



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE ROBERT E. PEARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75Q075

PRINCIPAL: BRENDA GALLASHAW **EMAIL:** BGALLAS@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

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
BRENDA GALLASHAW	*Principal or Designee	
JOHN GUTMAN	*UFT Chapter Leader or Designee	
DEYANIRA AGUILERA	*PA/PTA President or Designated Co-President	
ROSA RAMOS	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
WAYNE AMBROSE	Member/Parent	
LUZ SORIA	Member/Parent	
MOREINE FONTANELLE	Member/Parent	
MIGUEL NAVARRO	Member/Parent	
SEAN ARNOLD	Member/Teacher	
TYRIE PENN	Member/Paraprofessional	
	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.

To continue to increase English Language Arts achievement for all students in grades 3-8

By June 2012, all students in grades 3 through 8 (standardized and alternately assessed) will continue to demonstrate growth in reading comprehension/reading readiness skills as evidenced by the use of Performance Series Assessment or the Assessment of Basic Language and Learning Skills-Revised (ABLLS-R) Common Core Learning Standards (CCLS). Standardized students will demonstrate an average of one year's growth in English Language Arts on the Performance Series Assessment; alternately assessed students will acquire a minimum of five new skills with an average of 50% growth toward mastery in basic learner or academic skills for language acquisition.

Comprehensive Needs Assessment

While the school demonstrated growth in 2011-2012 as indicated by the school's Progress Report (grade A), fifty eight percent of students who are in standardized assessment fell within Level 1 on the English Language Arts New York State Assessment in 2010-2011. This was an improvement from the prior school year in which 66% of students fell within Level 1. While the school has demonstrated growth, there continues to be a need to focus on English Language Arts achievement.

In September, 2011 fifteen new classes were added to the organization, (twelve 6:1:1 classes and three 12:1:1 classes in two additional sites) resulting in an overall increase of 26%. As a result, professional development on the school-wide uniform assessment (ABLLS) for the alternately assessed student population and the Performance Series Assessment for standard assessed students needs to be expanded in order to support uniformity in English Language Arts instructional throughout the school community. Teaching staff who have already received initial training on the assessment will benefit from additional professional development on the alignment of assessment to classroom instruction.

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.
- *All new teachers of alternately assessed students will receive professional development in the use of ABLLS-R as an assessment tool and data collection procedures to be initiated prior to 10/20/2011.*
- *The creation and assembly of ABLLS-R kits will be established at newly created off-sites. Inventory of kit items at established sites to be reviewed and updated.*
- *Classroom teachers will team with School Administration, School-Based Coach, Testing Coordinator and the Computer Lab Teacher to perform baseline assessment using the Performance Series Assessment in reading prior to 10/28/11*

- *All new teachers of standardized assessed students will receive professional development on the use of Performance Series Assessment as an assessment and intervention tool on 11/8/11*
- *Teachers, along with the support of Administration, Data Specialist, Inquiry Team Members, and School Based Coach will analyze the results of the Performance Series Assessment and identify, categorize and chart skills deficits by 11/8/11*
- *A pacing calendar will be implemented beginning in September 2011. Teachers will be required to provide documentation of selected common core standards in literacy for all students.*
- *Teacher teams will participate in on-going planning/grade level meetings/inter-visitations facilitated by school based coaches and/or lead teachers for the purpose of strengthening student work in literacy through the examination and refining of curriculum, assessments, interventions, and classroom instruction in literacy.*
- *Teachers will continue to receive on-going support/training in the utilization of reading programs and interventions including Achieve 3000, Mondo Reading Program, SMILE, JARS, Orchard, and the SRA Specific Skills Series throughout the 2011-2012 school year during common preparatory periods.*
- *Student progress to be tracked by classroom teachers through a monthly literacy rubric and monitored by the administration*
- *Teachers will apply appropriate interventions with periodic monthly checks to ascertain student progress (Response to Intervention – RTI)*
- *In January 2012 teachers will receive training to assess student gains and the effectiveness of the intervention tools*
- *A calendar delineating the assessment periods will be developed. Teachers will administer assessments periodically during the months of October, January, and April.*
- *Performance Series Assessment Progress Monitoring will be completed by the end of October 2011, January 2012, and April 2012. Students will demonstrate an average of one half year of growth by January 2012.*
- *Preliminary ABLLS Assessment to be completed by October 2012. The end of year assessment will be completed by June 1, 2012.*
- *By the end of January 2012, alternately assessed will improve an average of 25% toward skills mastery as evidenced by teacher data collection, teacher observation and informal assessments.*
- *Final review of findings in June 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.

The school will develop a technology initiative in order to support parent involvement and student achievement. The initiative will involve the offering of parent workshops on using technology to support English Language Arts achievement. In addition, a "parent portal" website will be developed in order to provide access to a variety of instructional resources which directly support classroom learning. A workshop will be held for parents to understand the Core Standards in relation to their child's instructional program.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All newly hired teachers will have their credentials evaluated thoroughly to ensure that their assignment within the school meets the criteria of their license.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *The parent coordinator in conjunction with the school administration and the School Leadership Team researches, polls, and examines parent/student needs and arranges for a variety of city, social service and local agencies to fulfill identified need areas.*

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.
 - *A professional development initiative for teachers requires per diem funding for three half days of professional development per teacher (per diem funding).*
 - *OTPS tax levy instructional funds are set aside for the purchase of ABLLS-R protocol booklets and materials for the assembly of kits to facilitate assessments.*
 - *Title III funds will be utilized for a five week after school program focused on the improvement of receptive and expressive language skills for alternately assessed English Language Learners.*

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 increase Mathematics achievement for all students in grades 3-8

By June 2012, all students in grades 3 through 8 (standardized and alternately assessed) will continue to demonstrate growth in mathematics problem solving skills as evidenced by the use of Performance Series Assessment or the Assessment of Basic Language and Learning Skills-Revised (ABLLS-R) Common Core Learning Standards (CCLS). Standardized students will demonstrate an average of one year's growth on the Performance Series Assessment in mathematics; alternately assessed students will acquire a minimum of three new skills with an average of 50% growth toward mastery in either Basic Learner or Academic Skill for mathematics problem solving.

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.

While the school demonstrated growth in 2011-2012 as indicated by the school's Progress Report (grade A), fifty three percent of students who are in standardized assessment fell within Level 1 on the Mathematics New York State Assessment in 2010-2011. This was a 6% increase in students performing in the Level 1 category from the prior school year indicating a need to focus on mathematics achievement. Alternately assessed students are in need of a school-wide uniform assessment to measure growth in language skills acquisition.

In September, 2011 fifteen new classes were added to the organization, (twelve 6:1:1 classes and three 12:1:1 classes in two additional sites) resulting in an overall increase of 26%. As a result, professional development on the school-wide uniform assessment (ABLLS) for the alternately assessed student population and the Performance Series Assessment for standard assessed students needs to be expanded in order to support uniformity in Mathematics instructional throughout the school community. Teaching staff who have already received initial training on the assessment will benefit from additional professional development on the alignment of assessment to classroom instruction

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

- *All new teachers of alternately assessed students will receive professional development in the use of ABLLS-R (Table R) as an assessment tool for mathematics and data collection procedures to be initiated prior to 10/20/2011.*
- *The creation and assembly of ABLLS-R kits to be expanded to include mathematics manipulatives at existing and newly formed sites.*
- *Classroom teachers will team with School Administration, School-Based Coach, Testing Coordinator and the Computer Lab Teacher to perform baseline assessments using the Performance Series Assessment in mathematics prior to 10/28/11*
- *All new teachers of standardized assessed students will receive professional development on the use of Performance Series Assessment as an*

assessment and intervention tool on 11/8/11

- *Teachers, along with the support of Administration, Data Specialist, Inquiry Team Members, and School Based Coach will analyze the results of the Performance Series Assessment and identify, categorize and chart skills deficits by 11/8/11*
- *A pacing calendar will be implemented beginning in September 2011. Teachers will be required to provide documentation of selected common core standards in mathematics for all students.*
- *Teacher teams will participate in on-going planning/grade level meetings/inter-visitations facilitated by school based coaches and/or lead teachers for the purpose of strengthening student work through the examination and refining of curriculum, assessments, interventions, and classroom instruction in mathematics..*
- *Teachers will continue to receive support/training in the utilization of mathematics programs and interventions including Everyday Math, Impact Math, Math Triumphs and Orchard throughout the 2011-2012 school year during common preparatory periods.*
- *Student progress to be tracked by classroom teachers through a monthly literacy rubric and monitored by the administration*
- *Teachers will apply appropriate interventions with periodic monthly checks to ascertain student progress (Response to Intervention – RTI)*
- *In January 2012 teachers will receive training to assess student gains and the effectiveness of the intervention tools*
- *A calendar delineating the assessment periods will be developed. Teachers will administer assessments periodically during the months of October, January, and April.*
- *Performance Series Assessment Progress Monitoring will be completed by the end of October 2011, January 2012, and April 2012. Students will demonstrate an average of one half year of growth by January 2012.*
- *Preliminary ABLLS Assessment to be completed by October 2012. The end of year assessment will be completed by June 1, 2012.*
- *By the end of January 2012, alternately assessed students will demonstrate improve an average of 25% toward skills mastery as evidenced by teacher data collection, teacher observation and informal assessments.*
- *Final review of findings in June 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.*

The school will develop a technology initiative in the 2011-2012 school year in order to support parent involvement and student achievement. The initiative will involve the offering of parent workshops on using technology to support Mathematics. In addition, a "parent portal" website will be developed in order to provide access to a variety of instructional resources which directly support learning. A workshop will be held for parents to understand the Core Standards in Mathematics

in relation to their child's instructional program.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All newly hired teachers will have their credentials evaluated thoroughly to ensure that their assignment within the school meets the criteria of their license.

Service and program coordination

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

The parent coordinator in conjunction with the school administration and the School Leadership Team researches, polls, and examines parent/student needs and arranges for a variety of city, social service and local agencies to fulfill identified need areas.

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.
 - *A professional development initiative for teachers requires per diem funding for three half days of professional development per teacher.*
 - *OTPS Tax Levy Instructional funds to be set aside for the purchase of ABLLS-R protocol booklets.*

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To further develop a school community which provides students with an increased feeling of safety and support by their peers and school staff

By June 2012, the Learning Environment Survey will indicate a minimum 15% overall improvement in the Student Safety and Respect questionnaire

Comprehensive needs assessment

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

An analysis of the student safety and respect questionnaire in the Learning Environment Survey indicates that only 25% of students disagreed with the statement that “students threaten or bully other students at school”. Other questions in this category indicated that improvement in the area of respect and safety needs to be addressed in order for the school to ensure that all members of the school community feel physically and emotionally secure, allowing everyone to focus on learning.

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

- *The Results of the Learning Environment Survey will be shared with the Guidance Department, Pupil Personnel Committee, School Safety Committee, Student Body, Principal’s Cabinet and the School Leadership Team by October 28, 2011*
- *To form a student anti-bullying committee facilitated by the school’s positive support team and guidance department which will brainstorm concerns, solutions and action plans. The team will meet on a monthly basis beginning in October 2011.*
- *Outreach to community organizations including the local police precinct to schedule special assemblies*
- *Positive Behavior Intervention Supports Committee will partner with the arts department to create student theater and poster campaign on anti-bullying*
- *An interim student survey (based upon the 2010-2011 survey results) will be conducted in January 2012 to assess the effectiveness of the campaign.*

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.
- *A technology initiative in the 2011-2012 will support the school’s anti-bullying campaign by providing parents with resources through the school’s “parent portal”. In addition, a parent workshop will be scheduled to support the school’s anti-bullying initiative.*

Strategies for attracting Highly Qualified Teachers (HQT)

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

All newly hired teachers will have their credentials evaluated thoroughly to ensure that their assignment within the school meets the criteria of their license.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *The parent coordinator in conjunction with the school administration and the School Leadership Team researches, polls, and examines parent/student needs and arranges for a variety of city, social service and local agencies to fulfill identified need areas. The school will seek the support of the local community police precinct to support our anti-bullying initiative.*

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.
 - *OTPS Tax Levy Instructional funds will be scheduled for the purchase of materials to support the student anti-bullying initiative*
 - *OTPS Tax Levy Instructional funds will be earmarked for an outside arts agency to work with targeted classes on an anti-bullying project – (Learning Through an Expanded Arts Program)*

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	101	101	N/A	N/A	Services	Provided As	Per IEP	Mandates
1	29	29	N/A	N/A	Services	Provided As	Per IEP	Mandates
2	32	32	N/A	N/A	Services	Provided As	Per IEP	Mandates
3	13	13	N/A	N/A	Services	Provided As	Per IEP	Mandates
4	35	35	25	N/A	Services	Provided As	Per IEP	Mandates
5	45	42	49	36	Services	Provided As	Per IEP	Mandates
6	48	47	51	35	Services	Provided As	Per IEP	Mandates
7	46	44	49	35	Services	Provided As	Per IEP	Mandates
8	21	21	22	15	Services	Provided As	Per IEP	Mandates
9	Students	In	Grades 9-12	Attend	Services	Provided As	Per IEP	Mandates
10	School	In a	Short	Term	Services	Provided As	Per IEP	Mandates
11	Psychiatric	Hospital	Facility	With	Services	Provided As	Per IEP	Mandates
12	A	Highly	Transient	Population	Services	Provided As	Per IEP	Mandates

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>ELA</p>	<p>Achieve 3000- reading intervention program for middle school students individually 3 sessions per week duration of one period (50 minutes) per session.</p> <p>Wilson Reading- reading intervention program elementary/middle school, small group instruction during literacy block within the classroom setting</p> <p>Wilson Foundations- reading intervention program K-2nd grade, small group instruction during literacy block within the classroom setting</p> <p>Achieve IT ELA- reading intervention program elementary/middle school, small group instruction during literacy block within the classroom setting</p> <p>Great Leaps Reading Program- reading intervention program K-5, individual instruction during literacy block within the classroom setting</p> <p>Handwriting Without Tears- reading intervention program early childhood, small group instruction during literacy block within the classroom setting</p> <p>Summer Success Reading Program- reading intervention program K-8, small group instruction during literacy block within the classroom setting</p> <p>Leap Frog Pads/Readers- reading intervention program K-2nd grade, small group instruction during literacy block within the classroom setting</p> <p>Voyager Passport Reading Program- reading intervention program K-3rd grade, small group instruction during literacy block within the classroom setting</p> <p>Orchard individual instruction during allotted computer labs sessions 1-3 sessions per week 25 minutes per session</p>
<p>Mathematics</p>	<p>Everyday Mathematics- computation and problem solving small group instruction during math block within the classroom setting</p> <p>Math Steps- computation and problem solving reinforced through individual/small group instruction during literacy block within the classroom setting</p> <p>Achieve IT Mathematics- computation and problem solving reinforced through small group instruction during literacy block within the classroom setting</p> <p>Great Leaps Mathematics- basic mathematics fact reinforced through individual instruction during literacy block within the classroom setting</p> <p>Summer Success Mathematics Program- small group instruction during math block within the</p>

	<p><i>classroom setting</i></p> <p>Orchard- <i>individual instruction during allotted computer labs sessions 1-3 sessions per week 25 minutes per session</i></p> <p>Do the Math- <i>computation and problem solving reinforced through small group instruction during literacy block within the classroom setting</i></p>
Science:	<p>I Openers- <i>individual/small group instruction during science instruction and/or literacy block within the classroom setting</i></p> <p>Programmed Science Cluster/Lab- <i>whole class instruction during the instructional day 1-3 times a week for 50 minutes</i></p>
Social Studies	<p>I Openers- <i>individual/small group instruction during social studies instruction and/or literacy block within the classroom setting</i></p>
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Gary Hecht	District 75	Borough Queens	School Number 075
School Name Robert Peary			

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

Principal Brenda Gallashaw	Assistant Principal Anthony Loades
Coach Maureen Healey	Coach type here
ESL Teacher Luis Ortiz	Guidance Counselor Willie Rose
Teacher/Subject Area Laura Di Gangi (ESL)	Parent Rosie Ramos
Teacher/Subject Area type here	Parent Coordinator Tashawna Hassell
Related Service Provider type here	Other Anthony Loades-ELL Coordinator
Network Leader Stephanie McCaskill	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	438	Total Number of ELLs	105	ELLs as share of total student population (%)	23.97%
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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. 

Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Parents are notified in English and in the language they understand, of their child's placement in an instructional bilingual or free-standing English as Second Language Program and their options. The purpose of this notification is to discuss and explain further the nature, purposes and the education value of the program. Options are also discussed during orientation, placement and during Parents/Teachers' conferences. Parents also receive a full and clear explanation of the different programs available for their children: Transitional Bilingual Education (TBE) Programs, Dual Language Program and Freestanding English as Second Language (ESL). It will help parents to come to an understanding of each program and, therefore, decide which program will benefit their children best.

The school addresses the needs of parents to communicate in their native language through the use of the Department of Education's Translation Unit. The schools's Parent Coordinator and/or the ESL teacher work together with the school to provide parental documents in the family's native language. Ample opportunity and time will be provided to convey concerns in order to promote communications/participation by parents from different cultural backgrounds.

Upon student entry, Luis Ortiz (Spanish and English) and Laura DiGangi (Italian and English), whom are certified ESL Teachers, discuss the home language identification survey (HLIS) with the parents and also discuss evaluations available that would determine their child's availability into the program. These trained pedagogues will then review IEP's, CAP mandates, and ATS reports in order to identify our Limited English Proficient (LEP) students who are eligible to receive ESL and/or Alternate Placement services.

Once school staff collect the HLIS from parents and determine that a language other than English is spoken in the child's home, then the child is administered a Language Assessment Battery revised (LAB-R), which is a test that establishes English proficiency level. The students that score below proficiency in the LAB-R, will become eligible for state-mandated services for ELL's. In the Spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine English proficiency. The NYSESLAT exam include the four modalities: speaking, listening, reading, and writing. First, we administer the speaking portion to each child individually. The other three parts are administered at another date, in groups of students depending on their grade level and proficiency level. In order to determine whether students' continue to take the NYSESLAT exam, ESL teachers review ATS reports, such as RLAT and REXH, to check the previous scoring and provide us information on each ELLs' current level of proficiency. This test determines whether or not the student's continue to be eligible for English language services.

Students whose home language is not English as determined by HLIS and who have scored below the appropriate cut score on the LAB-R, or have not scored at the appropriate level on the NYSESLAT are considered to be English Language Learners. The results obtained from NYSESLAT is reviewed annually to identify changes in the proficiency levels as well as progress within each modality. Students who have been identified as English Language Learners must be initially assessed in both their preferred language and in English. Students whose native language is Spanish are also administered the Spanish LAB if they did not pass the LAB-R.

HLIS forms are provided in the families' native language, and translators are provided as needed. If a new student comes in without the parent present, phone calls are made to the parent requesting their attendance in filling out this survey within the child's 10 days of school. Students new to the New York City Department of Education identified as Limited English Proficient (LEP) are administered the LAB-R if it has not been previously administered at the CSE level of the admission process.

In order to ensure that a new admit who do not have a HLIS and/or the LAB-R score is entitled to, the ESL teachers will complete the HLIS by following the process explained above and by administering the LAB-R. In addition, the ESL teachers will review the Individual Educational Plan (IEP) and will get information from CAP and ATS to verify that all documents recommend the same service for the student.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	105	Newcomers (ELLs receiving service 0-3 years)	39	Special Education	105
SIFE		ELLs receiving service 4-6 years	39	Long-Term (completed 6 years)	26

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE									0	
Dual Language									0	
ESL	40		40	38		39	27		27	105
Total	40	0	40	38	0	39	27	0	27	105

Number of ELLs in a TBE program who are in alternate placement: 74

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

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	16	2	9	7	8	13	8	9	3					75
Chinese	2	1			1	1	1							6
Russian														0
Bengali	2			1	1	1	1	1						7
Urdu		1				1	1							3
Arabic		1												1
Haitian	1													1
French														0
Korean														0
Punjabi						1	1							2
Polish			1				1							2
Albanian			1				1							2
Other	1			1	1			2	1					6
TOTAL	22	5	11	9	11	17	14	12	4	0	0	0	0	105

Part IV: ELL Programming

A. Programming and Scheduling Information

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

ESL Instruction: Before students come to our school, they are evaluated at the CSE level where their language needs are determined. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine Spanish dominance. During annual reviews, the classroom teacher and the ESL teacher discuss the language needs of the students. This information is given to the psychologist as he/she will have the final determination of the language needs of each student. The program model of 75Q provides ESL instruction to all of our ELLs in grades K-8 who are eligible to receive such services as per their HLIS and their IEPs. The Instruction is provided both to students whose IEP indicates "ESL" only and whose IEP indicates "Bilingual Instruction Services." ELLs are taught in the language of service designated on the IEP with the aid of an alternate placement paraprofessional and bilingual service providers when applicable. ELLs formerly referred to as "X-Coded" students are served as per their IEP. Our ELLs are scattered across the classroom settings of 6:1:1, 8:1:1 and 12:1:1 and inclusion. ELLs receive the number of units required by CR Part 154. Students receive ESL according to New York State mandates of 360 minutes for those students at the Beginning/Intermediate Level and 180 minutes for students at the Advanced Level. Students at the advanced level also receive 180 minutes of ELA. The school follows the Pull Out and Push In methods of instruction. Students are instructed in homogenous groups according to their continuum classification, age range and proficiency level. All students receiving ESL services are either at the Beginning, Intermediate or Advanced Level of Proficiency. To address the needs of ESL students directly, either a teacher or an Alternate Placement paraprofessional speaking in the students' native language has been assigned to those classes housing ESL students. Instructional strategies used to ensure students meet the ESL standards, and excel in state and local assessments include: The Cognitive Academic Language Learning Approach (CALLA) for students in standardized assessment, Total Physical Response (TPR), Language Experience, Graphic Organizers, QTEL (Quality Teaching for English Learners) strategies which focus on scaffolding techniques, and Applied Behavioral Analysis (ABA). ABA strategies as well as TEACCH include discrete trials and data collection to address the Individualized Educational Plans (IEPs) of the ELL students with autism. In addition, multisensory approaches in conjunction with communication symbols will be used. The use of technology is incorporated to provide additional support. Instructional materials that promote high interest, while relevant to students' background, academic needs and strengths are used to support ELLs. The ESL teachers together with the classroom teachers plan collaboratively in the development of lesson plans for the levels of language proficiency and the skills of listening, speaking, reading and writing. Activities are differentiated based on students' proficiency level. The use of technology, music and visual cues are all incorporated to help students succeed. Content area instruction uses ESL methodologies. Classroom teachers adapt curriculum in order to meet the needs of students with severe disabilities. All attempts in planning will be made to formulate a Bilingual class whenever possible and appropriate.

A. Programming and Scheduling Information

As teachers of English Language Learners, we design lessons based on students' individual proficiency levels. Teachers design lessons that take students through a sequence of tasks including preparing the learners, interacting with the text, and extending the learning. Also, it is very important to use primary language support strategies to meet the goal of appropriate instruction for our ELLs. The use of technology is very beneficial for our ELLs. There are websites to help ELLs with pronunciation while they listen to stories read aloud.

Currently, we have newcomers to the program. In order to help them succeed in the learning environment we will provide them: tutoring, a buddy student, development of initial literacy in native language, an orientation process for students and their parents and a nurturing environment to facilitate language production. Counselors will work with parents and their children to facilitate information. Transition Plan: students who obtain Proficiency level scores on the NYSESLAT receive continuing transitional support for two years and will be supported for one year with ESL services.

ELL students, whom are receiving the services for more than four years, are supported through instructional strategies including: The cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, Graphic Organizers and Cooperative Learning. The certified ESL teachers utilize a push-in/Pull out model of instruction and work together with the classroom teachers to plan collaboratively in the development of lesson plans for the level of language proficiency and the skills of listening, speaking, reading and writing. Students are supported throughout the day via an Academic Intervention Services (AIS) program, Instructional Technology, Visual Arts Enrichment, and with differentiated instruction and tutoring with emphasis on specific skills in reading and writing. Language support may include explicit vocabulary instruction (i.e. pre-teaching and contextualizing vocabulary) and scaffolding writing activities. The use of technology is included to give students additional instructional support. Multi-sensory and multi-cultural materials are infused throughout all aspects of instruction

SIFE: Presently, 75Q does not have any students with interrupted formal education. P75Q's plan will encourage and guide students both academically and socially, supporting their linguistic and cultural appreciation. In addition, it will integrate students' native language as a tool to support strong ELA acquisition. Services available for any newcomer or SIFE students include tutoring, community awareness activities, support of native language, and nurturing environment to facilitate language production, and technology.

Students will be placed into our program based on IEP mandates and will receive all services specified with IEP. Students will be integrated into classroom settings based continuum mandates for class size and age as per NYS regulations. Instruction will be differentiated both inside of the class setting and within the framework of ESL instruction. Long term ELLs and SIFE students will continue to be supported through the communication and technology components of their educational programs. Long term ELLs are entitled to all AIS services.

Alternate Placement in Special Education: Alternate Placement settings provide for temporary placement of LEP special education students when the recommended Bilingual Service is not available. The class is taught by a monolingual English teacher with an alternate placement paraprofessional who provides native language and cultural support. ESL instruction is provided by the ESL teachers.

New programs: ESL instruction is supported by several programs previously listed. However, the school will continue to seek material by which to upgrade that support. The school will be investigating new ELL programs for the purpose of providing instruction that will continue to meet the diverse needs of its students. New programs will include material from Santillana: Guided Reading Library -Level I and Level 2.. We are presently using a new program called Unique Learning System. The Unique Learning System has been developed based on current research-based information that promotes access to standards-based learning and literacy instruction. This review will highlight specific referenced literature and research as it applies to the general education population as well as the known related literature and research for students with significant disabilities.

The ESL teachers use many instructional strategies and grade level materials to provide our students with access to academic content area and to accelerate English language development. Some of the strategies include, modeling, differentiation of instruction, thematic teaching, visual tools, repetition, and the use of high thinking techniques such as comparing and contrast. In order to better support our English Language Learners to achieve their highest potential and get the most out of their learning experience, the ESL teachers combine their materials with the classroom teachers materials when planning instruction.

Discontinuation of programs: The school is presently not looking to discontinue any programs. Instead, the school is looking to extend the programs presently being utilized.

All students in P75Q are categorized as special need students. Our students are placed in the least restrictive environment based on IEP mandates. Because of this, our students have special instructional concerns for both ELL and a diagnosed disability. The school utilizes itinerant ESL teachers servicing students throughout 8 sites locations in the school organization. Students are given ESL services on a push in/pull out basis as a part of their special placement due to their disabilities.

Several elements combine to limit the school's ability to serve the seventy-four LEP students in separate Bilingual classes. LEP students within three contiguous grades needing the same language may not have the same continuum ratios (12:1:1/8:1:1/6:1:1). LEP students of varying grades are spread out over eight sites within the organization. Therefore, limitations such as number of students/ LEP students at a

A. Programming and Scheduling Information

site would inhibit the ability to group students with the same language and/or grade span within any given site. The site school at Elmhurst Hospital has a transient population. LEP students rarely stay in the hospital setting for more than one or two weeks before being released by the hospital and returned to their previous school placement. Ultimately, the placement of LEP students is conducted by District 75 and its placement office. The school complies with the LEP IEP mandates through the use of ESL teachers and Alternate Placement paraprofessionals who speak the students' native language and English.

Due to the nature of the handi capping conditions, our students are required to be in a self-contained classroom in the least restrictive environment possible. The only time our non-inclusion, ELL students from PS 239, 254, and 276 would be spending time with their non-disabled peers would be during mealtimes (breakfast and lunch) and dismissal. Alternate placement para's work with our bilingual Ell's and stay with them throughout the day. In addition, they will receive ESL instruction by pull out or push in method. Our inclusion students from PS. 239 and PS 88, spend the day in the classroom with their non-disabled peers. The ESL teacher will pull them out of their classrooms and work in a group of three for a 50 minute period.

All students in P75Q are categorized as special need students. Our students are placed in the least restrictive environment based on IEP

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)		
abilities (proficiency 100%) to maximize instructional focuses. Teachers schedules are adapted to maximize instructional time while servicing to serve 97 students over 8 sites.			
50%			
25%	Dual Language		
100%			
75%			
50%			
25%	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME			

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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.

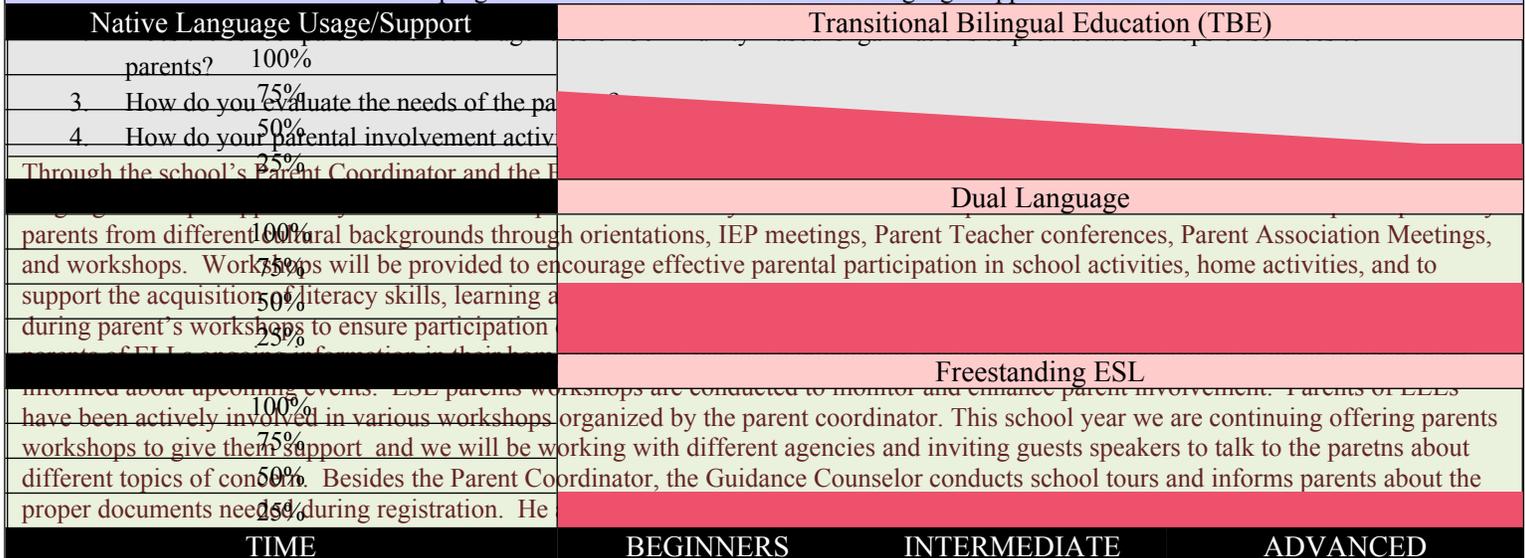
On-going professional development is necessary to consistently instruct staff on using ESL strategies and methodologies as well as the implication of the Language Allocation Policy. All staff assigned to ELL students receive their mandated professional development through web casting and training from the ESL teachers during Title III professional development periods. In addition, all staff including assistant principals, common branches teachers, subject area teachers, paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries and parent coordinator are in receiving professional development. ESL teachers attend District 75 City-wide ELL workshops and meetings. They also maintain contact with the District 75 ELL coaches and director regarding issues of compliance and instruction.

Schedule of ELL Professional Development opportunities: Compliance: 9/16 & 11/18. New Teacher Development: 2/28/12, 4/27/12, , Title III: To be assigned.

During the 2011-2012 school year P. 75Q's professional development plan includes issues pertaining to the instruction of ELLs, such as overview of approaches for ESL instruction, ESL in the content areas, the writing process, NYS ESL standards, Language Allocation Policy, cultural diversity, technology and literacy, Alternate Assessment Methods for ELLs. P. 75Q teachers and paraprofessionals who serve ELLs are supported through coaching services provided by the district's instructional coaches and are encouraged to attend district, city and state wide professional development focusing on the education of ELLs such as: Jose P and QTEL. All teachers participate in mandated Jose P. ESL training. All documents regarding Jose P Compliance are maintained with the school (office files and ELL Compliance Binder).

Native Language Usage and Supports

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



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

E. Parental Involvement

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3. How do you evaluate the needs of the parents?
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Through the school's Parent Coordinator and the ESL teacher, P.75Q will offer parents of ELLs ongoing information in their home languages. Ample opportunity and time will be provided to convey concerns in order to promote communication with and participation by parents from different cultural backgrounds through orientations, IEP meetings, Parent Teacher conferences, Parent Association Meetings, and workshops. Workshops will be provided to encourage effective parental participation in school activities, home activities, and to support the acquisition of literacy skills, learning assessments, standards and achievement of goals. Translation services are provided during parent's workshops to ensure participation of ELL parents. The Parent Coordinator and the ESL teachers work closely to offer parents of ELLs ongoing information in their home languages. Parents continuously receive phone calls and letters in order to keep them informed about upcoming events. ESL parents workshops are conducted to monitor and enhance parent involvement. Parents of ELLs have been actively involved in various workshops organized by the parent coordinator. This school year we are continuing offering parents workshops to give them support and we will be working with different agencies and inviting guest speakers to talk to the parents about different topics of concern. Besides the Parent Coordinator, the Guidance Counselor conducts school tours and informs parents about the proper documents needed during registration. He also answers and clarifies any concerns that parents may have at the time of registration. Information will be provided to parents through scheduled meetings, conferences and planning sessions for the Individualized Education Program (IEP). Through the parent's Coordinator, the school is presently working with several agencies and organizations to offer informative workshops on important topics and issues of interest to all parents. Translation in the parents native language is always offered at the workshops. The school will be contacting agencies to offer information specifically to our ELLs parents.

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Additional Information

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	22	4	10	8	10	14	11	12	3					94
Intermediate(I)			1	1	1	1	2		1					7
Advanced (A)		1				2	1							4
Total	22	5	11	9	11	17	14	12	4	0	0	0	0	105

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	22	4	10	8	10	14	11	12	3				
	I			1	1	1	1	2		1				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A		1				2	1						
	P				1	1								
READING/ WRITING	B	22	4	10	8	10	14	11	12	3				
	I			1	1	1	1	2		1				
	A		1				2	1						
	P				1	1								

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1			1
4			1		1
5			2		2
6	1		2		3
7					0
8	1				1
NYSAA Bilingual Spe Ed	5		1	36	42

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						1
5			1		1				2
6	1		1		1				3
7									0
8	1								1
NYSAA Bilingual Spe Ed			1		1		42		44

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1
8									0
NYSAA Bilingual Spe Ed	2				1		12		15

New York State Regents Exam

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

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

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

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

The results of NYSESLAT and NYSAA show that the focus for most of our students needs to be reading and writing. Data application and analysis of class profiles indicate that the majority of our ELLs are at the beginning level of English proficiency.

Math: Based on scores from 2011, 3 students are currently functioning at level 1, four (4) students on level 2, two (2) students on level 3.

English Language Arts: Two (2) students are currently functioning at level 1 and one (1) student on level 2, and six (6) students on level 3.

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.

Part VI: LAP Assurances

School Name: <u>Robert E Peary</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brenda Gallashaw	Principal		
Anthony Loades	Assistant Principal		
Tashwana Hassell	Parent Coordinator		
Luis Ortiz and Laura Di Gangi	ESL Teacher		
Rosie Ramos	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Willie Rose	Guidance Counselor		
Stephanie McCatskill	Network Leader		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75Q075 School Name: Robert E. Peary School

Cluster: D75 Network: 2

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

Part A: Needs Assessment Findings

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

The schools determines the primary language spoken by each parent by reviewing student home language survey forms , emergency cards and ATS. Language needs are compiled and maintained by the parent coordinator and the ESL teacher who work closely together to ensure that translation/interpretation needs of parents are met. P75Q hires staff members who are bilingual specifically in the area of parent outreach and who are utilized as parent translators and assist in interpretation at all parent meetings. .

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.

P75Q serves 107 LEP/ELL's (76 Spanish, 5 Chinese/Mandarin, Cantonese, 8 Bengali, 4 Urdu, 2 Punjabi, 1 Tagalog, , 2 Polish, 1 Romanian, 1 Malasyan), 1 Hebrew, 1 Albanian, 1 French Haitian Creole, 1 Kannada, 2 Arabic, and 1 Amoy. A Spanish interpreter participates in every PA/SLT function. P75Q distributes the bill of rights to parents and ensures that interpreters are present for parent conferences and that all communication is provided in the parent home language.

Part B: Strategies and Activities

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

P75Q routinely translates and sends out written correspondence to parents in English, Spanish, Bengali, Urdu and Chinese provided by the Translation and Interpretation Unit. Staff are utilized to provide interpretation and translation in other languages. In addition, school documents are secured in the parent home language, i.e. IEP's, student report cards, emergency cards, etc.

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.

In-house school staff responds to the needs of the parent community by providing interpretation services when necessary. In instances where staff is unavailable, phone translation is provided through the Translation and Interpretation unit. If necessary, a contracted provider will be hired if an interpreter is not available. Bilingual staff are available to help parents during one on one meetings and groups such as IEP meetings, parents and teachers conferences and other school events. Presently, the school has staff who speak Spanish, Bengali, Urdu, Punjabi, Hindi, Mandarin and Cantonese, Albanian, Polish, and Arabic

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>.

P75Q will comply with Chancellor's Regulations A663 by ensuring that parent home language needs are ascertained through the pupil accounting secretary and shared with the parent coordinator, ESL teacher, and school staff. Parents are notified in their home language of the "Bill of Parental Rights and Responsibilities." Postings are prominently displayed at the entrance to the school notifying parents of language assistance available in the school. Written correspondence is in the parent home language. Interpretation services via staff member or telephone is available for parent conferences.

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: Robert E. Peary	DBN: 75Q075
Cluster Leader: Gary Hecht	Network Leader: Stephanie McCaskill
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 checked="" type="checkbox"/> After school
<input type="checkbox"/> Saturday academy	<input type="checkbox"/> Other:
Total # of ELLs to be served: 45	
Grades to be served by this program (check all that apply):	
<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 4
of content area teachers: 2

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

ESL Instruction: Out of the 438 students, 111 English Language Learners (ELLs) (25.34%) are represented in the student population. In addition, 92.38% of ELLs are alternate assessment and 7% are standard assessment. Our ELLs population includes students from grades K-8 who are between the ages of 5-12 years old. Based on the whole school population, 61% of the students' population is classified as alternate assessment and 39% are standardized assessment. The school services students with autism, intellectual disability, and emotional disturbance (ED). The languages spoken in our students' households include: Spanish, Bengali, Urdu, Chinese/Mandarin, Tagalog, Polish, Romanian, Malasya, Punjabi, Arabic, Hebrew, Hindi, and Cantonese. ELLs receive the number of units required by CR Part 154. Instructional strategies used to ensure students meet the ESL standards, and excel in state and local assessments include: The Cognitive Academic Language Learning Approach (CALLA) for students in standardized assessment, Total Physical Response (TPR), Language Experience, Graphic Organizers, QTEL (Quality Teaching for English Learners) strategies which focus on scaffolding techniques, and Applied Behavioral Analysis (ABA). ABA strategies as well as TEACCH include discrete trials and data collection to address the Individualized Educational Plans (IEPs) of the ELL students with autism. In addition, multisensory approaches in conjunction with Pictures Exchange Communication System (PECS) will be used. Technology is incorporated to provide additional support. Instructional materials that promote high interest, while relevant to students' background, academic needs and strengths are used to support ELLs. The ESL teachers together with the classroom teachers plan collaboratively in the development of lesson plans for the levels of language proficiency and the skills of listening, speaking, reading and writing in English.

Title III Supplemental Instructional After School Program: The Supplemental Program utilizing Title III monies will be comprised of an after school instructional program servicing 45 bi-lingual alternate assessment students pooled from staffing ratios of 6:1:1, 8:1:1 and/or 12:1:1. The Supplemental Program will be provided to 45 ELLs in six: 6:1:1 and 8:1:1 configurations for students in grades K-8. It will be held twice a week for two hours each day for five weeks (5) weeks. **The tentative starting date of the program is 2/1 through 3/8, but it is pending on busing approval.** The focus of the supplemental program is to help students build skills in English in the four modalities: listening, speaking, reading and writing. ESL standards 1, 4, and 5 will be addressed, as well as English Language Arts standards and Alternate Grade Level Indicators (AGLIS) in grades 3-8. To ensure that our students will benefit to the maximum from our supplemental instructional program, they will be taught in small groups (6 students each and 8 students each) by certified ESL teachers and/or by teachers that have been trained in ESL methodologies. Students will be grouped according to their English Proficiency Level and continuum ratios. The supplemental instructional program will benefit our students as they will have ample opportunities to engage receptive and/or expressive language through the use of differentiated activities including hands-on, short stories read aloud by the teacher, and literacy through the use of computers. In order to achieve our goal, teachers will employ visual, Total Physical Response (TPR), small group instruction as well a whole group instruction to improve student performance.

The school will budget for up to six certified ESL teachers and will supplement any fewer than 6 with certified special education teachers to work in conjunction with those ESL teachers hired. The teachers will instruct the 45 ELLs as follows: For the first hour of the after school program, twenty-two (22) ELLs will receive direct instruction in groups as follows: two groups of 8:1:1 and one group of 6:1:1, will be instructed in English by three certified ESL teachers. 23 additional ELLs will meet in groups, with the same configuration, with the three certified special education teachers. During the second hour of the after school program, the students who were with the ESL teachers will change places with the students who were with the special education teachers. This will enable us to provide direct supplemental ESL instruction to forty-five (45) ELLs as opposed to providing it for only 22 ELLs. All ELLs will have received direct supplemental instruction from the three certified ESL teachers. The last day of the program, all students

will work together in a large group. This is in alignment with instruction provided to ELLs during the school day (e.g., ELLs receive direct instruction from their ESL teachers and they also receive direct instruction from special education teachers during dramatic presentations, assemblies, gym, and during some content-area instruction). ELLs with severe cognitive and developmental disabilities have a difficult time generalizing skills and applying them in novel situations, in a variety of settings, and with a variety of people. 75Q plans to provide a means for ELL students to build and generalize their listening, speaking, reading and writing skills in English for social interaction (ESL Standard 4) utilizing whole group, small group, and individual instruction during the after school supplemental Title III program.

The language of instruction for the six classes will be English using ESL methodologies. Six (4 bilingual Spanish paraprofessionals, 1 bilingual Urdu paraprofessional, and 1 bilingual Bengali paraprofessional) paraprofessionals will be employed within the instructional program. Instruction will be provided in a small class setting (6 students with 1 teacher and one paraprofessional/8 students with 1 teacher and one paraprofessional) and is in accord with the ELL students IEP mandates. Instruction provided within these parameters will ensure that students' learning outcomes will be attained. The purpose of the supplemental instructional program will be to strengthen English as the primary language of communication in school for severely cognitively delayed students with the testing category: Alternate Assessment. Utilizing programs for early language acquisition, the supplemental language after school program will increase the students' usage of receptive and/or expressive language in English, increasing it as their primary language for communication. Teacher-lead instruction and all materials to be used within the supplemental program will be exclusively in English. The students will receive 4 hours of English Language Arts instruction per week (2 hour per day for 2 days each week) designated around targeted communication goals per week. Homogeneous classes will provide for learning to occur at the student's functional level during whole class, small group and individual activities.

One of the main components of the Supplemental Instructional Program is Voyager Passport Reading Program. Voyager Passport and Voyager Pasaporte™ “provide direct, systematic instruction in each of the essential reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and is designed as an intervention program for students for whom the core reading program is not sufficient. The lessons are based on the latest scientific knowledge about effective reading instruction and are carefully designed to effectively and efficiently address each of the strategies and skills necessary for struggling readers.” The activities in the voyager Passport Reading Program are predominantly small group instruction. Students will participate in activities ranging pre-reading skills to reading comprehension.

Santillana Intensive Reading Program and Edmark Reading Program will also be an integral part of the Supplemental Instructional Program. “The Santillana Intensive English is an standards-based ESL/ELD intervention program designed to accelerate the development of social and academic language skills through content-based instruction. It can be used as a core program or supplemental to any basal reading language arts program.

The activities in the Santillana Intensive English Program will vary from individual to small group instruction. The level of difficulty can range from naming pictures to retelling stories to predicting events.

”The Edmark Reading Program “has been teaching struggling reading students to successfully read for over thirty years. The multimedia (Win/Mac) version received the Codie Award as the Best Special Educational Software Solution of 2002. Available in Win/Mac version or Print version, The Edmark Reading Program is the ‘one that works.’

The activities in the Edmark Reading Program also will vary from individual to small group instruction. Students will participate in expressive language exercises which vary from internalization of vocabulary words to composing a story involving specific vocabulary.

Unique Learning System

Theoretical Support:

“The Edmark Reading Program applies the principles of Behavioral psychology to the education of children With mild and moderate level of omental retardation (Bijou, 1965; Birbrauer, Bijou, Wolf, & Kidder, 1965;

Skinner, 1961). These principles relate to errorless Discrimination (Sidman & Cresson, 1973), response Shaping (Birnbrauer , Wolf, Kidder, & Tague, 1965), Selective reinforcement (Birnbrauer, & Lawler, 1964) And direct instruction (Becker, 1992). Content validity was ensured by using a systematic review of grade placement lists developed from studies of basal readers by experts in the field. The vocabulary included in the Edmark Reading Program was found To reflect the inclusion of the words most often used by beginning readers.”

In addition, teachers will create lessons and/or activities to strengthen specific skills denoted from the ABLLS assessment for the purpose of remediating specific expressive and receptive language skills.

The supplemental program will assess student early language abilities through the use of diagnostic tools. The Assessment of Basic Language and Learning Skills (ABLLS) will be used as the primary assessment of students’ receptive and expressive language. In addition, assessments from other programs will help to provide a baseline and post instructional testing of students gains made during the instructional component. Instruction will focus on increasing primary language skills as well as increase the students usage of receptive/expressive language.

Some sample student tasks are:

ESL Standard 1:

“Students participate in retelling a story on the plant cycle (such as Pumpkin, Pumpkin or The Carrot Seed) using picture cards with words to put the steps in the plant cycle in order and/or making a flip book of 4 pages with pictures and labels to show the four stages of growth of a pumpkin seed (e.g. seed, plant, flower, pumpkin.)”

* (meets New York State Alternate Assessment Alternate Grade Level Indicator (AGLI) 11308 Grade 5 Reading)

ESL Standard 2:

“After listening to a story such as The Three Little Ducks or Have You Seen My Duckling? Students’ respond to the events they have heard in the story verbally and through other methods of communication.

* (meets New York State Alternate Assessment Alternate Grade Level Indicator (AGLI) 12108 Grade 3 Reading)

The students selected to participate in the Supplemental Instructional Program are experiencing difficulties with both receptive and expressive language. They demonstrate significant cognitive delays within these areas. Exposure to Second Language on a regular basis contributes to inconsistent usage of English as a Primary communication source.

These programs will be congruent to those utilized in classroom activities designed to reinforce English as the primary language for communication with these students. They will continue to reinforce phonemic awareness, phonics, site word recognition, vocabulary, etc. as a means of furthering the acquisition of the target language.

Languages to be addressed with Title III funding of the Supplemental Instruction Program are as follows:

Spanish	Urdu	Bengali	Punjabi	Chinese/Mandarin	Tagalog	Polish
Malasya						

Bi-lingual services are available by Support Staff for Spanish and Bengali and Urdu.

Language of Instruction: English

Rationale for Selection of Program/Activities: To promote and develop multiculturalism within the school and community.

Times Per Day/Week: Monthly and or Bi- Monthly Meetings

Program Duration: 5 weeks

Service Provider and Qualifications: New York State Certified Teacher of Both Bi-Lingual and English as Second Language Services

In addition to the supplemental direct instruction for students, the Title III after school program will include PD training sessions for instructional staff in methodologies found in the Edmark Reading Program, Voyager Passport Reading Program, Unique Learning System and Santillana Intensive English program. Following instructional staff training, parent workshops will convene to demonstrate the programs for the purpose of familiarizing the parents with them and increasing home participation with the learning methodologies. Following the trainings, the 5 weeks supplemental program will begin.

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

Title III Professional Development Program:

The PD portion of the Title III after school program will consist of three sessions for instructional staff in methodologies found in the Edmark Reading Program, Voyager Passport Reading Program and Santillana English Program. There will be three Professional development sessions conducted. The tentative dates for the Teacher's training are planned to be the following dates but are subject to change: 1/25, 2/15, and 3/12. The PD will take place after school, once a month for a 5 week period (one hour per session). One teacher will conduct the PD and five teachers and 6 paraprofessionals will receive the training. The first training will consist of a demonstration/utilization of the assessment tools to be used to determine the student's present level of performance with regard to receptive/expressive language (ABLLS). The second training will demonstrate utilizations of the instructional materials to be used during the 5 week program (Edmark, Voyager, Santillana – Intensive English and Unique Learning System) Both of these trainings will be conducted prior to the beginning of the Title III Supplemental Instructional Program. The third training will be conducted at the conclusion of the mid-point assessment period. This training will encompass the response to intervention (RTI) and the next steps to be taken after reviewing student's progress/lack of progress.

The staff will participate in three professional development sessions to address instructional programs/supports for the Supplemental Instructional Program before, during, and just prior to the conclusion of the program. The school will serve as the host to all Professional Development. The professional development will consist of training by facilitators with express knowledge of the programs to be used, English a Second Language instruction, assessment tools to be utilized and understanding of

students with significant cognitive delays. Luis Ortiz, the certified ESL teacher, or another certified ESL teacher will conduct the PD activities.

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

Title III Parental Involvement Program: Following instructional staff training, parent workshops will convene to demonstrate the programs for the purpose of familiarizing the parents with them and increasing home participation with the learning methodologies. Following the trainings, the 5 week supplemental program will begin.

The parent component of the Title III supplemental program will consist of 3 separate professional development workshops. Tentative dates for the workshops are as follows: 1/18, 2/15, and 3/14. The first will be conducted just prior to the commencement of the Title III Supplemental Instructional Program and will demonstrate the programs to be used during the 5 week session and how parents can assist in the learning process at home. The second parent's conference will be conducted after the mid-point evaluation of the students' s progress, and will present the findings to the parents. In addition, the training will provide additional support that parents can provide to the students at home. The third training will be conducted just prior to the conclusion of the Title III Supplemental Instructional Program and will assist students' progress. The meeting will also provide parents with the means to continue to increase students learning based on the final assessment and RTI.

Parent Involvement is paramount to the success of our endeavor. Without complicity of the parents/guardians to reinforce the usage of English as the primary mode of communication, student success may be limited. Our program includes parents:

“To promote a healthy self-esteem of each and every child, early childhood education programs must be thoughtfully designed to serve both parents and children-or the more so for those who speak a language other than English at home” (Helen Nissany).

“Research has indicated that parental involvement is correlated with increased academic performance, especially in schools with a high percentage of culturally and linguistically diverse populations (Henderson and Marburger).

Information dissemination will be conducted in three ways: letters home, telephone contacts and parent meetings. Parents will be notified about Supplemental Instruction and related parent involvement as per guidelines specified in the Title III plan. Parents will attend three meetings prior to, during and after the initiation of services to be provided. (e.g. Initial Orientation Meeting Winter 2011 and Commencement Meeting Winter 2012). In addition, interpreters speaking in the parents' native languages will be utilized for both telephone contacts and to assist parents during oral presentations and activities.

The school addresses the needs of parents to communicate in their native language through the use of the Department of Education's Translation Unit. The school's Parent Coordinator and/or the ESL teacher work together with the

school to provide parental documents in the family's native language. Ample opportunity and time will be provided to convey concerns in order to promote communications/participation by parents from different cultural backgrounds. Training will be provided to encourage effective parental participation in school activities, home activities, and to support the acquisition of literacy skills, learning assessments, standards and achievements of goals.

Information will be provided to parents through scheduled meetings, conferences and planning sessions for the individualized education program (IEP). Orientation regarding instruction in English as a Second Language (ESL) will be provided by the guidance counselor in concert with the ESL teacher upon conducting school tours. The ESL teacher discusses present instruction programs utilized in the school, discusses ESL guidelines and services to be provided and responds to parent concerns. Information on relevant topics related to ELLs, as well as help for parents to gain insight into the education of special needs students will be provided at the Parent Association Meetings held monthly.

Part E: Budget

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

budget matches your Title III Plan.		
Allocation Amount: \$11,200.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> •Per session •Per diem 	\$10,651.56	6 ESL teachers 2 days per week x 2hrs per day x \$50.06 per hour x 5 weeks = \$6007.20 6 paraprofessionals x 2 days per week x 2hrs per day x \$29.00 per hour x 5 weeks = \$3480.00 <u>Professional Development Component:</u> 5 teachers x 3 sessions x 1 hour per session @ \$22.80 per hour (trainee rate) = \$342.00 6 paraprofessionals x 3 session x 1 hour per session @ \$29.00 per hour = \$522.00 1 teacher/trainer x 3 session x 1 hour per session x \$50.06 per hour = \$150.18 <u>Parental Involvement Component:</u> 1 teacher trainer x 3 sessions x 1 hours per session x \$50.06 per hour = \$150.18
Purchased services <ul style="list-style-type: none"> •High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> •Must be supplemental. •Additional curricula, instructional materials. •Must be clearly listed. 	\$474.62	Consumables: copy paper \$100 writing/construction paper \$24.62 pencils/crayons \$50 diapers/wipes \$50 instructional program consumable material \$250
Educational Software (Object Code 199)		
Travel		
Other	\$73.82	Parent Meeting Expenditures (food, drinks, etc.)
TOTAL	\$11,200.00	