



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P. S. 151Q – THE MARY D. CARTER

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

30/QUEENS/Q151

PRINCIPAL: JASON P. GOLDNER EMAIL: JGOLDNE@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. PHILIP COMPOSTO

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
Jason Goldner	*Principal	
Sandra Electra Rodriguez	*UFT Chapter Leader or Designee	
Marilyn Rivera	*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 Luciano	Member/Teacher	
Patricia Hoffman Brady	Member/Teacher	
Kali Loverdos	Member/Teacher	
Amal Salahaldin	Member/Parent	
Kenya Love	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

Annual Goal #1

By June 2012, there will be a 10% increase in the number of Level 1 students that achieve Level 2 and a 10% increase in the number of Level 2 students that achieve Level 3 in testing grades 3 thru 5, as measured by the NYS Language Arts assessment benchmarks.

Comprehensive needs assessment

2011 – 2012 Overall School Accountability Status Report, 2010 – 2011 Progress Report, New York Start ELA report (grade 3 -5), TCRWP benchmark assessment Subgroups identified based on above reports: Hispanic/Latino, Students With Disabilities, Limited English Proficient, and Economically Disadvantaged

Instructional strategies/activities

By June 2012 a coherent Primary Years Programme curriculum with an emphasis on critical thinking and questioning aligned with Common Core State Standards will provide rigorous learning opportunities and maximize student learning. Differentiated instruction, based on data, will direct purposeful small group instruction, challenge and improve individual student reading comprehension.

The following instructional strategies / activities will be used to achieve Goal #1: AIS / Inquiry Groups / ESL push in/out Services / Reading Rescue / Foundations / TCRWP benchmark assessment / iReady / My On / Self Contained Classes, ESL Classes & Inter Collaborative Team Teaching

- * Academic Intervention Service Teachers target at risk students not meeting the standards by providing small group instruction throughout the day.
- * ESL Teachers use On Our Way To English and Literacy By Design to further develop English proficiency.
- * Inquiry Group Committee will analyze data and set goals for differentiated instruction.
- * Reading Rescue Teachers and paraprofessionals will assess and instruct students with disabilities through the implementation of the Reading Rescue Program.
- * Classroom Teachers address the needs of students with disabilities by providing differentiated instruction, target skill strategies and formative assessment.
- * Administration will monitor student progress using results obtained from TCRWP Benchmarks.
- * Teachers will have collaborative grade level planning sessions to develop differentiated literacy instruction.
- * Interschool and Interclass visitations to share best practices.
- * Teachers will analyze data collected via iReady online diagnostic assessments to provide targeted instruction for whole class, small groups and individualized instruction.
- * Leveled libraries with a variety of texts and genres for all classrooms.
- * Pupil Personnel Team will provide intervention strategies for at-risk students.
- * Students from a local high school will provide one-to-one or small group tutoring.
- * Monthly Grade Conferences will be a forum for the development of lesson plans aligned with student progress.
- * Teachers will be able to monitor student progress via a Reading Progress Report from PreK – 5th grade based on the TCRWP benchmark assessment.

Implementation Time: Implementation of Balanced Literacy Programs in K-5 classrooms will be continuous during the 2011-2012 school year.

Target Population: All students in Grades K – 5 including: Hispanic/Latino, Students With Disabilities, Limited English Proficient, and Economically Disadvantaged

Strategies to increase parental involvement

Parent Coordinator / Workshops / Explanation of Common Core Learning Standards and accessibility to online Common Core Library / ARIS / List of website resources / report Cards / Progress reports / e-Chalk / Parent Teacher Conferences / TCRWP individual reading level report / School Messenger / Annual Title I Parent Meeting

Strategies for attracting Highly Qualified Teachers (HQT)

New Music Program, Art program, Dual Language French program, ESL Certification Program, Purchase of New Technology dedicated for the use of Special Education students, Teachers and Classrooms.

Service and program coordination

School Assemblies, Nutrition Program

Budget and resources alignment

CFE, Title III, FSF, Title I SWP, SWP, Tax Levy Funding, MSAP Federal Magnet Grant Funds, Universal Pre-K Funding

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, there will be a 10% increase in the number of Level 1 students that achieve Level 2 and a 10% increase in the number of Level 2 students that achieve Level 3 in testing grades 3 thru 5, as measured by the NYS Mathematics assessment benchmarks.

Comprehensive needs assessment

2011–2012 Overall School Accountability Status Report, 2010–2011 Progress Report, New York State ELA Proficiency Report (grade 3 -5), TCRWP benchmark assessment

Subgroups identified based on above reports: Hispanic/Latino, Students With Disabilities, Limited English Proficient, and Economically Disadvantaged

Instructional strategies/activities

By June 2012 teachers will further develop student’s ability to compute accurately and efficiently by forming cooperative groups based on data analysis. Students in grades 3 thru 5 will gain a better understanding of grade specific content assessed in the NYS Mathematics exams by receiving intense remedial and differentiated instruction utilizing the enVisionsMATH program in conjunction with the Common Core State Standards and the NY Scope and Sequence.

- * Implementing the Envision Math program.
- * Professional development with Pearson Success.
- * The integration of technology for the use of iReady and Success Tracker
- * Teachers will analyze data to provide targeted instruction for whole class, small group and individualized instruction.
- * Cluster Teacher reinforces Mathematical concepts in grades 3 – 5
- * Classroom Teachers address the needs of students with disabilities by providing differentiated instruction, target skill strategies and formative assessment.
- * Interschool and Interclass visitations to share best practices.
- * Teachers will analyze data to provide targeted instruction for whole class, small groups and individualized instruction.

Strategies to increase parental involvement

Workshops / Explanation of Common Core Learning Standards and accessibility to online Common Core Library / ARIS reports / List of website resources / Parent Orientation Meetings / Open House / Magnet Open House / School Messenger / Annual Title I Parent Meeting

Strategies for attracting Highly Qualified Teachers (HQT)

iReady Diagnostic Program, Success Tracker online capabilities

Service and program coordination

School Assemblies, Nutrition Program

Budget and resources alignment

CFE, Title III, FSF, Title I SWP, SWP, Tax Levy Funding, MSAP Federal Magnet Grant Funds, Universal Pre-K Funding

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, 80% of students in grades Pre-K thru 5 will demonstrate a deep understanding of the New York State Science curriculum goals as evidenced in theme related projects as measured by the Primary Years Programme unit goals rubrics.

Comprehensive needs assessment

2010-2011 New York State Science ARIS Report (Current Grade 5) Level 1 = 10%, Level 2 = 29%, Level 3 = 44%, Level 4 17%

Subgroups identified based on above reports: Hispanic/Latino, Students With Disabilities, Limited English Proficient, and Economically Disadvantaged

Instructional strategies/activities

By June 2012 a learning community to include all grades, focused on student outcomes with a vision to continue to accelerate learning and an assessment system in the area of science will ensure a rise in Level 1 and Level 2 students as well as those who meet or exceed the standards as noted by the Science Scope and Sequence as well as the Common Core State Standards.

- **Teachers writing curriculum for International Baccalaureate**
- **Transition of science being taught in classroom as part of core content to 100% of students**

Strategies to increase parental involvement

Workshops / Explanation of Common Core Learning Standards and accessibility to online Common Core Library / ARIS reports / List of website resources / Parent Orientation Meetings / Open House / Magnet Open House / School Messenger / Annual Title I Parent Meeting

Strategies for attracting Highly Qualified Teachers (HQT)

International Baccalaureate Primary Years Programme Candidacy School

Professional development provided from Aussie Consultants

Service and program coordination

School Assemblies, Nutrition Program

Budget and resources alignment

CFE, Title III, FSF, Title I SWP, SWP, Tax Levy Funding, MSAP Federal Magnet Grant Funds, Universal Pre-K Funding

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	22	22	N/A	N/A				
2	32	32	N/A	N/A				
3	64	64	N/A	N/A				
4	40	40		N/A				32
5	44	44		N/A				26
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> ➤ Literacy By Design – Grades K – 5, On Your Way To English – self contained ELL’s ➤ Differentiation of instruction meeting the needs of all students ➤ Extended Day Small Group Tutoring for level 1 and level 2 students in Grades 1 – 5 ➤ Wilson Foundations Program used in Grades K and 1 ➤ Saturday ELA test preparation for Grades 3 – 5 ➤ SES afterschool program for Title 1 students – (but is supplemental for levels 1 & 2) ➤ Reading Rescue was increased from 14 students in 2010 – 2011 to _____ students in 2011 – 2012.
Mathematics	<ul style="list-style-type: none"> ➤ Skills-based math program: Pearson’s enVision, which includes tiered assignment, visual learning bars to support parental involvement, technology demonstrations to animate math concepts and skills ➤ Differentiation of instruction meeting the needs of all students ➤ Extended Day Small Group Tutoring for level 1 and 2 students in Grades 1 – 5 ➤ Saturday Math Test Preparation Program for students in Grades 3 – 5 ➤ SES afterschool program for Title 1 Students – (but is supplemental for levels 1 & 2) ➤ Math Cluster Teacher reinforces mathematical concepts in Grades 3 – 5 during the day
Science	<ul style="list-style-type: none"> ➤ Integrated with International Baccalaureate thematic based projects. ➤ Literacy By Design is a nonfiction literacy based program used in classrooms

Social Studies	<ul style="list-style-type: none"> ➤ Utilize New York City core curriculum (Grade 4) ➤ Literacy By Design is a nonfiction literacy based program ➤ Differentiated support for Students With Disabilities and ELL students ➤ Document based strategy lessons / differentiated instruction using pictures cues, graphs, diagrams and maps as needed throughout curriculum
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> ➤ The Guidance Counselor (with parental consent) provides at risk counseling for students who are having difficulties in the school or home environment. ➤ The Guidance Counselor will assist parents to find support agencies for their child when needed. ➤ Peer intervention and conflict resolution
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> ➤ The School Psychologist (with parental consent) provides at risk counseling for students who are having difficulties in the school or home environment. ➤ The School Psychologist provides support to classes in Grades 3 - 5 in the areas of socialization and conflict resolution.
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> ➤ The Social Worker (with parental consent) provides at risk counseling for students who are having difficulties in the school or home environment. ➤ The Social Worker provides support to classes in Grades 3 – 5 in the areas of socialization and conflict resolution.
At-risk Health-related Services	<ul style="list-style-type: none"> ➤ Our Speech therapists work with students identified by their teachers as at-risk students. ➤ The Substance Abuse Prevention Intervention Services (SAPIS) representative counsels at-risk students on how to deal with issues in “real life” situations. ➤ Clinic Plus from Western Queens Consultation, an outside organization, offers counseling services for students (with parental consent) and their families at our school.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

March 8, 2012

School DBN: 30Q151

School Name: The Mary D. Carter School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

All Students (Math)

Hispanic (ELA & Math)

Students with Disabilities (ELA)

Limited English Proficient (ELA & Math)

Economically Disadvantaged (ELA & Math)

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

- Provide pull-out AIS service to targeted students in order to increase student performance on NYS assessments (Grade 4 and 5 students who received Level 1 or 2 on NYS assessments)
- Switched CFN Networks to receive improved professional development and support [Current Network 202; Network Leader: Nancy DiMaggio]
- Literacy coach on staff to support implementation of balanced literacy.
- Data coordinator to aid articulation between staff (Data Inquiry Articulation Amongst Staff)
- Utilize systematic, diagnostic assessments for ELA and Math (i-Ready) to provide data for differentiation of instruction.
- Utilize TCRWP benchmark assessments schoolwide (K-5) to have reading progress data readily available to all teachers.

- Math Cluster teacher servicing all classes in grades 3, 4 and 5 to provide remedial/additional instruction in mathematics.
 - IEP teacher to provide support for special education teachers.
 - Classroom Management
 - IEP Development and Implementation
 - Guided reading in all grades to provide targeted instruction to each student
 - “On Demand” writing assessment being used to better track writing progress of our students
 - Utilize new writing rubrics to help students meet CCLS and meet individual learning goals
 - Individual student data records to set individual learning goals.
 - Service providers pushing into classrooms to provide service when appropriate.
 - Paraprofessional and teachers trained to provide Reading Rescue to increase reading levels of students with special needs.
 - In-house SES provider, Edison Learning, academic intervention, 60 hours.
-

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

These funds have been used to staff an additional Assistant Principal to the school. The purpose of this position is to support teachers with professional development.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

Teacher are supported in numerous ways:

- Assistant principals provide staff development to support curriculum
- Outside consultant has been hired to support teachers in developing their Units of Study for International Baccalaureate Programme of Inquiry.
- Magnet Resource Specialists provide support and resources for classroom teachers
- Lunch and Learn is provided by the Literacy Coach
- After-school workshops are provided by the Magnet Coordinator to assist in curriculum writing
- Regularly scheduled coaching and in class support for new teachers
- Technology software applications have been brought in to support Common Core Curriculum: Pearson Success Net, MyOn web based library, Safari Montage video library

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

A letter has been drafted and distributed to all families.

**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 Amundsen, Charle Nancy Dimaggio	District 30	Borough Queens	School Number 151
School Name Mary D. Carter			

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

Principal Jason Goldner	Assistant Principal M. Psaradakis
Coach Cecilia Cordero	Coach Lauren Mora
ESL Teacher Judi Glass	Guidance Counselor Vicky Fernandez
Teacher/Subject Area Kathy Drakopoulos	Parent type here
Teacher/Subject Area Gina Marmol/Kindergarten	Parent Coordinator Naida Ryans
Related Service Provider Eva Riolo	Other type here
Network Leader Nancy Dimaggio	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	6	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	4		

D. School Demographics

Total number of students in school	541	Total Number of ELLs	100	ELLs as share of total student population (%)	18.48%
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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. 

Part II: ELL Identification Process

1a. Our school seeks to identify all potential ELLs as quickly as possible upon registration. The pupil personnel secretary distributes the Home Language Identification Survey (HLIS) to the parent during registration. The HLIS is a form given to all parents when they register their child for school. The survey asks if their child speaks, understands, reads or writes in a language other than English. At the time, the survey is completed with the assistance of a pedagogue and an informal oral interview is conducted. The pedagogue questions the parent about the language spoken in the home and about previous school experience. The parent is interviewed in their native language wherever possible. If no one on staff speaks their native language they are asked if they have a translator if not the school tries to attain one through a translation service.

1b. If it is determined that the child speaks a language other than English, one of the ELL teachers, Judi Glass or Kathy Drakopoulos, administers the LAB-R test. This test is administered within ten days of admittance.

1c. At the completion of each school year Judi Glass runs a RLAT report from ATS to determine which students are eligible to take the NYSESLAT, the student is then re-evaluated using the NYSESLAT. The NYSESLAT is given on dates determined by New York State. If a child is absent during the initial dates he/she is given the test during the make-up period. The test is given by the student's classroom teacher.

2. At the start of each year, the parents of all students who are newly identified as ELLs are invited to an informational session about the available programs for ELLs in our school. These sessions are given by the ELL teachers, Judi Glass and Kathy Drakopoulos as well as the Parent Coordinator Niada Ryans. The parents are informed of all three program choices offered in New York City Department of Education. At this meeting, it is also explained that P.S. 151Q only provides French dual language and free standing ESL programs. The parents are informed of their rights to transfer if they are interested in a transitional bilingual program or a different dual language program. We have never had enough students to open a TBE class in our school. These informational parent meetings are offered throughout the school year whenever new ELLs are admitted. If parents are unable to attend these sessions, the parent coordinator and ESL teachers will contact the parent via letter or phone call in order to explain the program choices and their rights.

3. To insure that all parents receive the entitlement letters, they are sent home with the students with an invitation to attend the parent information meeting. At this meeting, the parent survey and program selection forms are distributed, explained and collected. If a parent does not attend this meeting, the parent coordinator or ESL teacher contacts the parent/guardian to explain how to complete the appropriate forms. The forms are collected by the ESL coordinator and kept in a file in the ESL room.

4. If a student is deemed to be an English Language Learner as a result of his/her LAB-R score, the parent is contacted. P.S. 151Q determines a student's eligibility based on his/her grade level and the New York State's LAB-R cut-off score for that grade. After determining that the student is eligible for ESL, the student is placed in our freestanding ESL program. However, if a parent has chosen to place their child in either dual language or a transitional bilingual class, the parent will receive assistance from the parent coordinator to find an appropriate program within our district. Continuation letters are given to students whose NYSESLAT scores indicate the need for continuation of ESL services. These letters are sent home with the student to be signed by the parent/guardian and collected by the classroom teacher. They are then given to the ESL coordinator and kept on file in the ESL room. Every effort is made to communicate in parents' native language, letters are sent home in the requested language where available. We have several members of our staff who

Speak many different languages. We call upon these staff members to assist in translating for parents when necessary.

5. Our parents overwhelmingly prefer that their children be placed in our freestanding ESL program. The parent survey are check regularly and upon reviewing our parent survey and program selection forms, we have noticed that over the past three years, over 95% of the parents chose the free standing ESL program. Only 2 parents, over the past three years, showed interest in another language program. It is because of the preference for free standing ESL that we plan to continue with this type of program.

6. Since the majority of our parents request freestanding ESL this is the program we offer in our school. We do not have the amount of students needed to support a TBE program. In additions we have begun to offer a French Dual Language program because of community request due to changing demographics.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	100	Newcomers (ELLs receiving service 0-3 years)	57	Special Education	33
SIFE	2	ELLs receiving service 4-6 years	41	Long-Term (completed 6 years)	2

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. [i](#)

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	1									1
ESL	56	2	12	41	0	21	2	0	2	99
Total	57	2	12	41	0	21	2	0	2	100

Number of ELLs in a TBE program who are in alternate placement: 5

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French	1	7		7															1	14
Other Arabic			1																1	0
TOTAL	1	7	1	7	0	2	14													

**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
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 7 Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 1 Asian: 0 Hispanic/Latino: 1

Native American: 0 White (Non-Hispanic/Latino): 2 Other: 12

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	12	6	12	16	12	14								72
Chinese	2		1			1								4
Russian														0
Bengali	1			1	2	3								7
Urdu	1	2	1			1								5
Arabic		2		2	2	2								8
Haitian														0
French														0
Korean														0
Punjabi				1										1
Polish														0
Albanian				1										1
Other	1					1								2
TOTAL	17	10	14	21	16	22	0	100						

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

1. P.S. 151Q abides by the language allocation policy of New York State Commissioner's Regulations Part 154. These regulations require the following time allotments:

- Beginning and Intermediate students receive 360 minutes of ESL per week.
- Advanced students receive 180 minutes of ESL per week as well as 180 minutes of ELA per week.

2. The three ESL instructional models that are implemented at P.S. 151Q are the self-contained ESL class, the Free-Standing ESL program using the push-in model, and a Dual Language French program.

1. Self-contained – this model is implemented in first, second, third and fourth grades. The teacher is certified in ESL and instructs the class in English in all subject areas. The workshop model (whole-small-whole) is the approach used as the primary instructional methodology. The first and second grades use the On Our Way To English reading series, which gives structure to the workshop model. The third and fourth grade are using Literacy By Design with an ESL supplement. The teacher uses ESL and scaffolding strategies to further enhance student's understanding. She uses visuals, such as word webs, word walls, graphs, graphic organizers, and charts to ensure academic success for ELL students. Leveled libraries are also very important to ELL students since it exposes them to a variety of genres. The student is able to choose reading materials in a level that he/she is comfortable with and work their way up. During the reading block all ELL students are given 45 minutes of ESL instruction. In addition Intermediate students are given 45 minutes of ESL instruction during inquiry time. Also the beginners are pulled out for 45 minutes of ESL with the ESL push-in teacher. Libraries are equipped with books of different cultural backgrounds, such as Spanish, Bengali, Chinese, etc., to promote cross-cultural acceptance and aid students in their native language. All content area subjects are taught in English using ESL methodology. At this time we are an International Baccalaureate Candidate school and are using inquiry based learning for all content areas.

2. Free-Standing ESL model- is implemented in grades K and 5 and our special education students. A certified ESL teacher pushes into the class for 90 minutes four times a week during reading and writing periods to provide ESL instruction using language rich instruction geared to meet the ESL and ELA performance standards. Kindergarten, is using the On Our Way To English literacy program. The push – in teachers work with classroom teacher using this program to advance the ELLs literacy. The fifth grade uses the Literacy By Design program with an ESL component. The push-in teacher works with the classroom teacher to ensure proper understanding by the ELLs. In order to maximize English acquisition for ELL students, the ESL push-in teachers and classroom teachers devote time to planning for instruction together. It is our goal that ELL students will become proficient by the end of the third year of services and thus passing the NYSESLAT. All instruction is done in English. To ensure academic success scaffolding strategies are utilized through the use of word

A. Programming and Scheduling Information

walls, word webs, graphs, diagrams, etc. These students receive content area instruction in English, given by their classroom teacher who consults with the ESL teacher on ESL methodology for instruction. . At this time we are an International Baccalaureate Candidate school and are using inquiry based learning for all content areas.

3. Dual Language French Program

We currently have one Dual Language French class on the Kindergarten/first grade level. This class is comprised of 16 students, half of whom are proficient in French and the other half are English speakers. The workshop model (whole-small-whole) is the approach used as the primary instructional methodology. The teacher uses Literacy By Design for English literacy and The Rouet Melled for French literacy. The ELL French students in this class are evaluated using running records in French and an end of the year student evaluation, created by French teachers. The day is split 50% in English and 50% in French. NLA is taught using a program binder developed by a group of teachers from around the city who are teaching this program. Students receive NLA 45 minutes a day given by their classroom teacher. Math is taught in English using ESL methodology. Other content areas are taught in French with support in English. At this time we are an International Baccalaureate Candidate school and are using inquiry based learning for all content areas.

The classroom environment for all the programs, the self-contained, Free-Standing and the Dual Language classes is print rich and reflects evidence of rigorous instruction that highlights students' current work as aligned to the New York State ESL Learning Standards. The following is evident:

1. Flow of the day
2. A technology center
3. A listening center equipped with cassette/CD players, earphones, audio cassettes, CDs, books in bags, and read along books.
4. Leveled classroom libraries
5. Word walls

All of our classes are heterogeneous, there are students of different ability levels in the same class. This is also true of our ESL classrooms. The ESL classes consist of students who are beginner, intermediate, advanced and proficient transitional ELLs.

P.S.151 currently has six certified ESL teachers who service our ELL population. Four of these teachers are in self-contained ESL classrooms and provided ESL instruction as well as content area instruction using ESL methodology throughout the school day. The other two teachers push into classes to provide ELLs with mandated ESL services. These teachers aid the classroom teachers using ESL methodology. In addition teachers who have ELLs in their class are provided with Professional Development to address the needs of their ELL students.

5. In our self-contained and free standing ESL program all content area subjects are taught in English using ESL methodology. Teachers use visuals, scaffolding, word webs, graphs, diagrams, etc. In order to differentiate our instruction based on the subgroups of our ELL population we have the following plan of actions in place.

SIFE: We currently have two SIFE students. Our plan for any students with interrupted, little or no formal schooling in their first language is to evaluate them when they arrive, place them in the age appropriate grade and allow them to attend an appropriate grade classroom in subjects for which they are lacking grade level skills. In addition these students will be put into our extended day program where a teacher will work with them in small groups to develop skills, which will advance these students up to grade level.

Newcomers (0-3 years): These students receive 360 minutes per week of ESL instruction until they become advanced ELLs. When they reach the advanced level they receive 180 min per week of ESL instruction and 180 mins per week of ELA instruction. Either the certified push-in teacher or the ESL certified classroom teacher delivers this service during the school day in addition to the regular academic curriculum.

4 – 6 Year ELLs: The students who are still beginner/intermediate as determined by the NYSEASLAT receive 360 minutes per week of ESL instruction until they become advanced ELLs. When they reach the advanced level they receive 180 min per week of ESL instruction and 180 minutes per week of ELA instruction. Either the certified push-in teacher or the ESL certified classroom teacher delivers this service during the school day in addition to the regular academic curriculum. In addition these students are included in our extended day program where specific ELA skills are targeted in order to help them pass the NYSESLAT and achieve English proficiency.

Long-Term ELLs (6+ years): As a Pre-Kindergarten – fifth grade school it is highly unlikely that we would have any ELL students in this category. However our plan for these students besides the mandated ESL services would include the addition of intensive work in ELA with the SETSS teacher and a possible evaluation for IEP services. As of this time the only students in this situation have an IEP. WE are using their IEP to provide appropriate instruction.

A. Programming and Scheduling Information

6. ELL with Special Needs: Our ELLs with Special Needs are serviced as per their IEPs and the state mandated units as ESL instruction. All of our Special Needs students are placed in classes as per their IEP and are serviced by an ESL certified teacher who pushes into the classroom and supports these students using ESL methodology. Literacy By Design is used for reading in all our Special education

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

8. We target our ELL students by supporting learning in math, science, social studies as well as ELA. The ESL teachers work collaboratively with the classroom teachers to develop lessons that are appropriately geared towards ELLs. We break tasks up into smaller steps, with level appropriate language. For math we are using Envisions Math, in science and S.S. we are using the IB inquiry program. At this time we are not providing AIS services in these areas.

For ELA, our targeted students receive focused development with an AIS teacher. With the third grade target group we are using Fountas and Pinnell Phonics. With our fourth and fifth grade students we are using Reading Skill-By-Skill by Rally Education, STARS and The Reading Writing Sorce Book. All intervention service are provided in English only.

9. It is important to continue to support ELLs after they have passed the NYSESLAT so in order to continue their academic success we provide these former ELLs with the support services they need. We transition them out of ESL classes and into monolingual classes but still allow them the same test modifications as current ELL on tests for two years after becoming English proficient. They also continue to receive additional instruction in our extended day program.

B. Programming and Scheduling Information--Continued

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

8. We target our ELL students by supporting learning in math, science, social studies as well as ELA. The ESL teachers work collaboratively with the classroom teachers to develop lessons that are appropriately geared towards ELLs. We break tasks up into smaller steps, with level appropriate language. For math we are using Envisions Math, in science and S.S. we are using the IB inquiry program. At this time we are not providing AIS services in these areas.

For ELA, our targeted students receive focused development with an AIS teacher. With the third grade target group we are using Fountas and Pinnell Phonics. With our fourth and fifth grade students we are using Reading Skill-By-Skill by Rally Education, STARS and The Reading Writing Source Book. All intervention services are provided in English only.

9. It is important to continue to support ELLs after they have passed the NYSESLAT so in order to continue their academic success we provide these former ELLs with the support services they need. We transition them out of ESL classes and into monolingual classes but still allow them the same test modifications as current ELL on tests for two years after becoming English proficient. They also continue to receive additional instruction in our extended day program.

10. We have been using the On Our Way To English program in our lower grade ESL classes for two years. In the upper grades we have been using Literacy By Design, which has a strong ESL component for our ELLs. We began using Envisions Math last year. Since these programs are fairly new, we will not be discontinuing any programs this year.

11. No services will be discontinued at this time.

12. All of our ELL students are included in all school activities and programs. Many of our ELLs participate in our extended day program (150 min. as mandated by the UFT contract) as well as the SES program provided by The Edison Learning agency. ELLs are included in any Saturday/afterschool test prep programs and summer academies funded by the NYC DOE. The goal of these programs is to make sure all of our students including ELLs are meeting state standards. There is no difference in academic expectations for our ELLs, we expect academically rigorous work from all of our students.

13. All of the ESL/Dual Language Classrooms in our school are equipped with smartboards, computers, CD players, language rich charts, level appropriate books, hands on science material, rugs etc. Teachers will provide ELL students with time to use the computer for activities such as Starfall, which helps with letter sound recognition for our beginners. Teachers provide instruction, using smartboards to enhance the learning of all subcategories of ELL students. Charts and CDs are used with newcomers and any other ELL who needs the extra support. Books are provided to students on their d'just right level to help support English language development.

14. Native language is supported in our classrooms through peer translation. New students are buddied-up with an English fluent student who is knowledgeable in the student's native language. This peer support helps to acclimate the new student to our school. In addition native language trade books are available in classroom libraries for those students who are literate in their native language. In our one DL class NLA is taught using a program binder developed by a group of teachers from around the city who are teaching this program.

15. All support services are age and level appropriate.

16. We do not enroll new ELL students before the new school year therefore we do not have any programs before the school year begins.

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?

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For ELA, our targeted students receive focused development with an AIS teacher. With the third grade target group we are using Fountas and Pinnell Phonics. With our fourth and fifth grade students we are using Reading Skill-By-Skill by Rally Education, STARS and The Reading Writing Source Book. All intervention services are provided in English only.

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13. All of the ESL/Dual Language Classrooms in our school are equipped with smartboards, computers, CD players, language rich charts, level appropriate books, hands on science material, rugs etc. Teachers will provide ELL students with time to use the computer for activities such as Starfall, which helps with letter sound recognition for our beginners. Teachers provide instruction, using smartboards to enhance the learning of all subcategories of ELL students. Charts and CDs are used with newcomers and any other ELL who needs the extra support. Books are provided to students on their 'just right' level to help support English language development.

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15. All support services are age and level appropriate.

16. We do not enroll new ELL students before the new school year therefore we do not have any programs before the school year begins.

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

Beginning

Intermediate

Advanced

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)?

Schools With Dual Language Programs

We currently have one Dual Language French class on the Kindergarten/first grade level. This class is comprised of 16 students, half of whom are proficient in French and the other half are English speakers. The workshop model (whole-small-whole) is the approach used as the primary instructional methodology. The teacher uses Literacy By Design for English literacy and The Rouet Melled for French literacy. The day is split 50% in English and 50% in French. NLA is taught using a program binder developed by a group of teachers from around the city who are teaching this program. Students receive NLA 45 minutes a day given by their classroom teacher. Math is taught in English using ESL methodology. Other content areas are taught in French with support in English. At this time we are an International Baccalaureate Candidate school and are using inquiry based learning for all content areas. Both English Proficient (EP) and ELLs are integrated throughout the day. All students in this class are taught in the same language either French or English depending on the time of day. The classroom teacher has blocked out the periods of the day into either French or English. Ex: Monday morning is taught in French and Monday afternoon is taught in English. The students would have reading, writing, word work and science in the morning all in French and Math in the afternoon in English. On Tuesday Reading Writing and math would be done un English in the morning and Social Studies in French in the afternoon. Emergent literacy is taught in both languages. This is a self-contained model with literacy taught simultaneously in French and English.

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

D. Professional Development and Support for School Staff

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

1. The Professional Development Program will focus on providing teachers, Assistant principals, paraprofessionals, guidance counselors, psychologists, OTs, PTs, Speech therapists, secretaries and parent coordinators with differentiated and scaffolding instruction strategies for English Language Learners, it will be long term and ongoing. It will focus on how to prepare ELLs to meet and exceed the NYC Performance and Learning Standards to achieve higher scores on city and state tests. The sessions will be facilitated by Network ELL support staff, the ELL Coordinator, and ESL/bilingual teachers. They will take place from September through June. Some topics that will be addressed are:

1. Scaffolding across the disciplines.
 2. Conferencing with students.
 3. Strategies needed to prepare ELLs for the NYSESLAT.
 4. A session will be devoted to mathematical instruction strategies to enhance student skills and performance on city and state tests.
 5. Preparing for the N.Y.S. Science Test
 6. Integrating IB units with the ELL student
2. We support and assist parents and ELL students as they move from our school to middle school by explaining their options. The guidance counselor has a meeting in November to explain the middle school process to the parents of ELLs. If students are newcomers we suggest the Newcomer School. All others are advised to check the middle school directory for school with appropriate Bilingual/ESL/dual language programs.. In the spring a meeting is held where students meet with middle school staff and tour the middle school to help them feel more comfortable.
3. The following workshops are offered to all staff and would help fulfill the 7.5 hours requirement of ELL training for all staff.
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 2. Conferencing with students.
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 5. Preparing for the N.Y.S. Science Test
 6. Integrating IB units with the ELL student

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6. Integrating IB units with the ELL student

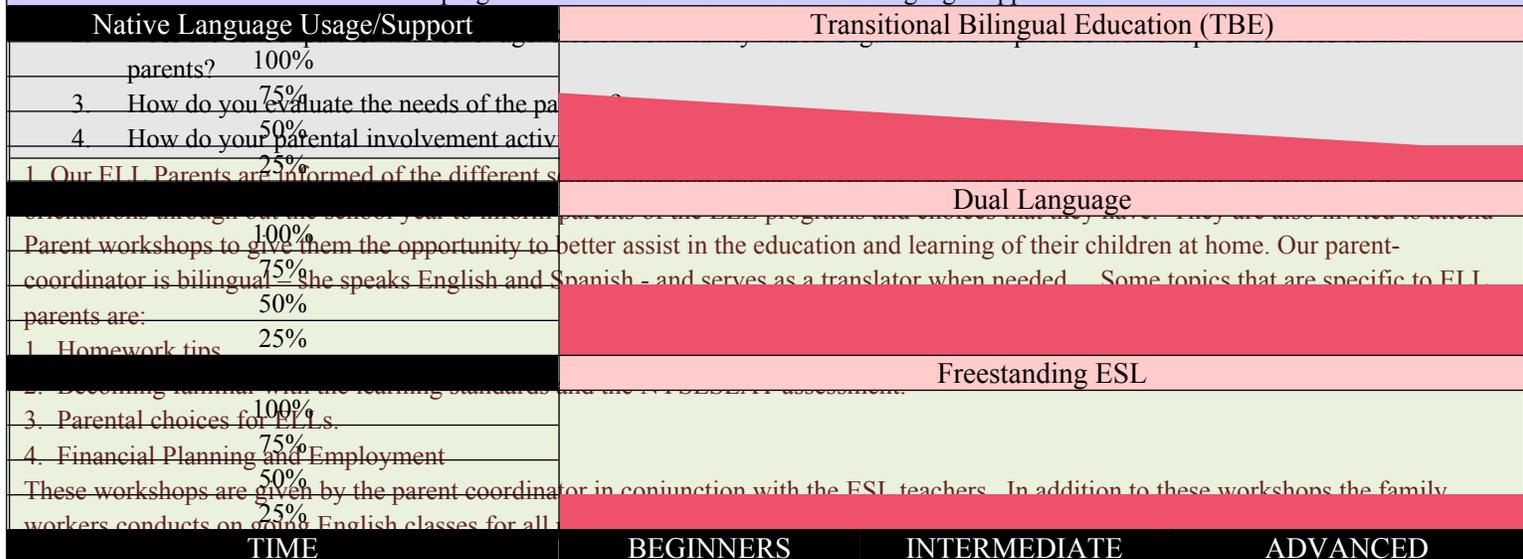
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Native Language Usage and Supports

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



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

parent outreach and workshops. In addition our school is partnered with Learning Leaders, a program that trains parents to tutor students in our school. Our ELL parents are encouraged to be part of this educational based program. Our school is also working with Health Plus, who provide workshops on making healthy choices. Amerigroup which provides workshops on cyber bullying and Cornell University

E. Parental Involvement

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

1. Our ELL Parents are informed of the different school functions through flyers in English, Spanish and Bengali. There are ELL orientations through out the school year to inform parents of the ELL programs and choices that they have. They are also invited to attend Parent workshops to give them the opportunity to better assist in the education and learning of their children at home. Our parent-coordinator is bilingual – she speaks English and Spanish - and serves as a translator when needed. Some topics that are specific to ELL parents are:

1. Homework tips
2. Becoming familiar with the learning standards and the NYSESLAT assessment.
3. Parental choices for ELLs.
4. Financial Planning and Employment

These workshops are given by the parent coordinator in conjunction with the ESL teachers. In addition to these workshops the family workers conducts on going English classes for all parents who wish to learn English.

2. Our school is partnered with the French Consulate to support our dual language French program. The Consulate provides funds for parent outreach and workshops. In addition our school is partnered with Learning Leaders, a program that trains parents to tutor students in our school. Our ELL parents are encouraged to be part of this educational based program. Our school is also working with Health Plus, who provide workshops on making healthy choices, Amerigroup which provides workshops on cyber bullying and Cornell University Cooperative Extension which provides workshops on nutrition.

3. The parent coordinator sends out a survey at the beginning of the school year to evaluate what topics are most important to our parent community. She then plans workshops based on the information she has gathered. The parent coordinator acts as a liaison between the parents and the administration. She is also there to facilitate and translate for parents when needed.

4. In addition to the ELL workshops described above the parent coordinator provides workshops and classes which are open to all parents including ELL parents. Some of those activities are nutrition classes , Breast cancer awareness, stress management and CPR classes (given by FDNY). The principal conducts monthly parent breakfasts where parents are encouraged to voice their needs and concerns. These all came about as a result of the parent survey given out by the parent coordinator at the beginning of the school year.

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?
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These workshops are given by the parent coordinator in conjunction with the ESL teachers. In addition to these workshops the family workers conducts on going English classes for all parents who wish to learn English.

2. Our school is partnered with the French Consulate to support our dual language French program. The Consulate provides funds for parent outreach and workshops. In addition our school is partnered with Learning Leaders, a program that trains parents to tutor students in our school. Our ELL parents are encouraged to be part of this educational based program. Our school is also working with Health Plus, who provide workshops on making healthy choices, Amerigroup which provides workshops on cyber bullying and Cornell University Cooperative Extension which provides workshops on nutrition.

3. The parent coordinator sends out a survey at the beginning of the school year to evaluate what topics are most important to our parent community. She then plans workshops based on the information she has gathered. The parent coordinator acts as a liaison between the parents and the administration. She is also there to facilitate and translate for parents when needed.

4. In addition to the ELL workshops described above the parent coordinator provides workshops and classes which are open to all parents including ELL parents. Some of those activities are nutrition classes , Breast cancer awareness, stress management and CPR classes (given by FDNY). The principal conducts monthly parent breakfasts where parents are encouraged to voice their needs and concerns. These all came about as a result of the parent survey given out by the parent coordinator at the beginning of the school year.

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)	8	7	5	1	2	8								31
Intermediate(I)		3	2	12	10	6								33
Advanced (A)	10		6	9	5	7								37
Total	18	10	13	22	17	21	0	0	0	0	0	0	0	101

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	4			15
4	10	5	1		16
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9		4		2				15
4	6	1	10		0				17
5									0
6									0
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	4	1	8		2				15
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

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

Native Language Tests

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

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

Since it is important to assess ELL in literacy, our school uses several different methods in which to gather data in the early childhood grades. For our ELLs, we begin by using the LAB-R and the NYSESLAT to determine their ESL level. Once students are placed in a class the teacher then uses both ECLAS scores and The Rigby Reads leveling system to provide students with appropriate level reading material. Students are reassessed ever six weeks using The Rigby Reads system. ECLAS is done once a year (in January) for Kindergarten and twice a year (October and May) for grades one to three. This data shows that ELLs lag behind their English proficient peers in many aspects of early literacy. While ELL students can identify letters these students have more difficulties with letter sound relationships than native speakers. This includes trouble with beginning and ending sounds as well as rhyming words. We have just implemented the On Our Way To English program in our lower grade ESL classes. This program focuses on language and reading development. Teachers are also using Foundations to promote phonics skills.

Through data analysis of the LAB-R and the NYSESLAT we have found the majority of our lower grade ELL student are either at the beginner or intermediate levels in their English language development. In kindergarten 57% of the ELLs are beginners while 43% are advanced. In first grade 54% are beginners, 44% intermediate and only 9% are advanced. In second grade 28% are beginners, 44% intermediate and 28% advanced. In third grade 48% are beginners, 24% intermediate, and 28% advanced. Forth grade is the only grade in which advanced students out number beginners and intermediates with 58% of fourth grade ELLs being advanced while only 5% are beginners and 35% are intermediates. On fifth grade 53% are beginners (all of these, are students with special needs and newcomers) 13% are intermediate and 33% are advanced. With further analysis of the modalities it has been concluded that our ELL students need to work on reading and writing skills. The majority of our students 76% score either advanced or proficient in the listening/speaking subsections of the NYSESLAT while most of these same students 73% scored in the beginner or intermediate level on the reading/writing subsections. Since it is critical to advance these students in reading and writing we address this need in several ways. In our lower grades we use the On Our Way To English series which promotes both reading and writing skill for ELL students. In the upper grades the ELLs are our targeted students and receive supplemental instruction in reading and writing during the extended day program.

While few of our student take tests in their native language it is clear from the data that ELL students are have difficulties with reading and understanding in English. Our ELL students score lower on tests which involve extensive reading such as the ELA or Science as opposed to math related tests. The few students who have taken tests in their native language score far below New York State standards indicating a lack of academic knowledge overall.

The ELL coordinator views and analyzes the results of the interim ELL assessments with the administration. They then use this information to help classroom teachers provide appropriate instruction on their proper ELL proficiency level. We use the data from this test to refocus our instruction to better serve the needs of these students. These tests show that students need to become more proficient in reading and writing. We are addressing this issue by targeting these students in our extended day and AIS programs using varied instructional approaches based on their proficiency levels. We do not use native language in either of these programs.

Native Language Tests

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

Since our French Dual Language program is in the beginning stages we have decided to begin formal assessment of the targeted language when the English Proficient students reach the third grade level. We feel this will provide us with the most accurate data for this program. In the mean time the teacher is collecting portfolio evidence of the targeted language development. At this time the program is too new to evaluate with city and state assessment. These tests will be given when the students reach the appropriate grade level for these tests.

In order to evaluate the success of all of our ELL programs we look at many different aspects of student learning. First the results of the NYSESLAT are taken into account. We have seen a rise in students scoring at the proficient level over the past several years. This indicates that we have made some progress with our ELL students. However most of these gains were made in the general Ed population. We still need to address our ELL-SWD population. We are working on this by including them in our extended day and SES programs. We assess the progress made by the students on state tests in the upper grades and ECLAS/TCRW assessments in the lower grades. The data shows a dip in math scores this year. This is usually a strong point for our ELL students. We are assessing this and plan to implement an AIS math program with our ELLs. We also judge our success based on student data portfolios, student and teacher interviews and parental satisfaction.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Mary D.Carter

School DBN: 30Q151

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jason Goldner	Principal		11/1/11
Maria Psarddakis	Assistant Principal		11/1/11
Naida Ryans	Parent Coordinator		11/1/11

School Name: Mary D.Carter

School DBN: 30Q151

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judi Glass	ESL Teacher		11/1/11
	Parent		1/1/01
Gina Marmol/ kindergarten	Teacher/Subject Area		11/1/11
	Teacher/Subject Area		1/1/01
Cecilia Cordero	Coach		11/1/11
	Coach		1/1/01
Vicky Fernandez	Guidance Counselor		11/1/11
Nancy Demaggio	Network Leader		11/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q151 **School Name:** Mary D. Carter

Cluster: 2 **Network:** CFN

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.

When a parent registers their child they fill out a Home Language Survey. Part 3, questions 1 and 2, ask which language parents would like to receive information in. We use these responses to determine the languages for which we need to provide translations.

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.

We have found that we need to provide translation services in many different languages. The majority of parents request English but we also have a large number requesting spanish. Other languages requested are: Arabic, Punjabi, Hindi, French, Greek Chinese, Urdu, Begali and Pushto. The teacher receives copies of Home Language Surveys where this information is given.

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.

Important documents are sent home to parents in both English and Spanish. If a parent needs a document translated into another language, they are invited to come up to school and a translation is provided at that time using a staff member who speaks the language requested.

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.

If an oral translation is needed we provide this by using a staff member who speaks the language requested.

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>.

A sign is posted by the main door that indicates that interpretation services are available. Parents are advised of their rights when they register their child at our school.

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: PS151Q	DBN: 30Q151
Cluster Leader: Charlie Amundsen	Network Leader: Nancy Dimaggio
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: <u>60</u> Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u> # of certified ESL/Bilingual teachers: <u>4</u> # of content area teachers: <u>0</u>

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: PS 151Q Title III program provides English Language Learners with supplemental instruction in an ESL Program. The instructional program will service ELL's in grades K-5 who score at the beginning, intermediate, and advanced levels on the NYSESLAT. The before school Program will meet 2 days a week, Thursday/Friday 7:30- 8:10 for approximately 32 sessions, beginning Jan. 2012 - May 2012. It will service a maximum of 60 students (15 per class) whose parents have consented to the ESL before school program. The ESL before school program will be serviced by 4 ESL teachers. The program will specifically address instruction in English Language Development. It will focus on improving literacy and math skills through scaffolding and differentiated instruction thereby increasing chances of improving the NYSESLAT scores as well as City and State Assessments Each ESL group will consist of approximately 15 students. Students will be grouped in levels of beginning, intermediate, and advanced, thus targeting each group's specific academic needs. Instruction will focus on literacy skills (reading, writing, phonics), and math skills (problem solving, computations, reading charts, analyzing graphs).. All instruction will be done in English, using ESL methods and scaffolding strategies. Students will be provided with charts, graphic organizers, etc. to further their understanding of the content area. . In addition a dual language French class will be included in our before school program. Supplementary materials will be provided, such as textbooks, workbooks, manipulatives, and general instruction supplies (paper, chart paper, markers, and crayons, art supplies.

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 Professional Development Program will focus on providing the classroom teachers with differentiated and scaffolding instruction strategies for English Language Learners. It will be given after school. It will focus on how to prepare ELL's to meet and exceed the NYC Performance and Learning Standards to achieve higher scores on city and state tests. The sessions will be facilitated by the ELL teachers. They will take place from Dec. 2011 through June 2012. Some topics that will be addressed are :

1. Writing lesson plans based on the scaffolding and current ESL practices.
2. Conferencing with students.
3. Strategies needed to prepare ELL'S for the NYSESLAT.
4. A session will be devoted to mathematic instructional strategies and lesson plan writing, to enhance student skills and performance on city and state tests.
5. Understanding the needs of an ELL student.

Part D: Parental Engagement Activities

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

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

Begin description here: Parent workshops to be held during and afterschool 4 times a year. These workshops will cover topics such as Helping your child with homework, How to navigate the NYC school system, Making healthy choices for you and your child. These workshops will held throughout the year. They will be provided by the parent coordinator and the ELL teachers.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$6,608</u>	<u>22 hours of per session for ESL to support ELL Students: 22hours x \$41.98x 4 (current teacher per session rate with fringe) = \$6,608</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>\$2,720</u>	<u>Programs such as LEAP or Arts Connection to work with ELL students and PD for ELL teachers and work shops for parents</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$3,300</u>	<u>Books, Workbooks Books on CD, CD players, Headphones, Book Bins, Leveled Books</u>
Educational Software (Object Code 199)	<u>\$1,000</u>	<u>Rosetta Stone (or other) language development software packages for program</u>
Travel		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL	<u>\$13,628</u>	