



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** THE SCHOOL IN THE GARDENS

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 28Q101

**PRINCIPAL:** VALERIE CAPITULO-SAIDE      **EMAIL:** VCAPITU@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DR. BEVERLY FOLKES-BRYANT

**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
Valerie Capitulo-Saide	*Principal or Designee	
Rhonda Corin	*UFT Chapter Leader or Designee	
Deb Dillingham	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Anna Ippolito	Member/Teacher	
Matthew Schneider	Member/ Teacher	
Mary Lou Steincke	Member/ Teacher	
Jason Westerlund	Member/ Teacher	
Laurie Kaufman	Member/ Parent	
Ann Kittredge	Member/ Parent	
Nancy Northrop	Member/ Parent	
Marcia Parness	Member/ Parent	
Kelly Zaug	Member/ Parent	



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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

By June 2012, 100% of our classroom teachers will develop and implement at least one (1) performance task in ELA aligned to the selected Common Core Learning Standards (CCLS) and ELA practices as evidenced in planning, teacher created assessments and observations.

### **Comprehensive needs assessment**

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

In analyzing the data from the 2011 NYS ELA, we found that there was a lack of progress on the NYS ELA exam. Overall, the school decreased 1% from the prior year. In order to address the citywide instructional expectations for student participation in Common Core aligned tasks, teachers will receive ongoing professional development in the CCLS provided by network support personnel as well as other supplemental instructional strategies. By doing so, this will assist us in targeting deficient areas that need to be improved across all grades.

### **Instructional strategies/activities**

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

### **Activity # 1**

- Professional Development: PD will be given on the following topics:
  - a. New York City Department of Education Instructional Expectations in ELA.
  - b. ELA Common Core Learning Standards; creating ELA Performance Tasks that are embedded in our current curriculum.
  - c. Use of rubrics as a reference tool for teachers with the language of the standards to provide specific feedback to students regarding their work.
  - d. Analysis of student work and determining instructional next steps.
  - e. Analysis of the sample Common Core Library aligned tasks and planning to implement them in our classrooms
- Target Population(s): Teachers, Paraprofessionals, PreK Family Worker.
- Responsible Staff Members: Principal, Assistant Principals, Network Staff Developers, Teachers, Data Specialist, Paraprofessionals and PreK Family Worker.
- Implementation Timeline: September 2011 through May 2012.

### **Activity #2:**

Creation of one ELA Performance Task embedded into the curriculum as per the DOE Instructional Expectations. Tasks will be embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners.

- Students in PreK – 2 will write a written response to informational texts through group activities and with prompting and support.
- Students in Grades 3-6 will write an analysis of informational texts or an opinion or argument based on an analysis of informational texts.

- Target Population(s): Classroom Teachers PreK- grade 6.
- Responsible Staff Members: Principal, Assistant Principals, Network Staff Developers, Teachers and Data Specialist.
- Implementation Timeline: September 2011 through May 2012.

**Activity #3:**

Teachers will work collaboratively to analyze student work on the teacher-created performance tasks.

- Target Population(s): Classroom Teachers PreK- grade 6.
- Responsible Staff Members: Principal, Assistant Principals, Network Staff Developers, ELA Vertical Team, Classroom Teachers.
- Implementation Timeline: October 2011 through May 2012.

**Steps for including teachers in the decision-making process**

- During grade meetings, grade planning periods and during an afterschool focused study group session, we study ELA Performance Tasks. Teachers are empowered to create their own rigorous ELA Performance Tasks that are embedded in their units of study and aligned with Common Core Learning Standards. Teachers have the flexibility to select the types of tasks they teach aligned with the Common Core.
- Implementation of the Performance Tasks Dates: November 2011 – March 2012.

**Strategies to increase parental involvement**

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

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Network support personnel provide ongoing professional development during the school day on Common Core Learning Standards and Content Knowledge.
- The Network will provide offsite professional development on Common Core Learning Standards and Content Knowledge.
- Teachers will observe instructional strategies through onsite/offsite teacher visitations.
- One teacher per grade serves on a Vertical Literacy Team which meets bimonthly. The Team discusses the implementation of rigorous performance tasks in all aspects of literacy including Science and Social Studies.
- Technology/Data Specialist provides teachers with ongoing resources to support the creation, implementation, and analysis of the Common Core Performance Tasks.

**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.

N/A

**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.

The following funding sources were used to implement this action plan to develop and implement one Performance Task in ELA aligned to the selected Common Core Learning Standards from September 2011 through June 2012 as indicated below:

- Salaries for the Principal and two (2) Assistant Principals will be funded by Fair Student Funding (Tax Levy)
- Salary for one Assistant Principal is partially funded by C4E for instructional support
- Salaries for Teachers are funded by PreK, Universal PreK, Fair Student Funding (Tax Levy), FSF Legacy Teacher Supplement (Tax Levy), Children First Network Support (Tax Levy), and Temporary Shortfall (Tax Levy)
- Salary for IEP teacher is funded by IEP Teacher (Tax Levy)
- Salaries for Paraprofessionals are funded by IEP Para (Tax Levy), IDEA Para, and Section 504 (Tax Levy)
- Salary for PreK Family Worker is funded with PreK Support Shared
- CFN Support is funded by Children First Network
- Professional instructional materials to support curriculum development during the regular school day is funded by NYSTL Textbooks, Title III, Fair Student Funding (Tax Levy)
- Teacher per diem for differentiated professional development is funded by Fair Student Funding (Tax Levy)
- Teacher per session for designing ELA Performance Tasks is funded by Fair Student Funding (Tax Levy)
- Imagine Learning licenses for use in the classrooms by ELL students is funded by Title III
- Common Core aligned non-fiction books for classroom use is funded by NYSTL Library Books
- Transportation of staff for professional development opportunities out of the building is funded by Transportation of Staff (Tax Levy)

## 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.

By June 2012, 100% of our classroom teachers will develop and implement at least one (1) performance task in Math aligned to the selected Common Core Learning Standards (CCLS) and math practices as evidenced in planning, teacher created assessments and observations.

### **Comprehensive needs assessment**

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

In analyzing the data from the 2011 NYS Math, we found that there was a lack of progress on the NYS Math exam. Overall, the school increased 1% from the prior year. In order to address the citywide instructional expectations for student participation in Common Core aligned tasks, teachers will receive ongoing professional development in the CCLS provided by network support personnel as well as other supplemental instructional strategies. By doing so, this will assist us in targeting deficient areas that need to be improved across all grades.

### **Instructional strategies/activities**

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

### **Activity # 1**

Professional Development: PD will be given on the following topics:

- a) New York City Department of Education Instructional Expectations in Mathematics
  - b) Mathematics Common Core Learning Standards
  - c) Creating Mathematics Performance Tasks that are embedded in our current curriculum
  - d) Use of rubrics with the language of the standards to provide specific feedback to students regarding their work
  - e) Differentiated Instruction
  - f) Grade Level Network Math Meetings
  - g) Monthly Math Liaison Meetings and in school grade-level math meetings every other month on the Instructional Expectations
- Target Population(s): Classroom Teachers PreK- grade 6, Paraprofessionals, PreK family Worker.
  - Responsible Staff Members: Principal, Assistant Principals, Network Staff Developers, Math Vertical Team, Classroom Teachers, Paraprofessionals, PreK family Worker.
  - Implementation Timeline: September 2011 through May 2012.

### **Activity #2:**

Creation of one Math Performance Task embedded into the curriculum as per the DOE Instructional Expectations

- Students in PreK- grade 6 will model with mathematics and/or construct viable arguments and critique the reasoning of others.
- Students in Grades PreK, K, and 3 will focus on Operations and Algebraic Thinking.
- Students in Grades 1-2 will focus on Number and Operations in Base Ten.
- Students in Grades 4-5 will focus on Number and Operations with Fractions.
- Students in Grade 6 will focus on Ratios and Proportional Relationships.
- Target Population(s): Classroom Teachers PreK- grade 6.
- Responsible Staff Members: Principal, Assistant Principals, Network Staff Developers, Math Vertical Team, Classroom Teachers.
- Implementation Timeline: October 2011 through March 2012.

**Activity #3:**

Teachers will work collaboratively to analyze student work on the teacher-created performance tasks.

- Target Population(s): Classroom Teachers PreK- grade 6.
- Responsible Staff Members: Principal, Assistant Principals, Network Staff Developers, Math Vertical Team, Classroom Teachers.
- Implementation Timeline: October 2011 through May 2012.

**Steps for including teachers in the decision-making process**

- During grade meetings, grade planning periods during an afterschool focused study group session, we study Math Performance Tasks. Teachers are empowered to create their own rigorous Math Performance Tasks that are embedded in their units of study and aligned with Common Core Learning Standards. Teachers have the flexibility to select the types of tasks they teach aligned with the Common Core.
- Implementation of the Performance Tasks Dates: November 2011 – March 2012.

**Strategies to increase parental involvement**

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

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- The Network support personnel provide ongoing professional development during the school day on Common Core Learning Standards, Content Knowledge, and support using alignment tools.
- The Network will provide offsite professional development on Common Core Learning Standards, Content Knowledge, and support using alignment tools.
- Teachers will observe instructional strategies through onsite/offsite teacher visitations.
- One teacher per grade serves on a Vertical Math Team which meets bimonthly. The Team discusses the implementation of rigorous performance tasks in all aspects of Math including Science and Social Studies.
- Technology/Data Specialist provides teachers with ongoing resources to support the creation, implementation, and analysis of the Common Core Performance Tasks.

**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.
- N/A

**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.

The following funding sources were used to implement this action plan to develop and implement one Performance Task in Mathematics aligned to the selected Common Core Learning Standards from September 2011 through June 2012 as indicated below:

- Salaries for the Principal and two (2) Assistant Principals will be funded by Fair Student Funding (Tax Levy)
- Salary for one Assistant Principal is partially funded by C4E for instructional support
- Salaries for Teachers are funded by PreK, Universal PreK, Fair Student Funding (Tax Levy), FSF Legacy Teacher Supplement (Tax Levy), Children First Network Support (Tax Levy), and Temporary Shortfall (Tax Levy)
- Salary for IEP teacher is funded by IEP Teacher (Tax Levy)
- Salaries for Paraprofessionals are funded by IEP Para (Tax Levy), IDEA Para and Section 504 (Tax Levy)
- Salary for PreK Family Worker is funded with PreK Support Shared
- CFN Support is funded by Children First Network
- Professional instructional materials to support curriculum development during the regular school day is funded by NYSTL Textbooks, Title III, Fair Student Funding (Tax Levy)
- Teacher per diem for differentiated professional development is funded by Fair Student Funding (Tax Levy)
- Teacher per session for designing Math Performance Tasks is funded by Fair Student Funding (Tax Levy)
- Transportation of staff for professional development opportunities out of the building is funded by Transportation of Staff (Tax Levy)

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

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

By June 2012, 100% of classroom teachers will incorporate Smart Board software, internet and multi-media instructional strategies to support meaningful instruction aligned with rigorous Common Core Learning Standards and the grade appropriate core subject.

#### **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.

Funds were allocated to purchase Smart Boards, laptops, document cameras and access to a variety of on-line resources to assist teachers in incorporating 21<sup>st</sup> Century technology into all of our classrooms in order to prepare our students for short term and long term academic goals and for college and career.

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

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

#### **Activity #1**

- Professional Development: PD will be given on the following topics in order for staff to incorporate these internet-based online resources into their classrooms: Smart Board, Weekly Reader Connect, Brain Pop, Brain Pop Jr, Discovery Education, Microsoft Word, Excel, and Google Docs. PD will also be given on how to utilize the following assessment tools in order to drive instruction: Scantron Grades 2-6, ARIS, and Acuity.
- Target Population(s): All Teachers.
- Responsible Staff Members: Principal, Assistant Principals, Classroom Teachers, Technology Teacher/Data Specialist.
- Implementation Timeline: September 2011-June 2012.

#### **Activity #2**

- Classroom Intervisitiation: Designate one (1) classroom as a lab site for other teachers to observe and replicate technology integration.
- Target Population: Teachers with experience using Smart Board technology.
- Responsible Staff Members: Principal, Assistant Principals, Technology Specialist, Lab Site Teacher.
- Implementation Timeline: December 2011-June 2012.

#### **Activity #3**

Administration will conduct increased observations of all teachers in order to support and ensure the use of technology in the classrooms.

- Target Population: Teachers.

- Responsible Staff Members: Principal, Assistant Principals, Technology Teacher, Teachers.
- Implementation Timeline: September 2011-June 2012.

**Activity #4**

. Administration will post monthly grade-level newsletters, current curriculum rubrics in all curriculum areas, social studies learning menus, science projects and other academic information on the school website in an effort to clearly communicate our expectations to the school community. In addition, administration will publicize all parent education workshops related to above.

- Target Population: Families.
- Responsible Staff Members: Principal, Assistant Principals, Teachers.
- Implementation Timeline: September 2011-June 2012.

**Steps to Include Teachers in the Decision Making Process**

- Teachers will be given a technology needs assessment.
- Technology Specialist – along with a team of teachers – will analyze the results and determine a course of action in developing the lab site.
- Teachers provide the Administration with the curriculum, grade-level newsletters, projects, learning menus and rubrics to post online.

**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.
- N/A

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Professional development opportunities for teachers and staff to participate in the ongoing learning of technology use as a tool for instruction.
- Team teaching/coaching of teachers with the technology teacher/data specialist to look at data and make appropriate decisions in how to best support the target population and their specific needs through the use of available technology.
- A mentoring plan is offered to new teachers and teachers who need additional support.

**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.
- Respect For All with a focus on cyber-bullying.

**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.

The following funding sources were used to implement this action plan from September 2011 through June 2012 as indicated below:

- Salaries for the Principal and two (2) Assistant Principals will be funded by Fair Student Funding (Tax Levy)
- Salary for one Assistant Principal is partially funded by C4E for instructional support
- Salaries for Teachers are funded by PreK, Universal PreK, Fair Student Funding (Tax Levy), FSF Legacy Teacher Supplement (Tax Levy), Children First Network Support (Tax Levy), and Temporary Shortfall (Tax Levy)
- Salary for IEP teacher is funded by IEP Teacher (Tax Levy)
- Salaries for Paraprofessionals are funded by IEP Para (Tax Levy), IDEA Para and Section 504 (Tax Levy)
- Salary for PreK Family Worker is funded with PreK Support Shared
- Data Specialist per session is funded by ARRA RTTT Data Specialist
- Technology Intern is funded by Computer Maintenance (Tax Levy)
- Website Maintenance is funded by Fair Student Funding (Tax Levy)
- CFN Support is funded by Children First Network
- On line resources: BrainPop, BrainPop Jr, Discovery Education, Weekly Reader Connect will be funded by NYSTL Software (Tax Levy)
- Smart Boards, document cameras, printers will be funded by NYSTL Hardware (Tax Levy)
- Teacher per diem for differentiated professional development is funded by Fair Student Funding (Tax Levy)
- Teacher per session for training sessions on technology is funded by Fair Student Funding (Tax Levy)
- Transportation of staff for professional development opportunities out of the building is funded by Transportation of Staff (Tax Levy)

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

By June 2012, the number of our 4-6 grade students who show progress on the NYS ELA will increase by 10%.

### **Comprehensive needs assessment**

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

In analyzing the data from the 2011 NYS ELA, we found that 46% of our current 5<sup>th</sup> and 6<sup>th</sup> grade student made progress. Particular skills such as vocabulary in context and determining the meaning of unfamiliar words have been shown to be weak throughout the grades. Teachers will focus on those skills that were found to be deficient and target them during morning extended day programs as well as throughout all other curriculum areas throughout the day.

### **Instructional strategies/activities**

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

### **Activity # 1**

Extended day AIS services are offered for at-risk students.

- Extended Day teachers are working with their own students in grades 1-6.
- Students with special needs in grade 1 work on decoding with Foundations trained teachers during extended day.
- Students with special needs in grades 4 – 6 work on decoding with Wilson trained teachers during extended day.
- ELL students attend our extended day program with our ESL teacher.
- AIS teachers work with at-risk students in K, grades 3-6 during the regular school day.
- In grade 1, teachers implement Foundations for phonological/phonemic awareness.
- Target Population(s): Classroom Teachers grades 1-6, students in grades 1-6, Foundations trained grade 1 teachers, and Wilson trained special education teachers, ESL teacher.
- Responsible Staff Members: Principal, Assistant Principals, Data Specialist, classroom teachers, service providers, paraprofessionals, a PreK Family Worker and Network support.
- Implementation Timeline: September 2011 through May 2012.

### **Activity #2**

Extended Day enrichment program, Constitution Works, for students in grades 5-6 who are above proficiency.

- Experiential learning investigating the workings of the Constitution.
- Rigorous, in-depth study of selected topics, with a strong emphasis on research, factual and persuasive writing, as well as public speaking and debating techniques.

- Target Population(s): social studies and science cluster teachers, students in grades 5 and 6 who are above proficiency.
- Responsible Staff Members: Principal, Assistant Principals, Data Specialist, Social Studies and Science cluster teachers.
- Implementation Timeline: September 2011 through May 2012.

### **Activity #3**

Classroom teachers target instruction throughout the literacy lessons to meet the needs of all students by:

Change all arrows to bullets Addressing specific skills identified by the item analysis of the 2011 NY State ELA Exams.

- Differentiating instruction with small groups.
- Utilizing TC Non-Fiction Curriculum Maps which will increase the use of multi-media sources of information.
- Implementing the use of Grammar and Vocabulary Books in Grades 4-6.
- Engaging in experiential learning through dramatizations, role playing, theater, etc.
- Integrating cross curricula disciplines
- Target Population(s): Classroom Teachers grades PreK – grade 6.
- Responsible Staff Members: Principal, Assistant Principals, classroom teachers, service providers, paraprofessional, a PreK Family Worker and Network support.
- Implementation Timeline: September 2011 through May 2012.

### **Activity #4**

Monthly literacy vertical team meetings and weekly common planning periods for teachers provide opportunities to discuss and plan for improved student achievement.

- Target Population(s): Classroom Teachers grades PreK – grade 6.
- Responsible Staff Members: Principal, Assistant Principals, classroom teachers, service providers and Network support.
- Implementation Timeline: September 2011 through May 2012.

### **Activity #5**

Regular teacher walkthroughs and increased observations and feedback to ensure improved literacy instruction.

- Target Population(s): All teachers.
- Responsible Staff Members: Principal, Assistant Principals, teachers, and Network support.
- Implementation Timeline: September 2011 through May 2012.

### **Activity #6**

Teachers will be responsible for utilizing the technology tools that have been made available to them to deliver and enrich literacy instruction. These tools include a SMART Board, SMART document camera, desktops, as well as online resources such as BrainPOP, Discovery Education, and Weekly Reader Connect.

- Technology-Rich Lessons: Professional Development: PD will be given on the following topics:
  - a) SMART Board interactive lessons; how to create an interactive lesson.
  - b) The use of SMART Exchange for already-made, teacher-created interactive whiteboard lessons.
  - c) Integration of a SMART document camera; how to effectively use a SMART document camera in everyday lessons.

d) The use of online resources (BrainPOP, Discovery Education, and Weekly Reader Connect).

- Target Population(s): Classroom Teachers PreK- grade 6; cluster teachers.
- Responsible Staff Members: Principal, Assistant Principals, Technology Teacher/Data Specialist.
- Implementation Timeline: September 2011 through May 2012.

#### **Activity #7**

Monthly ESL articulation meetings to provide opportunities to discuss and share current data and ESL strategies.

- Target Population(s): ESL.
- Responsible Staff Members: Principal, Assistant Principal, school ESL teacher and classroom teachers.
- Implementation Timeline: September 2011 through May 2012.

#### **Activity #8**

Afterschool program for ESL students in grades 3-6 with a focus on test sophistication and preparing students to take the NYS ELA Exams.

- Target Population(s): ESL students.
- Responsible Staff Members: Principal, Assistant Principal, school ESL teacher and classroom teachers.
- Implementation Timeline: October 2011 through May 2012.

#### **Steps for including teachers in the decision-making process**

- One teacher per grade and a member from each constituency (ESL and Special Education), the Data Specialist and all administrators are part of a Vertical Core Inquiry Team that meets bimonthly to review data and plan instructional strategies. Information is disseminated to each grade.

#### **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.
- N/A

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Professional development is coordinated by the Administration, Network Support Specialists and classroom teachers. Teachers are provided with planning days to work together as a grade and with cluster content teachers to provide vertical articulation, to utilize available assessment tools, and to develop curricular and instructional materials. The Administration meets regularly to reflect on and refine school-based practices and update the professional development plans.
- All students at PS 101Q receive instruction from highly qualified staff according to the BEDS survey. We attract and retain highly qualified teachers by reinforcing our school goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided. A mentoring plan is developed for those new to the profession in order to retain our newest teachers.

#### **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.
- ESL Academic After School Program, Character Education, Nutrition Committee, Student Government.

**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.

The following funding sources were used to implement this action plan from September 2011 through June 2012 as indicated below:

- Salaries for the Principal and two (2) Assistant Principals will be funded by Fair Student Funding (Tax Levy)
- Salary for one Assistant Principal is partially funded by C4E for instructional support
- Salaries for Teachers are funded by PreK, Universal PreK, Fair Student Funding (Tax Levy), FSF Legacy Teacher Supplement (Tax Levy), Children First Network Support (Tax Levy), and Temporary Shortfall (Tax Levy)
- Salary for IEP teacher is funded by IEP Teacher (Tax Levy)
- Salaries for Paraprofessionals are funded by IEP Para (Tax Levy), IDEA Para and Section 504 (Tax Levy)
- Salary for PreK Family Worker is funded with PreK Support Shared
- Data Specialist per session is funded by ARRA RTTT Data Specialist
- Per session for ESL After School Program is funded by Title III
- Technology Intern is funded by Computer Maintenance (Tax Levy)
- Website Maintenance is funded by Fair Student Funding (Tax Levy)
- CFN Support is funded by Children First Network

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

By June 2012, the number of our Students with Disabilities who show progress on the NYS ELA will increase by 5%. [same as Goal #4]

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- In analyzing the data from the 2011 NYS ELA, we found that 32% of our current 5<sup>th</sup> and 6<sup>th</sup> grade students with IEPs made progress. Based on the 2010-2011 Progress Report, we did not earn any points for our students with disabilities in the category of Closing the Achievement Gap. Based on the ARIS strand detail report, we have identified areas for growth in ELA for students with disabilities including ELA strands such as language for information and understanding, language for literacy response and expression, and language for critical analysis and evaluation. Teachers will focus on those strands that were found to be weak for individual students and target instruction during morning extended day programs as well as throughout all other curriculum areas throughout the day.

### **Instructional strategies/activities**

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

#### **Activity # 1**

- Students with disabilities will use Thinking Maps visual tools before, during and after reading to help students actively engage with the text and to become more successful readers. By connecting a concrete visual representation with a specific abstract thinking process, students will be able to organize and expand their thinking when reading complex texts.
- Target Population(s): Classroom Teachers PreK- grade 6.
- Responsible Staff Members: Assistant Principal, special education teachers, AIS teachers and Network Support.
- Implementation Timeline: September 2011 through May 2012.

#### **Activity # 2**

- Students with disabilities who are significantly below grade level in reading will be identified in September. The Foundations Program (grade 1) and Wilson Reading System (grades 4 - 6) will be delivered a minimum of 3 days per week to groups of no more than 5 students during extended day. Through this research based multi-sensory and systematic reading approach, students will learn to decode.
- Target Population(s): Extended day students in grades 1 and 4-6.
- Responsible Staff Members: Assistant Principal, grade 1 Foundations trained teachers, Wilson trained special education teachers, and Network support.
- Implementation Timeline: September 2011 through May 2012.

**Activity #3**

Monthly special education inquiry team meetings and weekly common planning periods for teachers provide opportunities to discuss and plan for improved student achievement.

- Target Population(s): self-contained special education students.
- Responsible Staff Members: Principal, Assistant Principal, IEP teacher, SETSS teachers, ICT Teachers, special education self-contained teacher, AIS teacher, speech teacher and school psychologist and Network support.
- Implementation Timeline: September 2011 through May 2012.

**Activity #4**

Monthly service provider articulation meetings to provide opportunities to discuss all students with IEPs.

- Target Population(s): Students with IEPs.
- Responsible Staff Members: Principal, Assistant Principal, school psychologist, classroom teachers, cluster teachers, ESL teacher, SETSS teacher, AIS teacher, speech teachers, OT.
- Implementation Timeline: September 2011 through May 2012.

**Activity #5**

Regular teacher walkthroughs and increased observations and feedback to ensure improved achievement for special education students.

- Target Population(s): special education teachers.
- Responsible Staff Members: Principal, Assistant Principals, classroom teachers, and Network support.
- Implementation Timeline: September 2011 through May 2012.

**Steps for including teachers in the decision-making process**

Teachers requested time to articulate with service providers to discuss their students with IEPs. In response, the monthly service provider articulation meetings are facilitated by the school psychologist. Service providers share progress of the students they see with IEPs with classroom and cluster teachers. The goal is to share information with all teachers and service providers.

**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.
- N/A

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Professional development is coordinated by the Administration, Network Support Specialists and classroom teachers. Teachers are provided with planning days to work together as a grade and with cluster content teachers to provide vertical articulation, the use of authentic assessment tools and to develop curricular and instructional materials. The Administration meets regularly to reflect on and refine school-based practices and update the professional development plans.
- All students at PS 101Q receive instruction from highly qualified staff according to the BEDS survey. We attract and retain highly qualified teachers by reinforcing our school goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided. A mentoring plan is developed for those new to the profession in order to retain our newest teachers.

**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.
- N/A

**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.

The following funded sources were used to implement this action plan s from September 2011 through June 2012 as indicated below:

- Salaries for the Principal and two (2) Assistant Principals will be funded by Fair Student Funding (Tax Levy)
- Salary for one assistant principal is partially funded by C4E for instructional support
- Salaries for Teachers are funded by PreK, Universal PreK, Fair Student Funding (Tax Levy), FSF Legacy Teacher Supplement (Tax Levy), Children First Network Support (Tax Levy), and Temporary Shortfall (Tax Levy)
- Salary for IEP teacher is funded by IEP Teacher (Tax Levy)
- Salaries for Paraprofessionals are funded by IEP Para (Tax Levy), IDEA Para and Section 504 (Tax Levy)
- Salary for PreK Family Worker is funded with PreK Support Shared
- Salary for school psychologist is funded by SBST Shared (Tax Levy) and IDA Shared (Tax Levy)
- SBST Family Worker is funded by SBST Shared (Tax Levy)
- Speech teachers are funded by Mandated Speech (Tax Levy)
- OT are funded by PS Therapist (Tax Levy)
- Data Specialist per session is funded by ARRA RTTT Data Specialist
- Foundations Program is funded by Fair Student Funding (Tax Levy)
- Wilson Program is funded by Fair Student Funding (Tax Levy)

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	7	7	N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	18	18	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	21	21	N/A	N/A	1	N/A	N/A	N/A
<b>3</b>	25	25	N/A	N/A	1	N/A	N/A	N/A
<b>4</b>	32	31	31	31	N/A	N/A	N/A	N/A
<b>5</b>	42	42	42	42	1	N/A	1	N/A
<b>6</b>	28	28	28	28	N/A	N/A	1	N/A
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>Tier 1: academic intervention in ELA will include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Small group individual instruction for students identified as needing extra support in a specific area such as word work, fluency, comprehension, and/or writing</li> <li><input type="checkbox"/> Review of Scantron assessments and suggested learning objectives for students in grades 2-6</li> <li><input type="checkbox"/> Use of Imagine Learning in the classrooms for ELLs</li> </ul> <p>Tier 2:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mandated extended day for small group instruction in grades 1-6 facilitated by classroom teachers</li> <li><input type="checkbox"/> AIS for Kindergarten and grades 3-6: providers pull-out and/or push-in small groups of identified students for one (1) period a day, twice or three times per week</li> <li><input type="checkbox"/> After School Test Prep Program: 12 week session providing instruction for diverse student learners</li> <li><input type="checkbox"/> Foundations and Wilson Programs implemented during the day for our students who exhibit the most intensive needs. Students in grade 1 receive a “double dose” of Foundations during extended day with their own classroom teacher. Students in grades 4-6 work with a certified Wilson teacher during extended day.</li> <li><input type="checkbox"/> Learning Leaders: volunteers are assigned to students to provide 1:1 tutoring as per teacher directions, one (1) period once a week</li> </ul>
<b>Mathematics</b>	<p>Tier 1 Intervention:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> McGraw-Hill/McMillan Math Connects program contains differentiated math activities in every lesson</li> <li><input type="checkbox"/> Great Leaps Math Program for math fluency is used in all classrooms from grades 2-6.</li> <li><input type="checkbox"/> Review of Scantron assessments and suggested learning objectives for students in grades 2-6</li> </ul> <p>Tier 2:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mandated extended day for small group instruction in grades 1-6 facilitated by classroom teachers</li> <li><input type="checkbox"/> Utilizing a “push-in” when possible /or “pull-out” model, AIS specialists will provide small group intervention during the mathematics workshops, for one (1) to three (3) periods per week in kindergarten and grades 3-6.</li> </ul>

	<ul style="list-style-type: none"> <li>□ After School Test Prep Program: 12 week session providing instruction for diverse student learners</li> <li>□ Learning Leaders will provide individual support that addresses the specific needs of students in a pull-out manner, with ongoing dialogue with classroom teachers and AIS providers.</li> </ul>
<b>Science</b>	<p>Tier 1: Individual conferences and small group differentiation using Harcourt Science and Glencoe Science texts and leveled non-fiction trade books, newspapers and authentic texts. Students will engage in hands-on investigations at least once a week, to introduce or reinforce textbook reading and classroom lessons with solutions discussed in whole group settings. Technology will be used for communication, research, and presentation and may also be used for observation and measurement. Problem solving will be done through a constructivist approach. Students are grouped heterogeneously during lessons. Paraprofessionals and service providers work one-on-one or in small groups during active lessons to keep students engaged and focused on the assigned task.</p> <p>Tier 2: Individual tutoring with Learning Leaders, small group instruction with AIS providers during and before school and special after school program with PS101Q Staff member</p>
<b>Social Studies</b>	<p>Tier 1: Individual conferences and small group differentiation using McMillan/McGraw-Hill and authentic texts and newspapers. Paraprofessionals assist in copying notes to help students understand the “Learning Menus”. Service providers that push-in articulate with the teachers regarding the social studies units of study.</p> <p>Tier 2: Individual tutoring with Learning Leaders, small group instruction with AIS providers during and before school and special after school program with PS101Q Staff member (PA sponsored)</p>
<b>At-risk Services provided by the Guidance Counselor</b>	Our Guidance Counselor sees students at-risk individually and in groups focused on behavioral and emotional issues.
<b>At-risk Services provided by the School Psychologist</b>	N/A
<b>At-risk Services provided by the Social Worker</b>	Students are seen individually for clinical intervention and support.
<b>At-risk Health-related Services</b>	N/A



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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Charles Amundsen</b>	District <b>28</b>	Borough <b>Queens</b>	School Number <b>101</b>
School Name <b>School in the Gardens</b>			

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

Principal <b>Valerie Capitolo</b>	Assistant Principal <b>Irtis Gonzalez</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>Michelle Rao</b>	Guidance Counselor <b>Stacey Katz</b>
Teacher/Subject Area <b>Jan Bodenstien</b>	Parent
Teacher/Subject Area <b>Marylou Steincke</b>	Parent Coordinator <b>Randy St. Germain</b>
Related Service Provider <b>Lori Eigen</b>	Other <b>A.P.- Laura Fahey</b>
Network Leader <b>Charles Amundsen</b>	Other <b>type here</b>

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

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

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

### D. School Demographics

Total number of students in school	<b>668</b>	Total Number of ELLs	<b>32</b>	ELLs as share of total student population (%)	<b>4.79%</b>
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## Part II: ELL Identification Process

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

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

The first step is to have all parents of incoming newly enrolled students complete the Home Language Identification Survey (HLIS) which includes an informal oral interview in English and in their native language. Initial screening, administering the HLIS, LAB-R, and the formal initial assessment is conducted by a licensed ESL teacher. The school secretary has a copy of her schedule on file. The Home Language Survey is completed by the parent or guardian in the native language, with assistance of a translator, if needed. Bilingual staff include:

- Mr. Dong- teacher, Chinese
- Mrs. Shimonova- paraprofessional, Russian
- Mrs. Zarate- paraprofessional, Spanish
- Mrs. Wand- occupational therapy teacher, Hebrew
- Mrs. Goldberg- teacher, Hebrew
- Mr. Sumrajit- teacher, Spanish, Russian

Students are administered the LAB-R within 10 days of initial enrollment. In addition to the LAB-R, Spanish speaking students are given the Spanish LAB. The LAB-R is administered by a licensed ESL teacher. The school has identified bilingual staff in the event the ESL teacher needs assistance with translation.

ELLs are evaluated annually using the NYSESLAT results as follows:

Step 1: Scores are accessed through ATS and then exported to EXCEL in order to filter the data and sort by class. The interactive NYSESLAT calculator available through CalcSoda.com is also utilized as another source of information on ELL performance. Students who stalled are targeted for inquiry team and small group instruction. The RNMR report is an additional data tool used to review ELL performance and plan for more targeted instruction for our ELL population.

In the beginning of the year, a Parent Orientation Session is held which describes in great detail all three program choices. All parents or guardians of newly enrolled ELLs are sent Entitlement Letters indicating the date and time of the parent orientation session. These letters are sent in English as well as in their Home Language. Memos and follow-up phone calls are an integral part of the outreach process. Parent orientations are conducted on an as needed basis throughout the school year. Additional orientations are given when a newly arrived ELL student is enrolled in our school. The ELL teacher, principal and parent coordinator present this orientation. Translation assistance is available at these parent orientations. Parents are encouraged to ask questions about the three choices they are given. A Guide For Parents brochure is distributed in different languages. A parent video is shown in different languages at the orientation. A parent selection survey is then completed by the parents where they have the opportunity to choose which program they want their child to participate in. These surveys are then reviewed by the ESL teacher. If a program selection form is not returned promptly, a phone call is then made to that parent. An additional meeting is then set up. This is the process to ensure that all ELL parents have a program choice. In addition to Parent Orientation Sessions, the parent coordinator notifies ELL parents of all ELL conferences outside of the school throughout the year. She makes sure that letters are translated and sent home in the students' native language.

After reviewing the Program Selection Forms and Parent Surveys, the ESL teacher follows up with the parents who requested either the TBE or DL Programs. Parents are contacted by phone with additional information about these programs. If the programs are not available in the district, parents are informed that they have the option to transfer their children out of district.

Parents are also informed that in the event the school has enough numbers to open a bilingual program their children will be invited to participate. Parent orientations are conducted on an on-going basis.

2011-2012 Program Selection Forms and Parent Surveys were reviewed and 100% of ELL parents selected the ESL program as their first choice. P.S. 101 offers an ESL program. This program is aligned with what parents requested. P.S. 101 has seen this trend for the past few years.

A pedagogue is in the office when the parents fill out the HLIS form. The translation unit is called if the parent needs information translated into their native language. The child is then interviewed by a pedagogue before the Otele code is entered into the system. Continued entitlement letters are distributed to all ELLs who did not pass the 2011 NYSESLAT. Students who passed the NYSESLAT receive the non-entitlement letter.

Copies of the entitlement letters are filed and kept in the ESL room. Parent Survey and Program Selection Forms are completed during the Parent Orientation. In the event that parents do not return these forms, a note is sent home followed up with a phone call. Parent Survey and Program Selection Forms are stored in the ESL room.

Placement letter records are maintained and stored in the ESL room. ESL teacher follows up with the parents who requested either the TBE or DL Programs. Parents are contacted by phone with additional information about these programs. If the programs are not available in the district, parents are informed that they have the option to transfer their children out of district.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	3
SIFE		ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	1

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	25			6			1			32
<b>Total</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>32</b>

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

**C. Home Language Breakdown and ELL Programs**

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

**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		1	3			1	2							7
Chinese		1	3		4		1							9
Russian														0
Bengali						1								1
Urdu														0
Arabic				1										1
Haitian														0
French														0
Korean														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian	1													1
Other	4	2	1	3	1	1	1							13
<b>TOTAL</b>	<b>5</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Our ESL program organizational model for grades K-6 is a combination Push-In or Collaborative Co-Teaching and Pull Out model. First, second and fourth grade ESL groups feature both a push-in and pull-out organizational model. The Pull Out component of the ESL program services students in grades K-6. Our ESL program features students of heterogeneous or mixed proficiency levels in each class. As determined by the Lab-R and NYSESLAT testing results and state mandates, there are currently 6 beginner students, 7 intermediate students and 19 advanced students. The beginning and intermediate students are serviced 8 periods a week for a total of 360 minutes. The advanced students receive 5 periods a week of ESL instruction for a total of 225 minutes. They also receive 180 minutes per week of ELA instruction.

The ESL Program addresses the ESL students' needs, while aligning their goals and lessons to the ESL state standards. The instructional strategy used is the Balanced Literacy Approach, using the workshop model for instruction in reading and writing. In addition ESL instruction is also delivered using ESL strategies, hands-on activities, visuals, role-playing and differentiated instruction. Common preparation periods are used to align lesson plans with the classroom teachers. Instructional materials include picture and bilingual dictionaries, a leveled classroom library, visuals, Leapfrog, books on tape, ESL computer programs, Addison Wesley Book Series, and Imagine Learning Computer

Program. The ESL library, school library and classroom libraries contain native home language books.

## A. Programming and Scheduling Information

ELL students in the Free Standing ESL Program are evaluated in English since English is the language of instruction. However, ELL students in the testing grades are provided with the translated versions of State exams whenever available.

ELL newcomers, SIFE students and long term ELLs are offered the Title III After-school program, Saturday Academy, AIS, AM/PM tutorial, tutoring by our teachers under circular 6R, and the extended day program. They are also offered parent volunteer tutoring, peer tutoring, and student teachers working 1:1 with ELL students. In addition, we have implemented a new technology program called Imagine Learning to help develop language and literacy skills. Since ELA testing is now required for ELLs after one year, these students are provided with Saturday ELA test preparation. ELLs identified as having special needs will also be offered counseling, extended day and SETTS.

ELL-SWD students are provided with the same grade-level materials as general education students but with additional scaffolds such as Thinking Maps to help them organize information. Teachers have been trained through monthly ESL articulation meetings to build academic language using rich read alouds. ELL-SWD have access to high interest non fiction reading materials to ensure that they can read at either their independent or instructional level. In addition, the Special Education Self-Contained Classroom as well as the ESL classroom are equipped with at least two desktop computers or laptops.

Students who attained proficiency on the NYSESLAT are entitled to testing accommodations for two years. Accommodations include: extended time (time and a half), separate location, selected directions/passages read more than once, bilingual glossaries, and translated versions of the test, if available.

Teacher schedules are reviewed carefully in order to ensure that ELL-SWD students' programs are not disrupted while meeting the State mandated minutes of ESL instruction.

### Courses Taught in Languages Other than English ⓘ

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

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

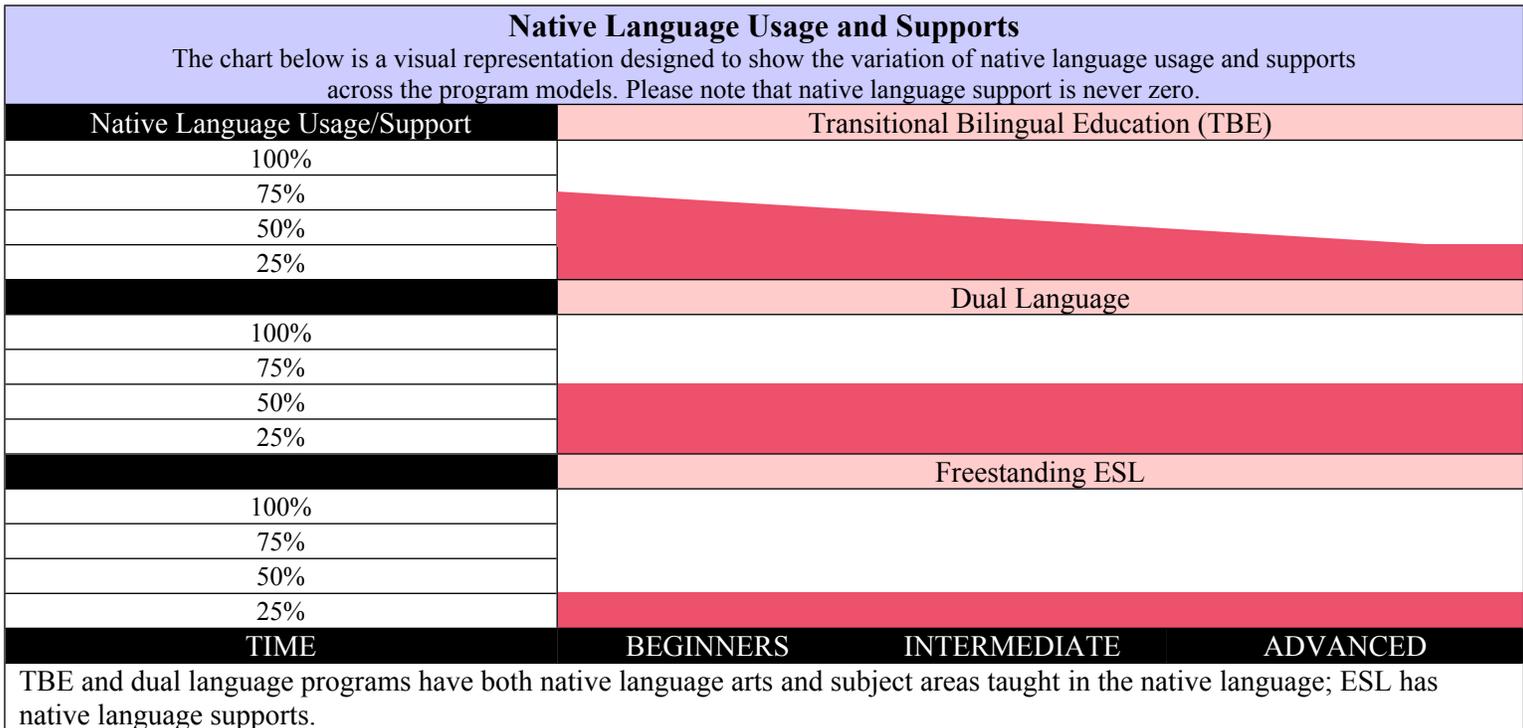
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:	English			
Math:	English			
Science:	English			
Music	English			
Art	English			
Physical Education	English			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## **B. Programming and Scheduling Information--Continued**

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

Targeted intervention programs for ELLs in ELA, Math and all content areas are available for all subgroups. Classroom and the ESL teacher set clear goals and assess ELLs on an ongoing basis. This helps determine student academic progress and his/her level of English language acquisition. Intervention services offered in our school include: Title III Afterschool Program, Saturday Academy, AIS, AM/PM

## B. Programming and Scheduling Information--Continued

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

Targeted intervention programs for ELLs in ELA, Math and all content areas are available for all subgroups. Classroom and the ESL teacher set clear goals and assess ELLs on an ongoing basis. This helps determine student academic progress and his/her level of English language acquisition. Intervention services offered in our school include: Title III Afterschool Program, Saturday Academy, AIS, AM/PM tutorial, tutoring by our teachers under circular 6R, and the extended day program. These services are offered in English.

Students reaching proficiency on the NYSESLAT continue to receive transitional support which includes articulating with the classroom teacher, peer tutoring, AIS, and testing accommodations for an additional two years. Testing accommodations include: extended time (time and a half, separate location, bilingual glossaries, translated versions of the test, if available, and selected directions/passages read more than once. Classroom teachers are encouraged to continue scaffolding language use.

New programs or improvements for the upcoming school year include the Foundations Program for grades K and 1. This will provide extra support for ELLs.

There are no plans to discontinue any programs or services to ELLs at this time. Our school is always looking for new ways to expand and acquire additional services.

All of our ELLs have equal access to all school programs including access to computers, in the technology room and their classrooms. We offer Title III Afterschool programs. Saturday Academy, AIS, morning extended day, Resource Room, Speech, Occupational Therapy, Physical Therapy, Counseling and peer tutoring to ELLs in our building when appropriate.

Every classroom has a large multicultural library of fiction and non-fiction books. Additionally, Kindergarten and first grade use the Foundations Program, second and third grade use Words Their Way grammar program, fourth, fifth and sixth graders use Powerful vocabulary grammar program, all grades use a balanced literacy program specifically designed for ELLs. Kindergarten through sixth grade use McGraw Hill MacMillan "Math Connects". Computer programs available for our ELLs include: Imagine Learning, Sammy's Science House, Bailey's Book House, Enchanted Learning and BrainPop, BrainPop Jr., Weekly Reader Connect, and Discovery Education. Addison-Wesley ESL books (levels A through E) are used in the ESL room. Picture Dictionaries by Harcourt Brace and The New Oxford Picture Dictionaries are available in English as well as Russian and Chinese.

Native language support is delivered by teachers, paraprofessionals, guidance counselors, occupational therapists, and physical therapists who speak different languages. There are speakers of Hebrew, Chinese, Spanish, Russian, and French in our school building. A newcomer is able to meet with these staff members for native language support. Bilingual books and dictionaries are also available in the ELL classroom and library.

Support and resources for ELLs correspond to the ELLs' age and grade level. Kindergarten students receive instruction in the development of expressive language vocabulary and phonics by using the Fountas and Pinnell program. All grades use the Fountas and Pinnell program as well. Our first grade ELLs are using the Foundations program to learn about and effectively use information about letters, sounds and words. AIS and all service providers collaborate with the classroom teacher to provide differentiated instruction for our ELLs.

P.S. 101 assists newly enrolled ELL students before the beginning of the school year. At Pre-K and Kindergarten registration, ESL teacher and other personnel make sure registration runs smoothly. Translators are available to assist. Students are interviewed with their parents. ESL teacher makes sure home language survey is completed accurately. There are Kindergarten orientations in May where parents of newly enrolled students get to meet the Kindergarten teachers and get a tour of the school

### 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)?

### 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.

P.S. 101 has implemented an ESL Articulation Team that provides professional development on a monthly basis to teachers of ELLs on each grade. Topics to be discussed include strategies and techniques to assist the ELLs in their classrooms, and how to help students with their academic vocabulary. The team members then turnkey to other staff members on their grade.

During Common Preparation Periods and ESL Articulation meetings, classroom teachers meet with the ESL teacher to plan content area lessons and differentiate instruction for the ELLs. Paraprofessionals, classroom teachers, cluster teachers and administrators receive ELL professional development during staff meetings.

ESL teacher, classroom teachers and Assistant Principals are invited to attend CFN 207 ELL mini institutes as well as Office of ELLs workshops.

Calendar of PD days and topics include:

November 8, 2011 - ELL Literacy Conference

Monthly ESL Articulation Meetings 2011-2012

September 15, 2011 - "Reviewing 2011 NYSESLAT scores and ELL Placement"

October 6, 2011 - "Building Academic Vocabulary"- ELL Site Lab

November 3, 2011 - "Drilling Down ELL students' ELA and Math results"

December 8, 2011 - "Using Technology with ELLs"

January 12, 2012- "Test Prep Skills for ELLs"

February 9, 2012- "Differentiating Performance Tasks for ELLs"

ELLs are assisted as they transition from elementary to middle school. The ELLs attend an orientation in May at the middle school. They attend an orientation and are provided with a tour of the new school.

To meet the minimum 7.5 hours of ELL training for all staff as per Jose P., administration will work with the ESL teacher and CFN network staff to coordinate ELL Professional Development for the 2011-2012 school year. ELL Professional Development will take place during the designated Chancellor's Conference Days, faculty and grade conferences, monthly ESL articulation meetings and outside conferences and workshops provided by the Office of English Language Learners, BETAC, and Children First 207 Network. Professional development sessions will be facilitated by administrators, ESL teacher, Children First network specialists and outside professional development providers.

P.S. 101's ELL Professional Development Program will provide teachers will scaffolding and differentiated instruction strategies for teaching English Language Learners, second language acquisition theory, LAB-R/NYSESLAT/ELL Periodic assessment data analysis, building academic language, enriching the ELL student through technology, and NYSESLAT strategies.

Evidence of ELL Professional Development, such as agendas, sign-in sheets, etc. will be kept on file and maintained by the ESL teacher.

## E. Parental Involvement

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

P.S. 101 will hold several workshops for parents on various topics including but not limited to: test prep, special education services, parenting skills, discipline, homework and organizational habits, and computers. We will also host several parent nights such as family math night, family game night, and family movie night to promote parental involvement. Workshops and events will be held at various times during the school day to accommodate the schedule of working parents. The parent coordinator sends out monthly newsletters and calendars via email listing the various school activities. The school website is updated with the latest information for parents and parents are encouraged to visit the website regularly to stay informed.

Queens Public library offers workshops for ELL parents in various languages at various locations throughout the year.

We used the data from ATS and the Home Language Identification Survey to determine the different languages spoken by our school families. In consultation with our ESL teacher we determined what languages were needed for document translations. Teachers are informed of the opportunities for written and oral translation through the Office of Translation and Interpretation. Translation is needed in Chinese, Spanish, Arabic, Indonesian, Armenian, Hebrew, Albanian, Tamil, Malay, Japanese, Philipino and Bengali.

The school will provide materials and training to enable parents to work with children to support their academic achievement. The school will provide appropriate support services for students to assist with the home-school connection. Written translations will be provided for all major school announcements. Documents for translation will be sent by email to the Office of Translation, or provided by in-house staff, in a timely manner to ensure that they can be sent home with the students. Oral translation will be provided on an as needed basis either through staff, parent volunteers, or by telephone through the Office of Translation and Interpretation. The school determines through ATS the primary language spoken by each parent and if the primary language is not English whether the parent needs translation services. Translation services will be provided when necessary during Parent/Teacher Conferences or during any other meeting between teacher and parent.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		3	1			1	1							6
Intermediate(I)	2	1	1	1	1		1							7
Advanced (A)	3		5	3	4	2	2							19
Total	5	4	7	4	5	3	4	0	0	0	0	0	0	32

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

### New York State Regents Exam

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

### Native Language Tests

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

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

- 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.

Our school uses Fountas and Pinnell for the reading and writing workshop. We also use TCRWP and Scantron Performance. The data provides insights by recognizing if the student is at an early emergent level or not. The quantitative data consists of the TC leveled reading scores. This also offers the students access on all reading tests.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Valerie Capitolo	Principal		10/26/11
Irtis Gonzalez	Assistant Principal		10/26/11
Randy St. Germain	Parent Coordinator		10/26/11
Michelle Rao	ESL Teacher		10/26/11
	Parent		
Marylou Steincke	Teacher/Subject Area		10/26/11
Jan Bodenstein	Teacher/Subject Area		10/26/11
	Coach		
	Coach		
Stacey Katz	Guidance Counselor		10/26/11
	Network Leader		
Laura Fahey	Other <u>Assistant Principal</u>		10/26/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **28Q101** School Name: **School in the Gardens**

Cluster: **2** Network: **207**

**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.

Consultation with the school's ELL teacher to determine the number of ELL children and their home language to ensure that written translation is provided where necessary. Data from ATS will be provided by the pupil accounting secretary to facilitate written and oral translation when necessary. The parent coordinator will distribute a letter to all staff members at the beginning of the year to make them aware of the opportunities provided by the Translation and Interpretation Unit to communicate with parents in their home language either orally or written.

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.

The school has identified the need for translation in several languages; Chinese, Spanish, Albanian, and Russian. Staff members have been identified for oral translations when necessary. The parent coordinator will provide translated versions of necessary documents for distribution to the whole school.  
Translated Report Cards will be provided where necessary.

## Part B: Strategies and Activities

---

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

Written translation services will be provided either in-house or by using the Department of Education's Translation & Interpretation services. Teachers will provide the English version for translation to the parent coordinator. The document will either be translated in-house for short memos or sent to Translation & Interpretation.

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.

Teachers will be given the information regarding oral translation services provided over-the-phone by the Translation & Interpretation Unit. In certain instances, in-house staff may be called upon for oral translation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Every parent must complete a Home Language Identification Survey (HLIS) upon enrollment of their child. This survey will be used to identify the languages needed for notification. Language assistance will be provided through translation and interpretation from English to the necessary language. A notice will be placed at the main entrance and in the mai office; translations are available upon request.

## 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: PS 101The School in the Garden	DBN: 28Q101
Cluster Leader: Charles Amundsen	Network Leader: Peggy Miller
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 25 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Instructional Program:

P.S. 101, the School in the Gardens, is an elementary school for children in grades Pre-Kindergarten through six. Located in Forest Hills, Queens, the school houses 668 students, of which 32 are English Language Learners. The population of the school is fluent in approximately 15 languages.

Approximately 44% of our students are Caucasian, 12% are Hispanic, 4% are African American and 35% are Asian/Pacific Islander and 5% others.

The primary goal of our English as a Second Language program is to have the children become proficient in listening, speaking, reading and writing so that they are able to meet New York State Standards in Language Arts and the content areas. The instructional strategy used is the Balanced Literacy Approach, using the Workshop model for instruction in reading and writing. There is a leveled classroom library in the room where ESL instruction takes place.

For 2011- 2012 we will be offering an after-school ELL supplemental program and a Saturday Academy. The Title III after-school program will run two days per week as follows: weekday sessions for 1 1/2 hours each (3:00-4:30pm) from October 18, 2011 to June 6, 2012. There will be 1 ESL teacher and 1 Common Branch teacher for this afterschool program. The Saturday Academy will start in the beginning of March and end at the end of April. There will be 8 sessions for 3 hours each (9:00-12:00) for grades 3 through 6.

The weekday program will be offered to 25 ELL students in grades 1-6 at all levels: beginning, intermediate, and advanced. The language of instruction will be in English. The ESL teacher will focus on literacy achievement for grades 3 through 6. ESL strategies, and the balanced literacy approach will be used in order to help students improve their listening, speaking, reading and writing skills, and through this, achieve higher scores on the NYSESLAT, and city and state assessments. The CB teacher will work with grades 1 and 2 on Science content. The following day the CB teacher will work with the same 3 through 6 students to work on Science skills. The 2 teachers will meet during planning time to coordinate their lessons and discuss the strategies they plan to use each week. The Afterschool program will address language development (speaking, listening, reading and writing), reading comprehension, phonemic awareness, vocabulary development, and reading fluency. Supplementary materials such as a Primary Comprehension Toolkit by Houghton Mifflin Company, a laptop, and vocabulary enrichment materials from Lakeshore will be used. The laptop will give the students flexibility to work in groups and will be used exclusively for ELLs in the Title III program. In addition, the latest technology will be integrated through the use of Imagine Learning software, an interactive software system for English language learners which will help to motivate and engage these students. The training on the use of the Imagine Learning program for ELLs will be given by Danny Kofoed, a staff

## Part B: Direct Instruction Supplemental Program Information

developer from Imagine Learning.

Classes will be enriched by field trips that coincide with the topic they are studying. For example, when the students are studying the life cycle of the butterfly, they will take a trip to Alley Pond Environmental Center to take the “Butterflies: Beckoning Beauties” workshop. They will also attend the “Feathered Friends” workshop when studying migration. These educational field trips will help ELLs learn new vocabulary and concepts in context. The students will then work in groups to complete a written project and present it to the class.

A Saturday class will also be offered to the ELL students. The Saturday ELL Academy class will meet a total of 8 sessions throughout the year, from 9:00 a.m. to 12:00 p.m. The class for the Saturday ELL Academy will serve approximately 15 ELLs. The class will service ELLs in Grades 3 through 6. We will provide supplemental instruction in English, in alignment with the NYS ESL Learning Standards, New York City and New York State content and performance standards. Our focus will be on test preparation skills and Literacy through the Content Area. ESL strategies and a hands-on approach will be used in order to help students improve their listening, speaking, reading, and writing skills. Materials will include Getting Ready for the NYSESLAT by Attanasio and Associates, the New York State Progress Coach for both ELA and Math and Buckle Down test prep books.

Technology will be integrated through the use of a smartboard to show images, video, and text of the content area theme being studied. In addition, children will be exposed to a variety of genres including fiction and non-fiction.

## Part C: Professional Development

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

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

Begin description here: The Title III Professional Development Program is designed to strengthen teacher practice by addressing strategies that promote academic language development, using technology and analyzing ELL data from various sources. The initial days of Imagine Learning training for the Title III teachers and teachers of ELLs will be held at P.S. 101 on November 3, and 18, 2011. Title III teachers and teachers of ELLs will learn how to implement the Imagine Learning program. Imagine Learning Training will be provided by Danny Kofoed, staff developer from Imagine Learning. In addition, the two Title III teachers will attend other Professional Development sessions provided by the Network and/or Office of ELLs throughout the school year. Title III ESL teacher attends monthly ELL liaison meetings provided the Network Support Specialist for ELLs. Teachers of ELLs including the Title III teachers will attend and/or facilitate monthly ESL Articulation meeting. Dates and topics will include:

### Part C: Professional Development

September 15, 2011 - Analyzing NYSESLAT scores and Calcsoda reports

October 6, 2011 - Building Academic Vocabulary through Read Alouds provided by Giuvela Leisengang, Network Support Specialist for ELLs

November 3, 2011 - Imagine Learning Training provided by Danny Kofoed, staff developer from Imagine Learning

December 8, 2011 - Unpacking Complex Sentences (Juicy Sentences) will be provided by Giuvela Leisengang, Network Support Specialist for ELLs

January 12, 2012 - Test Sophistication Skills for ELLs

February 9, 2012 - Differentating Performance Tasks for ELLs

### Part D: Parental Engagement Activities

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

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

Begin description here:

The ELL teacher will research the different languages spoken by the parents of the targeted students in the Title III program. A letter will be distributed in the native languages with a tear-off section notifying parents of their child's eligibility for this program. The teacher will also introduce this program at our ESL Parent orientation meeting and Meet the Teacher session. During the course of the year, the teacher will continue to maintain contact with the parents of the targeted children. The parents will be invited to attend workshops that will be held both during the school day and in the evening. Workshop topics will include: How to Help Prepare your Child for the NYSESLAT and How to Help your Child be a better Reader. Workshops will be translated in Spanish and Chinese by Mrs Zarate, para professional and Mr. Dong, SETTS teacher.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	Sub Total: \$8,059.66	Title III After School Program  1 ESL Teacher and 1 CB teacher will be paid per-session rate for 30 weeks (3 sessions a week for 1 1/2 hours each) @ \$50.06 per hour = \$6,758.10  Saturday Academy  1 ESL Teacher Per Session for 8 Sat. classes (3 hrs ea.)  $\$50.06 \times 24 \text{ hrs} \times 1 \text{ teacher} = \$1,201.44$  Parent Engagement Activities 1 ESL Teacher Per Session to conduct parent workshops, 2 hours X \$50.06 = \$100.12
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	\$0	Staff Development will be provided by Imagine Learning and Children First Network 207 at no cost to the Title III program
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	Sub Total \$2,540.34	Item: 2 Dell laptops for Imagine Learning Program = \$1600  Item: Primary Comprehension Tool kit =\$200  Item: Enrichment materials(test prep materials, consumables, notebooks, etc) = \$640  Item: Materials for Parent Workshops=\$100
Educational Software (Object Code 199)	\$0	Educational Software (Imagine Learning) will be paid with Software money.
Travel	\$0	
Other	Sub Total \$600	Admission to Trip Sites - \$300 Registration Fees for Professional Delopment = \$200 Refreshments for Parent Workshops= \$100

**Part E: Budget**

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

Allocation Amount: \$11200

<b>TOTAL</b>	\$11,200	
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