



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** THE WOODHAVEN SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 27Q060

**PRINCIPAL:** FRANK DESARIO **EMAIL:** FDESARI@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MICHELE LLOYD-BEY

**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
Frank DeSario	*Principal or Designee	
Rose DeVito	*UFT Chapter Leader or Designee	
Maricela Quinones	*PA/PTA President or Designated Co-President	
Kim Andrews	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	
Michelle Gallagher	Member/Parent	
Kaliopi Tepelides	Member/Parent	
Tracy Aisenbrey	Member/Teacher	
Cindy Ghabra	Member/Teacher	
Valerie Monforte	Member/Teacher	
Daniela Trainer	Member/Teacher	
	Member/	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

By June 2012, 50% of the Hispanic student subgroup in grades K-2 will demonstrate gains in ELA as measured by an increase of five Fountas and Pinnell reading levels.

### **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.

Based on the new Common Core Learning Standards and the more rigorous reading levels required for the students, we are increasing the number of Fountas and Pinnell reading levels that the students move each year in order to meet these standards.

### **Instructional strategies/activities**

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

#### Activity # 1

- Differentiated Instruction
- Target Population: The Hispanic Population from grades K-2.
- Responsible Staff Members: K-2 classroom teachers, ESL Teachers, SETSS Teacher, Wilson Teacher, and Administration.
- Implementation Timeline September 2011-May2012

#### Activity # 2

- Double Dosing with Wilson Teachers
- Target Population: The lowest third of the Hispanic K-2 student population.
- Responsible Staff Members: Wilson Teacher
- Implementation Timeline: September 2011-May2012

#### Activity #3

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.

Periodic Assessment Dates: November 2011, January 2012 and March 2012

**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.
  - Foundation Workshops K-1
  - ELA Workshops
  - Reading Night
  - Staff members including the Parent Coordinator will attend PTA meetings to share information and answer questions.
  - A translated version of the parent handbook will be available.
  - ARIS training for all parents

**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.
  - Principal and administrative staff will attend NYC DOE hiring fairs in order to recruit highly qualified teachers.
  - Administration will provide professional development for all staff members regularly; including Educational Rounds and CCLS workshops to ensure that all curriculum is aligned with the newly adopted standards.
  - Veteran teachers are assigned as mentors for new and untenured teachers.
  - Opportunities for new teachers to observe a highly effective lesson.
  - Data coaching done by Assistant Principals as well as lead teachers to help teachers plan for data driven instruction. CFN also offers professional development meeting on a monthly basis for teachers as well as administrators.
  - Professional development is also provided by the CFN as well as school administration.

**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.
  - Parents will be trained in the math and literacy components through CCLS during parent workshops including PTA events and family nights. On a quarterly basis, parents will have the opportunity to visit their child's classroom to observe a balanced literacy lesson as well as participate in a question-and-answer period with the teacher on the observed lesson.
  - Parents will be trained in a research-based program, such as *Raz-Kids*, which is based on a Fountas and Pinnell sequence. This will allow parents of English Language Learners, Students with Disabilities, and Hispanic boys the ability to read to their children on their level. Teachers can monitor students' progress using this program. Parents will be able to email the teacher for authentic feedback about how the child is doing.

**Budget and resources alignment**

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

**Funding Sources**

- Title I funding – To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. Replenish Foundations for grades K-2 and Fountas and Pinnell for the entire school.
- Fair Student Funding/Title IIA and School Support Supplement
- Title III funding – Morning program, afterschool program, Spring Recess Reading Strategy Review

- OTPS – Translation services, SLT

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
To create a professional development plan for 100% of teachers who will participate in instructional rounds to enhance teacher effectiveness in literacy and math.

**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.  
After school wide discussions, school administration and staff decided to participate in Educational Rounds in an effort to foster school community and bridge the gap between grade levels.

**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.

**Activity # 1**

Professional Development: PD will be given on Instructional Rounds, how to locate best practices, and how to offer authentic feedback.

- Target Population: Teachers in grade K-5
- Responsible Staff Members: Assistant Principal, Principal, and lead teachers,
- Implementation Timeline September 2011-May2012

**Activity #2**

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.

Periodic Assessment Dates: November 2011, January 2012 and March 2012

**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.
  - At School Leadership Team meetings, parents will be given an explanation of what Instructional Rounds are, the purpose, and benefits of its implementation.
  - Parents on the leadership team will participate in instructional rounds with lead teachers.

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - The training of teachers on instructional rounds and offering of authentic feedback will increase teacher effectiveness in the classroom.
  - Senior AIS teachers provide professional development during guided reading.
  - Assistant Principals provide professional development through data instruction as well as instructional rounds. Assistant Principals also provide professional development through book studies based upon Debbie Miller.

**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.
  - Parents will be trained in the math and literacy components through CCLS during parent workshops including PTA events and family nights. On a quarterly basis, parents will have the opportunity to visit their child's classroom to observe a balanced literacy lesson as well as participate in a question-and-answer period with the teacher on the observed lesson.
  - Parents will be trained in a research-based program, such as *Raz-Kids*, which is based on a Fountas and Pinnell sequence. This will allow parents of English Language Learners, Students with Disabilities, and Hispanic boys the ability to read to their children on their level. Teachers can monitor students' progress using this program. Parents will be able to email the teacher for authentic feedback about how the child is doing.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Title I funding – To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. Replenish Foundations for grades K-2 and Fountas and Pinnell for the entire school.
  - Fair Student Funding/Title IIA and School Support Supplement

- Title III funding – Morning program, afterschool program, Spring Recess Reading Strategy Review  
OTPS – Translation services, SLT

### 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.  
By June 2012, 70% of our Hispanic students in grades K-2 will demonstrate gains in solving addition and subtraction word problems.

#### **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.  
Based on the new Common Core Learning Standards and the more rigorous math criteria required for the students, we are increasing the academic rigor year in order to meet these standards.

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

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

#### **Activity # 1**

- Professional Development: Common core standards/ inquiry based grade meetings weekly to meet the needs of the Hispanic sub group. Data specialist will provide students and teachers with resources through data driven instruction as documented in the CEP..
- Target Population: Teachers in grade K-2, ESL Teachers, SETSS
  - Responsible Staff Members: Assistant Principal, Principal, lead teachers, Math Team,
  - Implementation Timeline September 2011-May2012

#### **Activity #2**

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.

Periodic Assessment Dates: November 2011, January 2012 and March 2012

**Strategies to increase parental involvement**

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

Parent workshops on math strategies and the need for the newly developed math curriculum based on the CCLS. The Parent Coordinator and staff will regularly attend scheduled parent meetings to share information and respond to parent questions and inquiries. To ensure the mastery of addition and subtraction, informational sessions at parent workshops and the distribution of unit-based assessment worksheets will assist parents and teachers in collaborating on the progress of students. At School Leadership Team meetings, parents will be given an explanation of what Math curriculum is, the purpose, and benefits of its implementation.

**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.
  - Principal and administrative staff will attend NYC DOE hiring fairs in order to recruit highly qualified teachers.
  - Administration will provide professional development for all staff members regularly; including Educational Rounds and CCLS workshops to ensure that all curriculum is aligned with the newly adopted standards.
  - Veteran teachers are assigned as mentors for new and untenured teachers.
  - Opportunities for new teachers to observe a highly effective lesson.

**Service and program coordination**

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

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Title I funding – To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. Replenish Foundations for grades K-2 and Fountas and Pinnell for the entire school.
  - Fair Student Funding/Title IIA and School Support Supplement
  - Title III funding – Morning program, afterschool program, Spring Recess Reading Strategy Review
  - OTPS – Translation services, SLT

## 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 create professional development for 100% of classroom teachers in writing Common Core Standards to enhance curriculum mapping in narrative, informational and persuasive genres. This will provide students with an aligned curriculum and rubric for college readiness.

### **Comprehensive needs assessment**

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

In order to enhance the curriculum, teachers will be trained in the CCLS for writing. Teachers will receive ongoing professional development to enhance planning.

### **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.

#### Activity # 1

Professional Development: PD in writing for all teachers provided by the CCLS writing team

Target Population: 100% of teachers in the building

- Responsible Staff Members: Assistant Principal, Principal, lead teachers, CCLS writing team
- Implementation Timeline September 2011-May2012

#### Activity #2

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.

Periodic Assessment Dates: November 2011, January 2012 and March 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Parent workshops given by the administration, parent coordinator, and writing team to inform parents of the new CCLS in writing.
- The Parent Coordinator and staff will regularly attend scheduled parent meetings to share information and respond to parent questions and inquiries.
- Parent Coordinator will hold workshops on parents' responsibilities regarding responses to literature.
- Teachers will inform parents of at-home writing activities needed to enhance their child's writing skills.

**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.
  - Administration and Writing Team will provide professional development for all staff members regularly; including CCLS workshops to ensure that all curriculum is aligned with the newly adopted standards.
  - Veteran teachers are assigned as mentors for new and untenured teachers.
  - Opportunities for new teachers to observe a highly effective lesson on the writing process.

**Service and program coordination**

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

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Title I funding – To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. Replenish Foundations for grades K-2 and Fountas and Pinnell for the entire school.
  - Fair Student Funding/Title IIA and School Support Supplement
  - Title III funding – Morning program, afterschool program, Spring Recess Reading Strategy Review
  - OTPS – Translation services, SLT

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

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

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

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

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

### **Service and program coordination**

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

### **Budget and resources alignment**

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>	3		10	6
<b>1</b>			<b>N/A</b>	<b>N/A</b>	6		10	7
<b>2</b>			<b>N/A</b>	<b>N/A</b>	1		10	3
<b>3</b>	168	72	<b>N/A</b>	<b>N/A</b>	6		10	4
<b>4</b>	158	65	<b>20</b>	<b>158</b>	3		10	7
<b>5</b>	176	100	<b>20</b>	<b>176</b>	6		10	1
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<p><b>Intervention Programs throughout the school year:</b></p> <ul style="list-style-type: none"> <li>- <b>Wilson/Fundations Language</b></li> <li>- <b>Great Leaps</b></li> <li>- <b>Making Meaning</b></li> <li>- <b>Earobics Software</b></li> <li>- <b>Raz-Kids</b></li> </ul> <p><b>Throughout the school year</b></p> <ul style="list-style-type: none"> <li>- <b>Reduced student-teacher ratio enabling small group instruction</b></li> <li>- <b>Individualized instruction based on assessed needs</b></li> <li>- <b>150 minutes (extended day)</b></li> <li>- <b>Afterschool program</b></li> </ul> <p><b>SETSS at Risk</b></p> <ul style="list-style-type: none"> <li>- <b>Small group instruction</b></li> </ul> <p><b>Stars and Cars, Kaplan – test prep</b></p>
<p><b>Mathematics</b></p>	<p><b>Small group instruction based on needs</b></p> <ul style="list-style-type: none"> <li>- <b>Grades 3-5 for 90 minutes</b></li> <li>- <b>Afterschool program</b></li> <li>- <b>Spring break</b></li> </ul> <p><b>ELL level 1 and 2 scoring below proficiency:</b></p> <ul style="list-style-type: none"> <li>- <b>Reduced student-teacher ratio enabling small group instruction</b></li> <li>- <b>Individualized instruction based on assessed needs</b></li> </ul> <p><b>SETSS at Risk</b></p> <ul style="list-style-type: none"> <li>- <b>Small group instruction</b></li> </ul>
<p><b>Science</b></p>	<p><b>Frequency Based on Assessed Needs</b></p> <ul style="list-style-type: none"> <li>- <b>Extra time devoted to content instruction</b></li> <li>- <b>Extra time devoted to hands-on investigations and vocabulary development</b></li> <li>- <b>Reduced student-teacher ratio enabling small group and individual</b></li> </ul>

	<p><b>instruction</b></p> <p><b>SETSS at Risk</b></p> <ul style="list-style-type: none"> <li>- <b>Small group instruction</b></li> </ul>
<b>Social Studies</b>	<p><b>Frequency Based on Assessed Needs</b></p> <ul style="list-style-type: none"> <li>- <b>Extra time devoted to content instruction</b></li> <li>- <b>Extra time devoted to hands-on investigations and vocabulary development</b></li> <li>- <b>Reduced student-teacher ratio enabling small group and individual instruction</b></li> </ul> <p><b>SETSS at Risk</b></p> <ul style="list-style-type: none"> <li>- <b>Small group instruction</b></li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	<p><b>Guidance Counselor Intervention</b></p> <ul style="list-style-type: none"> <li>- <b>Individual counseling</b></li> <li>- <b>Needs based (crisis intervention, parent consultations)</b></li> <li>- <b>Students not meeting promotional criteria/performance standards</b></li> <li>- <b>Students experiencing behavioral/emotional/family issues negatively impacting on learning</b></li> <li>- <b>ACS Liaison</b></li> <li>- <b>Referrals to supportive agencies</b></li> </ul>
<b>At-risk Services provided by the School Psychologist</b>	<ul style="list-style-type: none"> <li>- <b>Counseling for individuals</b></li> <li>- <b>Emotional, health and social counseling</b></li> <li>- <b>Crisis intervention referral</b></li> <li>- <b>Parent consultation</b></li> <li>- <b>Teacher consultation</b></li> <li>- <b>Referral to supportive and preventive agencies</b></li> </ul>
<b>At-risk Services provided by the Social Worker</b>	<ul style="list-style-type: none"> <li>- <b>Counseling for individuals</b></li> <li>- <b>Emotional, health and social counseling</b></li> <li>- <b>Crisis intervention referral</b></li> <li>- <b>Parent consultation</b></li> <li>- <b>Teacher consultation</b></li> <li>- <b>Referral to supportive and preventive agencies</b></li> </ul>

**At-risk Health-related Services**

- **District Health Director-coordinates services throughout district**
- **Supervising nurse for each district-monitors services**
- **DOH Nursing services support all elementary schools@ 6 hrs/day**
- **Provide first aid**
- **Referrals to supportive agencies**

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

### **SCHOOL-PARENT COMPACT**

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

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

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Charles Almundson</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>060</b>
School Name <b>The Woodhaven School</b>			

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

Principal <b>Frank DeSario</b>	Assistant Principal <b>Lisa Kelly</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Kelly Rojas</b>	Guidance Counselor <b>Sharon Morganstern</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Maricela Quinones</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Jeannette Gonzalez</b>
Related Service Provider <b>Wendy Gutierrez</b>	Other <b>Amy Reip</b>
Network Leader <b>type here</b>	Other <b>Digna Rodriquez</b>

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

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

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

### D. School Demographics

Total number of students in school	<b>1245</b>	Total Number of ELLs	<b>160</b>	ELLs as share of total student population (%)	<b>12.85%</b>
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## Part II: ELL Identification Process

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

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

1. When a parent comes to register their child, the secretary provides the parent with a Home Language Survey, which is a questionnaire in the parents' home language and/or in English. If the home language is other than English or student's native language is other than English, then this will determine eligibility for the administration of the LAB-R. Once the parent indicates that the student speaks a language other than English an informal interview will be conducted in the child's native language. This will determine if the student is proficient in a language other than English. This helps confirm the language proficiency level of their native language and English. This also helps determine whether the child is eligible to be assessed with the LABR. If the home language is only English, then the child is not an English Language Learner and no further action is necessary.

The pupil accounting secretary informs one of the five ESL certified teachers and/or the Assistant Principal who supervises the ESL program. The pedagogue(s) who is/are responsible for the initial ELL identification process will determine whether the students are eligible for LAB-R testing. We have two ESL teachers, over ten classroom teachers, school based support team staff, the parent coordinator, Para-professionals, and School Aides that can assist in translating Spanish, Arabic, Chinese, Italian and Croatian. If necessary a translator is requested to help facilitate the informal oral interview in the parents' native language.

After reviewing the Home Language Identification Survey (HLIS) and completing the informal interview, the parent is informed whether the child is eligible for LAB-R testing according to their responses on the HLIS.

The child is administered the LAB-R. If the child is found to be an ELL and speaks Spanish, then the Spanish LAB-R is administered by either one of our ESL teacher who speaks Spanish or a Certified ESL teacher together with one of our Spanish speaking Paraprofessionals. Testing with the LAB-R is done within ten days of the students' admittance to the school. The results will determine entitlement for English as a Second Language services. The child who is identified as an ELL will also take the NYSELAT in the spring to evaluate the students' language development and progress. The NYSELAT will be administered every spring until the child reaches the proficient level in English and tests out of the program.

2 A parent orientation is held for parents and guardians of students who have been identified as ELLs in the fall. The ESL teachers and the Parent Coordinator reach out to parents in the schoolyard and during Meet the teacher sessions of the upcoming parent orientation meeting. This parent orientation meeting is to inform parents of the three program choices available for ELL students. Parents receive a letter and/or flyer inviting them to the orientation meeting. A brochure in the parents' native language is provided and a translator also explains the three programs in Spanish or in their native language as needed. A video informing parents of the three

programs for ELL students is presented in the parents' home language. After the parents are clear and understand the program choices they complete and submit their Parent Survey and Program Selection forms which indicate the program of their choice for their child. There will be other parent meetings throughout the year as needed.

3. The Assistant Principal, ESL Teachers and the Parent Coordinator welcome parents, distribute and explain the Parent Survey/Program Selection Forms. At the parent orientation the parents and guardians are informed of the different programs available for ELL students. The parents are also informed about their rights to select a program of their choice. A video is presented to show the different ESL programs available in New York City. Parents receive materials about programs; a translator is provided in Spanish and any other language needed. After the parents are clear of the program choices they submit their parent selection form indicating the program of their choice.

An opportunity is provided to answer questions, concerns, clarifications, and individual assistance if needed. If a program choice is not available at PS60Q, parents have the right to select another school that offers the program of their choice. Parents are urged to return their Parent Survey and Program Selection Form at the orientation or the following day. The ESL teachers and the Parent Coordinator in collaboration with the classroom teachers follow up in collecting the Parent Survey and Program Selection Forms from the parents. If parents choose another program which is not offered at our school, administration in coordination with the office secretaries will contact

the district office to inquire about school placement options that offer the parents desired program for their ELL child. In addition, parents are also informed that if the Parent Survey and Program Selection forms are not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. If the parent(s) fails to return the Parent Survey and Program Selection Forms they will be contacted by phone, or spoken to during dismissal time as well as during Parent Teacher Conferences if needed. The timeline for collecting the Parent Survey and Program Selection Form depends upon enrollment and up to, but no more than, a month after student entitlement. If a program choice is not available at PS60Q, parents have the right to select another school with the ESL program of their choice.

4. Once the child takes the LAB-R, the ESL teacher hand scores the test and determines the level of the child (Beginner, Intermediate or Advance). The LAB-R cut score determines the English proficiency level. Students are grouped by grade and English proficiency level.

Parents are invited to make an appointment to meet with the ESL Team who will provide information regarding ESL instruction and program choice. For new ELL students an Entitlement letter is sent to the parents. Parents are also informed of the Parent Survey and Program Selection forms. If ELL students do not pass the NYSESLAT in the spring a Continuation Entitlement letter is sent to the parents

notifying them of their child's scores. Parents of ELL students who pass the NYSESLAT in the spring receive a Non-entitlement letter. Copies of all these letters remain on file in the Assistant Principal's office, who supervises the ESL program. Parents are also informed of

the Parent Survey and Program Selection form. Parents will be invited to meet with the ESL teachers during Parent Teacher conferences and throughout the year as needed. The ESL teachers are Cecilia Rodriguez, Rose De Vito, Kelly Rojas and Maria Themelis. These pedagogues are certified ESL teachers with more than one year experience teaching ELLs and with the ELL identification process.

5. After reviewing the Parent Survey and Program Selection forms for the past several years, the trend in parent program choice is the freestanding ESL program which we offer at PS60Q. The parents select the ESL program at our school, which is aligned with the ESL and ELA standards. The teachers implement intensive ESL methodologies, integrating content area instruction. The students participate in small group, task-oriented instruction that guides the production of language, both in verbal and written form.

6. The freestanding ESL program model offered at PS60Q is aligned with the parent requests and program choice as indicated by their responses on the Parent Survey and Program Selection forms.

## 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●  
Page 25

**This school offers (check all that apply):**

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	31	23	35	30	22	19								160
<b>Total</b>	31	23	35	30	22	19	0	0	0	0	0	0	0	160

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	160	Newcomers (ELLs receiving service 0-3 years)	130	Special Education	33
SIFE	5	ELLs receiving service 4-6 years	30	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	130	5	24	30	0	9	0	0	0	160
<b>Total</b>	<b>130</b>	<b>5</b>	<b>24</b>	<b>30</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>160</b>

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

**Transitional Bilingual Education**

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

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

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	26	19	26	25	17	16								129
Chinese	2	1	1	1		1								6
Russian														0
Bengali	2	1	3	1	3	1								11
Urdu		1	2											3
Arabic		1	1	1	1									4
Haitian				1										1
French														0
Korean														0
Punjabi					1									1
Polish														0
Albanian			1											1
Other	1		1	1		1								4
<b>TOTAL</b>	<b>31</b>	<b>23</b>	<b>35</b>	<b>30</b>	<b>22</b>	<b>19</b>	<b>0</b>	<b>160</b>						

# 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).

## A. Programming and Scheduling Information

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?

1. a. The ESL program is the Freestanding ESL program model. The ESL teachers Pull-Out students and provide instruction in small groups.
- b. The students are instructed by grade level and are homogeneous grouped by English proficiency level. However, instruction is differentiated to meet the diverse academic needs of the students.
2. We have four ESL certified teachers. Each ESL teacher provides instruction to a specific grade. Due to the large number of ELL students that are entitled for services in grade one all four ESL teachers divide students in order for them to receive ESL services.
  - a. The ESL teachers provide the mandated instructional minutes by planning collaboratively with grade level teachers to align the ESL curriculum with each grades' curriculum. Classroom teachers are made aware of the 180 minutes of ESL instruction for the ELL students in their class.
3. The ESL teachers provide ESL instruction through the content areas. Teachers differentiate content area instruction by providing visual aids, math manipulatives, using Total Physical Response, role-playing, flash cards, picture dictionaries, utilizing Foundations when needed etc. When necessary ELLs are provided with books in their native language to facilitate understanding of the content area taught.
4. All ELLs are evaluated using english ELA state exams in english and in their home language for the math and science exams. Teachers and staff translate both class work and assessments through out the year.
5. To differentiate instruction
  - a. The ESL and AIS teachers provide additional small group instruction for SIFE students, during the school day. During the Extended Day additional instruction is provided twice a week, for 75 minutes on Mondays and Tuesdays.
  - b. For ELLs with less than three years and who take the state tests, ESL, classroom and AIS teachers provide test-taking strategies in small groups in order to help students in preparation for the state tests. In addition, teachers focus on building cognitive academic language proficiency (CALP).
  - c. ELLs receiving service 4 to 6 years are assigned to specific teachers during the Extended Day in order to reinforce and provide additional instruction in reading and math. Extended Day teachers will collaborate with the ESL, AIS and classroom teachers and analyze student work and data. This will provide a focus on the instruction needed to help these ELLs prepare for standardized tests.
  - d. For Long-Term ELLs academic intervention is needed, therefore their name is submitted to the IEP team for further recommendations.
6. The ESL teachers, classroom teachers and support staff use various strategies for our ELL-SWDs population; small group instruction, AIS pull-out/push-in, ESL small group extended day instruction, Super 6 Strategies and Fountas & Pinnell benchmarks. The instructional materials used are Rourke Classroom Resource - The Passport to Student Success, Foundations, Wilson, Great Leaps, Raz-Kids, Breakthrough to Literacy and classroom leveled libraries.
7. ESL teachers who serve ELLs with special needs will focus on the basic skills in reading, writing and math. Classroom teachers will share the students' IEPs in order to be informed of the students' special academic needs and prepare and plan lessons to meet their needs.

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

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

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

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

### Native Language Usage and Supports

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

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

## 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?

8. ESL teachers are assigned to a grade and they divide the largest amount of ELL students, which happen to be in grade one. ESL teachers analyze the ELL students' performance score on each modality on the spring NYSESLAT results. This helps target the interventions necessary for the specific modality. ESL teachers will collaborate with the classroom teacher and any other teacher who provides instruction to these students.

Special Education/ELL students receive ESL instruction by a certified ESL teach and additional instruction during Extended Day twice a week 75 minutes on Monday and Tuesday. Instruction is provided by a Certified Special Education teacher, preferably their classroom teacher. Two to three students are assigned to specific teachers who will provide additional instruction during the reading block. Teachers will review the data on ARIS to evaluate the students' academic needs and provide instruction and strategies to help students improve.

Students who have been held over will be provided with additional AIS services. Classroom, ESL and AIS teachers will keep track of student progress by analyzing the data of the Periodic Assessments, classroom tests, literacy and math portfolios as well as their progress report. ESL, AIS and the classroom teachers will confer on students' progress using the Reading and Writing Checklists monthly. The Reading Checklist monitors each student's Fountas and Pinnell reading level. The Writing Checklist monitors each student's growth in mechanics and content.

Teachers continuously differentiate instruction and keep and track of the students' progress.

Students' low performance on the writing subtest of the NYSESLAT will receive writing intervention. In turn all teachers working with thesespecific ELL students focus on practicing note taking and writing a short response after listening to selections in preparation for the state tests.

ELL students, who did not meet the performance standard in reading, will be provided with addition instruction in reading during the Extended Day and during the school day. ESL, classroom and AIS teachers who are working with these students will be made aware of the students' low performance on the reading subtest of the NYSESLAT. Teachers will confer with the students and keep notes on the students' reading behaviors. This will help teachers assess student progress on a weekly basis. In turn the teachers will focus on reading and test taking strategies, which will prepare the students for state tests. Classroom teachers, ESL and AIS teachers will compare their data using the Reading Check list monthly to monitor students' growth.

For ELL students who did not meet the writing performance standard on the spring 2010 NYSESLAT, the ESL, AIS and classroom teachers will monitor their writing pieces. These teachers will confer with students and take notes on their writing behaviors and prepare mini lessons to address the students' academic needs. The teacher will analyze the students' monthly progress using the Writing Checklist and address students' writing needs. They will compare their data using the Writing Check list monthly to monitor students' growth.

Ell students' academic performance in Math, Science and Social Studies will be discussed and assessed to further provide intervention during the school day by the ESL, AIS and classroom teachers. Ell's progress in math is monitored through periodic assessments, monthly portfolio pieces, monthly quizzes, and unit assessments. In addition. Science and Social Studies content is differentiated through

## B. Programming and Scheduling Information--Continued

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9. ELLs who have reached proficiency level on the NYSESLAT will be closely monitored. They will also receive small group instruction

## B. Programming and Scheduling Information--Continued

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9. ELLs who have reached proficiency level on the NYSESLAT will be closely monitored. They will also receive small group instruction

## 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. A monthly newsletter is sent to parents notifying them of current and ongoing programs and activities in both Spanish and English. We address the needs of all parents and invite them to participate in Nutrition Classes, Mommy & Me, Daddy & Me, Movie Night, Game Night, etc. Our ELL parents are included in our PTA meetings and all parent activities. The parent Coordinator is available to translate for our non-English speaking parents.

2. We partner with Cornell University which provides workshop for parents on nutrition and making healthy food choices. We partner with Safe Space, an organization which provides workshops for parents on Domestic Violence, Counseling, etc. Health Plus has also provided workshops for parent to keep them informed on health services for the entire family. We refer families in need to the Elohim Community Development and Outreach which is a neighborhood Food Pantry.

3. The Parent Coordinator sends the parents surveys to assess parental needs, which are then addressed accordingly.

4. The Technology Teacher together with the Parent Coordinator train parents to use ARIS. Parent meeting are held to inform parents on how to prepare their child for standardized tests such as the ELA, NYS Math Exam, Acuity Assessment, etc.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

1. ESL teachers are provided with professional development through the CFN and through the OELL as needed. They also meet monthly, or as necessary, with their Assistant Principal, who supervises the ESL program. Teachers and Administration use data to discuss student intervention, progress, and goals.

2. During grade five meetings, teachers are provided with strategies necessary to support ELLs as they transition from elementary to middle school. Administrative staff prepares teachers with literature informing students and parents of various middle school programs and school choices.

3. Teachers attend grade meetings with certified ESL teachers who provide training in instructional strategies for their ELL population throughout the year.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
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1. A monthly newsletter is sent to parents notifying them of current and ongoing programs and activities in both Spanish and English. We address the needs of all parents and invite them to participate in Nutrition Classes, Mommy & Me, Daddy & Me, Movie Night, Game Night, etc. Our ELL parents are included in our PTA meetings and all parent activities. The parent Coordinator is available to translate for our non-English speaking parents.

2. We partner with Cornell University which provides workshop for parents on nutrition and making healthy food choices. We partner with Safe Space, an organization which provides workshops for parents on Domestic Violence, Counseling, etc. Health Plus has also provided workshops for parent to keep them informed on health services for the entire family. We refer families in need to the Elohim Community Development and Outreach which is a neighborhood Food Pantry.

3. The Parent Coordinator sends the parents surveys to assess parental needs, which are then addressed accordingly.

4. The Technology Teacher together with the Parent Coordinator train parents to use ARIS. Parent meeting are held to inform parents on how to prepare their child for standardized tests such as the ELA, NYS Math Exam, Acuity Assessment, etc.

## 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)	18	10	9	1	1	3								42
Intermediate(I)	4	7	10	20	5	3								49
Advanced (A)	9	6	16	9	16	13								69
Total	31	23	35	30	22	19	0	0	0	0	0	0	0	160

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	0	0	0	0	1							
	I	1	3	4	0	1	0							
	A	0	7	16	12	4	4							
	P	1	12	12	17	15	12							
READING/ WRITING	B	6	9	7	1	1	1							

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>	0	7	8	20	4	3							
	<b>A</b>	0	5	14	8	15	13							
	<b>P</b>	0	1	3	0	0	0							

### NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4		10	9		19
5	1	8	6		15
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

### NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1						1
4	1		6		13				20
5	1		4		9		3		17
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

## 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. This year we are using the Fountas and Pinnell benchmark to assess our students in Kindergarten through grade two. The data will provide the ELLs letter, sound recognition, phonic development, oral reading, comprehension, and writing. This will give teachers an indication where to begin with the student as well as challenge how much growth the child needs to meet their reading goal.

2. The LAB-R and the NYSESLAT indicate that the ELLs are proficient in listening and speaking but need additional support in reading and writing in all grades.

## 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

### New York State Regents Exam

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

### Native Language Tests

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

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

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

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## Part VI: LAP Assurances

<b>School Name: <u>The Woodhaven School</u></b>		<b>School DBN: <u>27Q060</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frank DeSario	Principal		10/24/11
Lisa Kelly	Assistant Principal		10/24/11
Jeannette Gonzalez	Parent Coordinator		10/24/11
Kelly Rojas	ESL Teacher		10/24/11
Maricela Quinones	Parent		10/24/11
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Sharon Morganstern	Guidance Counselor		10/24/11
	Network Leader		
Amy Reip	Other <u>School Pyschologist</u>		10/24/11
Digna Rodgriquez	Other <u>Social Worker</u>		10/25/11
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 27Q060      **School Name:** The Woodhaven School

**Cluster:** 2      **Network:** 211

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

**Part A: Needs Assessment Findings**

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

P.S. 60 utilizes the Home Language Survey Form, Ethnic Form and oral interviews in the parents' native language to ensure parents are provided with appropriate and timely information in a language they can understand. After parents complete the Home Language Identification Survey and Ethnic Survey the information is recorded on ATS by the Pupil Accounting Secretary. The ESL teachers review the HLIS and interview the parents. Copies of the HLIS forms are kept on file in the Assistant Principal's office and the originals are placed in the students' cumulative record cards together with the Parent Survey/Program Selection form.

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.

Through surveys, we have found that Spanish translations are the most frequently needed form of communication due to a high percentage of Hispanic student population in our school. The comments written and orally expressed by parents through the survey, demonstrate satisfaction with translations and oral interpretation provided by the school. Findings are reported to the school community through letters and the Annual School Report Card.

## Part B: Strategies and Activities

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

During parent orientation, the parent coordinator informs the parents that written and oral translations are provided to parents that speak a language other than English. In addition to the parent coordinator, in-house staff such as: teachers and other staff members are available to assist with translation as needed. The written translations provided are: workshop fliers, test date reminders, PTA meetings and workshops, evening parental involvement events, school trips, calendar of events and parent-teacher conference reminders. Department of Education translated forms are downloaded in the parents' native language.

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 our Parent Coordinator, Assistant Principal, school staff, parent volunteers and outside translators will be contracted for all other languages as needed (example: parent-teacher conferences and special education services).

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>.

P.S. 60 will use in-house school staff, parent coordinator, parent volunteers and outside contractors if needed.

## 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: The Woodhaven School	DBN: 27Q060
Cluster Leader: Charles Almundson	Network Leader: Jean MeKeon
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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 type="checkbox"/> *Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> *Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 25
# of certified ESL/Bilingual teachers: 3
# of content area teachers: 0

### 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:

The data indicates that after two years of ESL instruction, our ELL students reach advanced and/or proficient levels in listening and speaking but they still show deficiency in reading and writing. The teachers' goal is to provide additional instruction during the morning, after school and spring recess program to improve reading and writing skills.

A certified ESL teacher will push-in to the classes support the ELL students and teachers. In order to increase the students reading, writing and math skills, PS 60 will have a morning program, after school program and a three day intensive Spring Recess Reading Strategy Program during the 2012 spring recess for all of our ELL, ELL-SWD, Former ELL and other students, in English, who need to prepare for the upcoming state exams and meet the CCLS. The programs will also aid in improving attendance, lateness and physical fitness. The morning and afterschool programs will be approximately 14 weeks and run from the middle of December to the end of March. The spring recess program will be held on the 17th, 18th and the 19th of April.

Students in grades 3 - 5 will participate in a run/walk program in the morning. Students in grades 3 - 5 will participate in a Reading Strategy Review Program after school two days a week from 2:30 to 3:30. The teachers are certified and have three or more years of experience teaching reading skills and strategies. The students will be using test prep workbooks to practice for the NYS ELA and NYS Math test. Students will be assessed with a pre-test, mid-term and post-test. Teachers will score these assessments and review with the students their responses. The assessment results will be analyzed by the teachers and in turn they will provide additional support in the areas of weakness.

### 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: Professional Development

Teachers attend monthly in-service professional development from September to June offered by the CFN. They also receive in-house professional development by the assistant principals and lead teachers. The Teacher Inquiry Teams meet weekly to discuss student data. They share best practices in order to

**Part C: Professional Development**

better prepare the students for meeting the CCLS.

The following are some of the workshops:

Foundations training, Assessment workshops, Data Analysis, Differentiation of Instruction, LAP workshop, ELL Data Analysis, Acuity training, ARIS training, RAZ-kids, Fountas and Pinnell Benchmark in-house professional development by the assistant principals, lead teachers, Writing Team and Math Team.

**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:

Parent Activities

The following are parent activities provided throughout the school year: Nutrition Club, Health Plus, Breast Cancer Awareness, Heart Disease, Safe Child Awareness, Mommy & Me, Daddy & Me, Halloween Extravaganza, Holiday Shows, Valentine’s Day Dance, ARIS parent connect, ELA and Math Test Prep, Common Core Learning Standards, Foundations, Fountas and Pinnell and Target Reading Night. Parents are notified of these activities through the monthly calendars, letters sent home, school website and school's outside bulletin board.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		