their children. The school Parent Association has created a website where meetings and news are discussed. The school leadership, along with the Parent Coordinator and the Parent Teacher Association provide various meetings and workshops with featured community speakers and conducted in conjunction with community groups to disseminate information that is useful to parents. Some conferences conducted by Cornell University include: "Nutrition Workshops" and "Save Energy" workshops. This school is in partnership with "Learning Leaders" an organization that trains parents on how to become volunteers in their child's school. Learning Leaders cover strategies for working with children in reading, writing, and mathematics with a focus on cognitive child development and learning styles. Volunteers must complete all 3 trainings and submit 3 references to become certified Learning Leaders.

This school also works in conjunction with The NYC Fire Department which has also conducted CPR Workshops, and Fire Safety Workshops.

In addition the school community keeps parents abreast of important news, events, students' progress and parent rights through parent/teacher conferences in November and March, "Back to School Night" conferences, parents' letters, flyers, newsletters and informative workshops. As a school community, we ensure that information is provided in the home language. Both the school staff and parent volunteers work as liaisons to assist in oral and written translation. Additional resources are sought through the NYC DOE Office for Family Engagement and Advocacy and the NYC DOE Translation and Interpretation Unit. The school partners with Washington Heights/Inwood Coalition which periodically conducts workshops on issues that pertain specifically to newly arrived, or recent immigrant families.

(2). PS/MS 278 partners with the Inwood Community Services, a New York City funded Social Services network. Besides an academically intensive Afterschool program for students, Inwood community services provides counseling and ESL instruction to parents. This school is also offered workshops for ELL parents through Cornell University as well as the NYC Fire Department.

The 92nd Street Y has in the past provided parents and students a one and a half hour, 8 session afterschool dance program that explored world wide dances and movement. This program focused on fostering closer bonds between parent and child. This program is facilitated by a music and dance resident and supported by the licensed bilingual parent liaison. The classes are conducted in Spanish and English.

(3) Initially, parents are presented with the Program Selection & Survey Choice through the NYC Department of Education in accordance with State mandates as to which language program best suits the needs of their child's education. This community overwhelmingly selects English as a Second Language over other language program choices.

Parent surveys are also distributed by the PS/MS 278 Office of English Language Learners to solicit ideas and topics for workshops that would be of help to them (in regards to Title III). Parent survey forms are also distributed by the Parent/Teacher Association in the same regards. All survey forms are distributed in English and Spanish and workshops are carried out in both languages.

Each school year, parents are also afforded the on-line and paper survey for the school report card. Findings are distributed to the school staff and issues are addressed and evaluated at faculty meetings, and weekly Principal's Cabinet Meetings.

(4). The needs of the parents are addressed through multiple survey findings of their desires and needs. Other activities are mandated and inherently good practice to foster closer ties between home and school. Parental desires from survey findings dictate the types and frequencies of parental activities.

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(4). The needs of the parents are addressed through multiple survey findings of their desires and needs. Other activities are mandated and inherently good practice to foster closer ties between home and school. Parental desires from survey findings dictate the types and frequencies of parental activities.

Part V: Assessment Analysis

A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|----|---|----|----|---|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | 3 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | | | | | 7 |
| Intermediate(I) | | 5 | 1 | 4 | 1 | 1 | 0 | 1 | 5 | | | | | 18 |
| Advanced (A) | | 0 | 4 | 7 | 5 | 8 | 10 | 5 | 4 | | | | | 43 |
| Total | 0 | 8 | 6 | 11 | 6 | 10 | 11 | 6 | 10 | 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 | | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | | | | |
| | I | | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | | | | |
| | A | | 4 | 5 | 4 | 3 | 1 | 7 | 6 | 5 | | | | |
| | P | | 1 | 1 | 8 | 2 | 8 | 3 | 0 | 6 | | | | |
| READING/ WRITING | B | | 3 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | | | | |
| | I | | 5 | 1 | 4 | 1 | 1 | 1 | 1 | 5 | | | | |
| | A | | 0 | 3 | 7 | 5 | 8 | 8 | 3 | 5 | | | | |
| | P | | 0 | 1 | 0 | 0 | 0 | 2 | 2 | 0 | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 1 | 0 | 0 | | 1 |
| 4 | 1 | 2 | 2 | | 5 |
| 5 | 0 | 8 | 1 | | 9 |
| 6 | 4 | 6 | 8 | | 18 |
| 7 | 1 | 5 | 0 | | 6 |
| 8 | 3 | 8 | 0 | | 11 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | 1 | | | | | | 1 |
| 4 | 0 | | 2 | | 3 | | | | 5 |

| NYS Math | | | | | | | | | |
|---------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | 1 | | 3 | | 6 | | | | 10 |
| 6 | 3 | | 8 | | 2 | | | | 13 |
| 7 | 0 | | 1 | | 5 | | | | 6 |
| 8 | 2 | | 4 | | 7 | | | | 13 |
| 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 | | 1 | | 8 | | | | 9 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

Native Language Tests

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

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

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

(1). 1. In order to diagnose early problems in literacy and reading in ELLs and non-ELL students in kindergarten through third grades, our school uses the following assessments: Wilson Foundations, D.I.B.E.L.S., ECLAS – 2, and Fountas & Pinell.

Wilson Foundations for K-3 is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Foundation is based upon the Wilson Reading System principles and serves as a prevention program to help reduce reading and spelling failure.

In the Foundations program, teachers incorporate a 30 minute daily lesson into their language arts block of instruction. These lessons focus on carefully structured sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency and spelling. During storytime activities, critical thinking, speaking and listening skills are practiced, all skills that are crucial for academic success. For those students in the lowest 30th percentile, targeted small group intervention (Double-Dose) is available.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for the assessing of early literacy skills from kindergarten through sixth grade. In our school, DIBELS is only administered to students in Kindergarten through third grade. DIBELS are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

DIBELS are comprised of seven measures that function as indicators of phonemic awareness, alphabet principles, accuracy and fluency with connected text, reading comprehension and vocabulary. They were designed for use in identifying children having difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of reading difficulties.

DIBELS are individually administered measures of student skills in each of the key basic early literacy skills.

The Early Childhood Literacy Assessment System (ECLAS-2) is an assessment designed to help teachers determine the progress in literacy development in children from grades K-3. ECLAS-2 consists of two parts: the ECLAS-2 Kit for grades K–3 and the Early Performance Assessment in Language Arts (E-PAL) for grades 2 and 3. In our school, both ECLAS-2 and E-PAL are administered.

The Kit activities include individual administered and group administered activities designed to measure each child's progress in Phonemic Awareness, Phonics, Reading and Oral Expression, and Listening and Writing.

E-PAL is a performance assessment given over two days. It measures a student's ability to respond in writing to both a passage that is listened to and a passage which the student reads independently. Grade 2 students who have mastered Level 5 or higher of the Reading Accuracy and Comprehension activities of the Kit take E-PAL, grade 2. A good performance on the E-PAL -2 is a good indication of how the student will perform on the State exams in the third grade.

We also use Fountas & Pinnell to assess students' independent and guided reading levels. Fountas & Pinnell is a benchmark assessment system. It is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: 278M

School DBN: 06M278

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|----------------------------|----------------------|-----------|-----------------|
| Maureen Guido | Principal | | 10/14/11 |
| Lillian Reyes | Assistant Principal | | 10/14/11 |
| Angelin Gonzalez | Parent Coordinator | | 10/14/11 |
| Robert Klein | ESL Teacher | | 10/14/11 |
| Deborah Sims | Parent | | 10/14/11 |
| Christine Tramposch/ESL | Teacher/Subject Area | | 10/14/11 |
| Marilyn Ramos/Grade 5 | Teacher/Subject Area | | 10/14/11 |
| Lillian Rivera/Mathematics | Coach | | 10/14/11 |
| | Coach | | 1/1/01 |
| Amina Mateo | Guidance Counselor | | 10/14/11 |
| | Network Leader | | |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:**

Cluster: _____ **Network:**

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.

A requirement under No Child Left Behind is that schools communicate with parents in their primary languages. Chancellor's Regulation A-663 ensures that parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education.

All written information from this school is disseminated in both English and Spanish at all times. Oral translation is provided in Spanish at all times.

To ensure that all parents are provided with appropriate and timely information in a language they can understand, this school distributes the language preference survey to all non-English and non-Spanish speaking student households. Upon return of this form, this school makes the necessary and appropriate arrangements for identified non-English and non-Spanish in need of written and oral translation either by using the available resources provided by the Department of Education's Translation and Interpretation Unit, or by soliciting parent volunteers who can serve as translators and interpreters.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

A requirement under No Child Left Behind is that schools communicate with parents in their primary languages. Chancellor's Regulation A-663 ensures that parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education.

All written information from this school is disseminated in both English and Spanish at all times. Oral translation is provided in Spanish at all times.

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necessary and appropriate arrangements for identified non-English and non-Spanish in need of written and oral translation either by using the available resources provided by the Department of Education's Translation and Interpretation Unit, or by soliciting parent volunteers who can serve as translators and interpreters.

Using the Department of Education Home Language Report (RHLA) for this school, presently there are a majority of English speaking student households (296) and Spanish speaking student households (205). The latest Home Language Report indicates students in the following languages identified: Albanian (3), Arabic (8), Bengali (1), Chinese-Mandarin (2), Japanese (1), Polish (1), Russian (1), Serbo-Croatian (4), and Urdu (5). The results of the Language Preference Survey indicate that most student households where a language other than English, or Spanish is spoken prefer to have written and oral information presented in their home language and/or English: Albanian (3), Arabic (6), Bengali (1), Chinese-Mandarin (2), Serbo-Croatian (2). The written translation and oral interpretation of Bengali (1 student) will be provided by the Translation and Interpretation Unit of the Department of Education, or by an English-speaking family member. All other translation and interpretation for other languages will be performed by volunteer school community members who are able to provide those services. These findings have been shared with the (school community): School Leadership Team, Parent-Teacher Association, School Faculty.

Written translation services for English and Spanish are done routinely by staff of this school. Volunteer services for translation of Albanian will be performed by a faculty member who is fluent in the language. All other written translation services will be provided by either the Department of Education (form letters, and surveys, etc.) where available from the website, or from volunteer school community members.

Oral interpretation services will be provided by school staff members and parent/community volunteers who are able to communicate in the languages in need. When needed, the services provided from the Department of Education Translation and Interpretation Unit will be utilized.

This school will fulfill Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services by providing assistance to all parents in order to communicate with the school effectively.

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.

Written translation services for English and Spanish are done routinely by staff of this school. Volunteer services for translation of Albanian will be performed by a faculty member who is fluent in the language. All other written translation services will be provided by either the Department of Education (form letters, and surveys, etc.) where available from the website, or from volunteer school community members.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will be provided by school staff members and parent/community volunteers who are able to communicate in the languages in need. When needed, the services provided from the Department of Education Translation and Interpretation Unit will be utilized.

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>.

This school will fulfill Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services by providing assistance to all parents in order to communicate with the school effectively through written and/or oral language. This school will provide translation and interpretation assistance through the use of capable faculty/staff members or qualified parent, or community volunteers. Parents will be afforded the right to choose to rely on an adult friend/companion or relative for language and interpretation services. Students and other children (minors under the age of 18) will not serve as interpreters for school staff and parents during formal or informal meetings. Staff inquiries pertaining to this regulation will be addressed to the Office of Family Engagement and Advocacy Translation and Interpretation Unit of the NYC Department of Education. Training on the language access requirements contained in Section VII of Chancellor's Regulation A-663 and on resources available to support this school's key personnel will be provided by the Department of Education.

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

Title III Supplemental Program for ELLs

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

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

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

| Part A: School Information | |
|---|------------------------|
| Name of School: 278 | DBN: 06M278 |
| Cluster Leader: 94CL06 | Network Leader: 94N601 |
| This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other: |
| Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 |
| Total # of teachers in this program: 30 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 1 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Instructional Program: – “ELL Intervention Program” After School Program

We will have one intervention program to address the needs of our ELL population: one to provide on-going academic support and reinforcement through ESL methodologies in content area studies while simultaneously boosting reading achievement in second language. All students who scored at beginning, intermediate, and advanced levels based on NYSESLAT results will benefit from this program. The ELL Intervention Program is an after school support program that enhances basic needs of our ELLs through small group instruction. This program will run from November 2011 through April 2012. The program will run for approximately 30 weeks. It will meet two (2) times per week for one hour each day after school from 3:00-4:00 p.m. The program will serve approximately 30 students. Approximately 30 students will be separated into 2 small (10-15) students. A certified ESL teacher will teach each group.

Target Population: For our ELL Intervention program- beginning, intermediate, advanced, stagnate-level and long term ELL students in grades 3-5 and any ELL student that is identified in the NYSESLAT 2010 and/or LAP Report as level stagnated. ELL students scoring at level on the NYSELA 2010 exam and students who have scored at 41% on the Spanish LAB assessment, or below will also be targeted for instruction.

ESL intervention: We aim to provide the ELL students with a supportive learning environment, encouraging collaborative child engagement in the learning process. The program will extend, enrich and remediate identified interdisciplinary academic and social needs. The Title III program will provide assistance to make language comprehensible through a content-based curriculum integrated with technology. All work is stored in a portfolio, so students can view their progress, address their weaknesses, and bolster their strengths in a non-threatening environment. They will also focus on test sophistication and homework assistance through scaffold instructions. The teachers will reinforce content areas from the core curriculum taught in the morning by teaching study skills that will improve the students' text processing and note-taking skills and therefore their text comprehension during regular class time. They will receive supplemental ESL instruction taught in a supportive small environment. The ESL teacher will integrate technology along with writing, chants, audio cassettes, instructional and content based media and games to facilitate learning English in a fun and non-threatening way. Instruction and interaction will be conducted in English.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Periodic Professional Development will take place in conjunction with workshops conducted by the New York City Department of Education- Office of English Language Learners as well as the United Federation of Teachers ESL Committee. The four ESL teachers will be keeping abreast of the current trends by attending workshops periodically. Subsequent onsite professional development will be requested from the Children's First Network in order to assist staff with program implementation, model lessons, instructional strategies etc., as well as learning the SLOP model of planning from the Center for Applied Linguistics.

Teachers will meet at convenient times for planning activities and thematic units and for articulating student progress in order to facilitate student movement. Teachers will also use this time to create student progress reports for parents.

Some of the following topics will be covered: NYS Common Core Learning Standards, Using Technology to Enhance English Language Learning, Academic Language and Vocabulary Development, Language Development in Content Areas, Understanding the Danielson Framework for Enhancing Professional Practice.

Part D: Parental Engagement Activities

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

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

Begin description here: The PS/MS 278 School Community has created and publicized various support structures and programs to ensure all ELL parents are aware of the education options available to their children. The Parent Coordinator, working with the ESL Coordinator, as well as the Parent Association will provide various meetings and workshops with featured community speakers on various topics that are unique and issues of importance to English Language Learner Parents. Suggested topics of interest will be surveyed from parents and the Parent Coordinator and ESL Coordinator will arrange convenient parent meeting workshop times. This school partners the Washington Heights/Inwood Coalition, Learning Leaders, as well as Cornell University, the NYC Fire Department, the NYC DOE Office of Family Engagement and Advocacy and the NYC DOE Translation and Interpretation Unit. Workshops will be held at least once per month.

Bilingual (English/Spanish) workshops will also be offered again in conjunction with Flame, Co. for

Part D: Parental Engagement Activities

elementary and intermediate school parents. Some topics that will be given attention through 1.5 hour workshops will be: How Busy Parents Can Help Children Succeed in School, Learning is Your Child's Responsibility, Positive Discipline for Teenagers, etc.

Part E: Budget

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

Allocation Amount: \$11548

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | 6984.60 | 120 hours of per session for ESL and Native Language Arts teacher to support ELL Students: 120 hours x \$49.89 (current teacher per session rate with fringe) = \$5986.80. 20 hours of per session for ESL Coordinator for administrative support: materials purchasing, program coordination, parent meetings, etc. 20 hours x 49.89 = \$997.80 |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | 3408.60 | 1 desktop computer @ \$1700.00 each for student use. 1 laptop computer @ \$1200.00 each for student use. Color paper, markers, crayons, binders for portfolios, pens, pencils, scissors, bilingual language dictionaries, Scholastic news magazine subscription, etc. |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | 1154.80 | Parent Involvement workshops: Parent Workshop Speaker fees, |

Part E: Budget

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

Allocation Amount: \$11548

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
| | | materials, refreshments, supplies, etc., |
| TOTAL | | |