



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE HOLMES SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 30Q204

PRINCIPAL: YVONNE LEIMSIDER

EMAIL: YLEIMSI@SCHOOLS.NYC.GOV

SUPERINTENDENT: PHIL 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
Ms Leimsider	*Principal or Designee	
Ms Goldberg	*UFT Chapter Leader or Designee	
Mr. Adams	*PA/PTA President or Designated Co-President	
Ms Conway	DC 37 Representative, if applicable	
Ms Frank	SLT Chairperson	
Ms Purdy	SLT Treasurer	
Ms Lambos	Member/Teacher	
Ms Arlequin	Member/Teacher	
Silvia S. Noboa-Yee	Member/Parent	
Shanicqwa Webb	Member/Parent	
Nila Saeed Ahmed	Member/Parent	
Suada Hadzimushovich	Member/Parent	
Catherine Paganas	Member/Parent	
N. Khan	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

Strengthening the instructional core by developing the effectiveness of our teaching

By June 2012 the principal and assistant principals will have:

- improved their capacity to provide evidence-based feedback to all teachers
- Lead Teachers and Assistant Principals will facilitate the online professional development, and explore observation templates and feedback protocols in ARIS Learn
- set up a program of professional supports for teachers to develop a thorough understanding of the Common Core Learning Standards (CCLS) and to understand cognitively demanding tasks
- developed an observation tool adapted from Danielson framework and the Norman Webb Depth of Knowledge Model for Cognitive Complexity and embark on short, frequent cycles of classroom observations
- undertaken individual conferences with teachers and provided specific and timely feedback, with the expectation that teachers will act on it.

Comprehensive needs assessment

At IS204 we have conducted extensive professional development over recent years (and in last 2 years especially through the Magnet Grant) to address some of our major learning needs as a staff – ensuring proficiency in using data to plan instruction, exploring the reading writing workshop to ensure rigor as well as our focus on improving our mathematics instruction to meet the instructional needs of our students. *In the 2010-11 NYS ELA Test, 33.9% students performed at level 3 & 4 and in the NYS Math Test 53.1% students performed at level 3 and 4.*

In the new school year we will utilize the *Charlotte Danielson Framework* and the *Norman Webb Depth of Knowledge Model for Cognitive Complexity* to further develop effectiveness and rigor of our teaching and specifically to plan a more differentiated professional development strategy to provide for the specific needs of all our teachers.

Instructional strategies/activities

1. Principal and assistant principals will examine the Charlotte Danielson Framework for Teaching and develop observation feedback protocols.
2. Teachers will receive professional development around the purpose and nature of the Charlotte Danielson Framework and the *Norman Webb Depth of Knowledge Model for Cognitive Complexity*
3. Develop a schedule of short, frequent cycles of classroom observations across Grade 6 - 8 classes. Schedule additional time to prepare and provide focused feedback to each and every teacher.
4. Design program of professional development to deepen the alignment of curriculum and assessment to the CCLS.

5. Provide professional development for all teachers on using rich and cognitively demanding performance tasks for the purpose of examining student work.
6. Facilitate collaboration for teachers to engage in a cycle of inquiry and make instructional adjustments.
7. Through an inquiry approach Grade teams will be supported in refining their understanding of what effective teaching looks like, have a shared language to discuss what's working and what needs to be improved, and know which actions to take to improve their practice. Webb's four levels of depth-of-knowledge are level 1 (recall), level 2 (skill/concept), level 3 (strategic thinking), and level 4 (extended thinking), and they are applicable to all subject areas and at all grade levels, including college.
8. Teachers, in their grade teams, will further develop this work by devising grade appropriate rich performance tasks as a vehicle for examining student work. To prepare for looking closely at student work; all teachers will have students write opinions and arguments in response to reading and analyzing appropriate grade level information texts.
9. In Spring 2012, grade teams will share with colleagues their findings and demonstrate how, by looking closely at student work samples, adjustments can be made, thereby developing a shared understanding of success (defined by Common Core), and determining how to adjust teacher practice to support student development along the continuum of college and career readiness.

Strategies to increase parental involvement

Translation is available for all meetings with our school community, including:

- Open Weekly Parent/Parent Coordinator meetings
- Focused Grade Meetings: 6th grade Orientation, 8th grade applying for high school
- Parent Workshops (ARIS)
- Weekend Core Curriculum Retreat(s) for parents by the Network
- City Year Community Based Organization Family Nights
- Information will be provided to parents on the measures being put in place to improve instruction at the regular monthly PTA meetings
- Parent Coordinator distributes information that is translated into Spanish.
- Parent /Teacher Conferences held regularly with Report Card and translation is available as required
- SLT Meetings
- Parent Open House providing specific information and answering questions to help parents provide support at home

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% highly qualified teachers
- Teachers are informed and wherever appropriate have a role to play in decision making
- Teacher appreciation luncheon are offered before the holiday period to support staff morale

- Teachers have access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated

- Literacy Through the Arts Project (LEAP)
- 'I have a Dream'
- Beacon
- City Year

Budget and resources alignment

Title I and Title 3, Federal Grant and SINI Funding will be used to support this work through the following:

- Per session funding for collaborative planning and curriculum writing
- Magnet Grant Coordinators
- Lead Teachers
- Consultants
- Resources, texts and multi media resources
- Technology hardware and software to support instruction, thinking and practice (printers, laptop carts, SmartBoards etc)

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Develop staff's ability to prevent disciplinary problems

By June 2012:

- School-wide rules and procedures created and supported through academy structure
- System of positive incentives that is coherent and consistently used

Comprehensive needs assessment

In terms of our School Environment our parent response for the Safety & Respect section of the Survey was 8.0 while teacher's response to the same section was 6.1 To improve our school environment we are planning to act to support our teachers' abilities to promote a safe and positive school that maximizes student engagement by implementing a positive incentive system and decreasing the number of physical referrals by 10% or more by June 2012.

Instructional strategies/activities

- An outline of behaviors that are compliant or outstanding will be developed
- Establish school organization with two academies that are geographically housed with dedicated Assistant Principals, Dean's Guidance Counselors' and staff
- All staff will understand and use the agreed system of behaviors that are to be rewarded through the Positive Behavior Intervention Supports (P.B.I.S.)
- Respect for All, a classroom based citywide initiative whereby selected teachers are trained to work with specific classes
- Advisories conducted to meet the specific social & emotional needs of one class
- Schedule of school wide celebrations developed and implemented that acknowledges the variety of cultures at the school/community
- Conduct clubs revolving around the Magnet Theme

- School Wide Information System (SWIS) will be utilized to track referral and intervention data
- An Online Occurrence Recording System (OORS) will be adapted to enable the school to compare behavioral change over time.

Strategies to increase parental involvement

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Service and program coordination

- Literacy Through the Arts Project (LEAP)
- 'I have a Dream'
- Beacon
- City Year

Budget and resources alignment

Title I and Title 3, Federal Grant and SINI Funding will be used to support this work through the following:

- Positive incentives
- Resources, texts and multi media resources
- Technology hardware and software to support instruction, thinking and practice (printers, laptop carts, SmartBoards etc

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Grade teams will be engaged in collaborative inquiry work for Literacy and Mathematics

- In Fall semester all students will have engaged in at least one literacy and one mathematics assessment task embedded in a rigorous curriculum unit and aligned to the CCLS
- By the end of the Spring semester all curriculum units will have been reviewed and revised to include rigorous embedded tasks, aligned to the CCLS with instructional supports for all student learners.

Comprehensive needs assessment

As the standard for the State Tests increases, we will focus greater attention on academic rigor in planning for instruction. NYC is providing a set of instructional expectations for 2011-12 to allow teachers to engage in thinking about and using the new CCLS. We have made some progress towards this through our professional development whereby ELA & Mathematics grade teams are working to align the units of study in ELA and Mathematics with the CCLS and to deepen academic rigor.

In the 2010-11 Progress Report our Student Progress overall was 20.4 (C grade), Student Performance 9.1 (C Grade), School Environment 6.6 (B) and Closing the Achievement Gap 1.0, therefore our overall Score was 37.1 (C Grade). Additionally, the 2010-11 School Quality Review we achieved Proficient Level IS204 current status

For the State Accountability was Restructuring (advanced) Focused in 2010-11.

In 2011-12 we will be concentrating on implementing a series of performance tasks in ELA & Math, aligned to the CCLS and consider the implications for our teaching. ELA and Mathematics units of study will be revised to include:

- Multiple entry points for ELLs and Special Education students.
- Cognitively-demanding tasks aligned to the CCLS and the Norman Webb Depth of Knowledge.

As the basis of Inquiry into student performance of cognitively demanding written tasks we will gather and annotate selected student work samples as a reference point to compare future student work and to support decisions about adjustments to our teaching.

ELA and Mathematics units of study are revised to include:

- *multiple entry points for ELLs and Special Education students*
- *cognitively demanding tasks aligned to the Common Core*

A binder of annotated student written assessments will be developed as a reference point to compare future student work, at each grade level.

Instructional strategies/activities

PD opportunities will be provided that exposes staff to student work and diagnostic tasks aligned to the selected standards, available on the Common Core Library (CITYWIDE INSTRUCTIONAL EXPECTATIONS)

In Fall 2011, IS 204 will take the next step in building teacher understanding around CCLS in ELA –reading demands for Informational Text and in Math by reviewing the language functions needed to provide entry points to the math content

Grade teams will be formed early in Fall to begin the inquiry process and review the NYC Common Core-Aligned Tasks embedded in the grade specific units of study, for ELA & Mathematics.

This inquiry process will be supported by Assistant Principals, District & Network personnel, A.U.S.S.I.E. Literacy Consultant and our Lead Teachers.

The Grade teams will make recommendations as to how the NYC Common Core-Aligned Tasks & units will be implemented - either by using all or portions of the materials provided in the CCLS Library, or by creating their own tasks within the existing IS 204 units in ELA and Mathematics. Teachers will review the task-specific supports for ELLs and Students with Disabilities.

The agreed Common Core-Aligned tasks will be given in Fall 2011 to all students Grade 6-8 in ELA and Mathematics.

Using Rubrics the resulting student work will be assessed by class teachers and focus student work will be provided to allow the Grade teams to begin the inquiry process. They will review the student work to consider what additional instructional supports that will need to be embedded into the existing units of study, for both ELA and Mathematics.

The inquiry work will focus on how the annotated student work will inform our instructional programs, including the inclusion of cognitively demands tasks, making full use of the Norman Webb Depth of Knowledge. Teams will collaboratively review the curriculum that includes rigorous embedded tasks and multi entry points for all learners, based on the lessons learned from the inquiry process.

Grade teams will continue to collaborate to align Grade 6-8 curriculum with the CCLS, by developing and refining instructional units, to meet the learning needs of all IS 204 students, through a careful selection from each strand and sub strand of the standards at each grade level. ELL & CTT and SETTS teachers will co-plan to create multiple entry points and instructional scaffolding to support students with the full range of learning needs at IS 204. ESL, librarian, coaches, Magnet Grant Coordinators and classroom teachers will plan co-teaching opportunities to integrate smart and strategic ways to improve academic language and thinking around informational texts.

The emerging instructional expectations will allow IS 204 to adjust what and how we teach in order to help all students succeed on cognitively demanding tasks and develop along the continuum toward college and career readiness.

Strategies to increase parental involvement

Translation is available for all meetings with our school community, including:

- Open Weekly Parent/Parent Coordinator gatherings
- Focused Grade Meetings: 6th grade Orientation, 8th grade applying for high school
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Service and program coordination

- Literacy Through the Arts Project (LEAP)
- 'I have a Dream'
- Beacon
- City Year

Budget and resources alignment

Title I and Title 3, Federal Grant and SINI Funding will be used to support this work through the following:

- Per session funding for collaborative planning and curriculum writing
- Magnet Grant Coordinators

- Lead Teachers
- Consultants
- Resources, texts and multi media resources
- Resources and materials for math manipulation
- Technology hardware and software to support instruction, thinking and practice (printers, laptop carts, SmartBoards etc

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

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

Students will show progress in using evidence to support arguments in literacy.

By June 2012:

- All students will have undertaken rigorous embedded tasks, aligned to the CCLS in Fall 2011 and again in Spring 2012
- At least 15% of General Ed, Black/African American, ELL student and Special Education students will have moved up at least one level in the 'use evidence' area of the literacy rubric.

Comprehensive needs assessment

In the NYS ELA 2010-11 33.3% ELLs, 44.4% Lowest Third Citywide, 53.4% Self-Contained/CTT/SETSS and 42.2% Black and Hispanic males in Lowest Third Citywide fell within the 75th Growth Percentile or Higher. The New York State School Report Card: Accountability and Overview Report 2010-11 showed that IS 204 made AYP in the 'All Students' category in 'English Language Arts', though we did not in the 'Students with Disabilities', 'Black or African American', and 'Limited English Proficient' categories.

As we examine our data we find that our students, including our subgroups, have a need to improve in their ability to find and explain evidence for their ideas, discussion points and arguments in literacy. Also as we move closer towards a full integration of the CCLS we are taking making use of the professional development opportunity provided by the CCLS-Aligned Assessment Tasks in ELA which will be replicated to enable our ELA team to take an inquiry approach. In this way we want to embed the Norman Webb Depth of Knowledge into our literacy teaching to ensure academic rigor and higher performance and increased student progress in ELA.

Instructional strategies/activities

Grade teams will use informational reading and writing rubrics that are aligned to the CCLS that includes the 'demonstrates ability to provide reasoning behind argument(s)' category for this assessment. We will review student writing samples to identify the next steps towards moving students to the up a level of achievement (using a specific rubric). In order to do this we will utilize student work samples with a focus of refining instruction and developing a set of well-crafted and specific strategies to support the achievement of rigorous written tasks that demand evidence to support a claim. For this to occur the following steps will take place from December 2011 to May 2012.

1. Students will complete CCLS aligned tasks (see Goal 3) requiring them to read and analyze informational texts and write opinions and arguments in response.
2. This inquiry process will be supported by Assistant Principal, District & Network personnel and our Lead Teachers.
3. The CCLS aligned tasks are set within the context of the Magnet Grant Interdisciplinary unit themes, e.g. for the current unit the essential question is: *What is the impact of genetic advances on the living environment*. Under this overarching theme the Science study is DNA and

students are looking at growing meat in laboratories, in Social Studies students are analyzing political cartoons that focus on DNA bar-coding and in ELA students are learning about environmental forensics.

4. ELL, CTT and SETTS teachers will co-plan to create multiple entry points and instructional scaffolding to support students with the full range of learning needs at IS 204.
5. Assistant Principal, Magnet Grant Coordinators, Network Specialists, AUSSIE Consultant will support the planning of the Lead Literacy, ESL and classroom teachers to plan co-teaching opportunities to integrate smart and strategic ways to improve academic language and thinking around informational texts and to ensure the rich assessment tasks that are selected are cognitively-demanding tasks aligned to the CCLS and the Norman Webb Depth of Knowledge (DOK).
6. The ELA grade teams will adapt or develop a rubric aligned to the CCLS that includes the 'use evidence' category for this assessment. The team will review the Fall student writing samples to identify the next steps to take students to the next level of achievement based on the rubric.
7. ELA teams will use an Inquiry approach to working with the selected student work samples to refine instruction and develop a set of well-crafted and specific strategies to support the achievement of rigorous written tasks that demand evidence to support a claim.
8. The team will review the final student work sample in May to monitor progress and refine units of study with a focus on improving academic rigor.

Strategies to increase parental involvement

Translation is available for all meetings with our school community, including:

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Strategies for attracting Highly Qualified Teachers (HQT)

- 100% highly qualified teachers

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- Teachers have access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment.

Service and program coordination

- Literacy Through the Arts Project (LEAP)
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- Beacon
- City Year

Budget and resources alignment

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- Per session funding for collaborative planning and curriculum writing
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- Lead Teachers
- Consultants
- Resources and materials for math manipulation
- Technology hardware and software to support instruction, thinking and practice (printers, laptop carts, SmartBoards etc)

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

Students will show progress in demonstrating an ability to provide reasoning behind arguments in mathematics.

By June 2012:

- All students will have undertaken rigorous embedded tasks, aligned to the CCLS beginning in Fall 2011 until the end of the school year
- All mathematics teachers will for each unit of study develop and implement at least one rigorous task that are CCLS aligned and incorporate Norman Webb Depth of Knowledge.
- Out of the focus group of 3-5 students per class (General Ed, IEP, Black/African American and ELL students) there will be 15%+ improvement against the rubric from the baseline assessment in December 2011 to May 2012.

Comprehensive needs assessment

When we examine our mathematics data we see a need to improve student ability to find and explain evidence for their ideas, discussion points and arguments in mathematics.

In the NYS MATH 2010-11, 31.6% ELLs, 35.8% Lowest Third Citywide, 33.3% Self-Contained/CTT/SETSS and 29.2% Black and Hispanic males in Lowest Third Citywide fell within the 75th Growth Percentile or Higher.

The New York State School Report Card: Accountability and Overview Report 2010-11 showed that IS 204 made AYP in the 'All Students' category in Mathematics we did not in the 'Students with Disabilities' and 'Limited English Proficient' categories.

In order to do this our professional development and our inquiry focus will be on reviewing ways real mathematicians use mathematics to represent and solve authentic problems in the world as well as support all our students, including the subgroups to perform at a higher level of cognitive demand by using the instructional supports for ELL and Special Education students.

At least 15% of a focus group of general education, ELL and Special Education students will have moved up at least one level in the 'demonstrates ability to provide reasoning behind argument(s)' area of the rubric developed at the school level.

Instructional strategies/activities

1. Students will engage in cognitively demanding mathematics tasks that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. The Lead Mathematics Teacher, Assistant Principal and Principal will make certain that relevant professional development support is provided throughout the year to teachers with the network team.
2. The Assistant Principal and Lead Mathematics Teacher will work with Mathematics team to ensure the rich assessment tasks selected are aligned with the Common Core. Mathematics grade teams will adapt or develop a rubric aligned to the CCLS that includes the 'demonstrates ability to provide reasoning behind argument(s)' category for this assessment.

3. The teams will meet regularly and utilize student work samples with a view to refining instruction by developing a set of well-crafted and specific strategies to support the achievement of rigorous tasks in mathematics. ELL, CTT and SETTS teachers will co-plan with the mathematics team to create multiple entry points and instructional scaffolding to support students with the full range of learning needs at IS 204.
4. In December the mathematics team will review focus student mathematical work-samples to identify the next steps for planning a rigorous instruction for the following units.
5. The mathematics grade teams will take an Inquiry approach to monitoring student's developing ability to think mathematically and to model and/or construct viable arguments and to plan instruction to deepen this practice.

Strategies to increase parental involvement

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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			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4			N/A	N/A				
5			N/A	N/A				
6	193	0	0	0	17	0	0	0
7	128	37	0	0	29	0	0	0
8	144	30	0	0	34	0	0	0
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	Small group instruction 37.5 minute program small group skills instruction Split ELA classes for lowest performing targeted students SES
Mathematics	37.5 minute program skills instruction 2 Split classes of the lowest performing targeted students
Science	Small group instruction
Social Studies	Small group instruction
At-risk Services provided by the Guidance Counselor	Group counseling
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	Group counseling One-on-one counseling
At-risk Health-related Services	Supervision of medication administration, one-to-one, during school day Education of medication (e.g. adverse reactions), one-to-one, during school day

**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 CCLS 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)

School DBN: 30Q204 **School Name:** I.S. 204

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.

We are still addressing the recommendation of the JIT dated December 2010 and our Quality Review for the 2010-2011 school year:

- Implementing a balanced Literacy Program for LEP & SWD students.
- Use of a consultant to provide support for ELA teachers.
- Improve data driven differentiated instruction.

In addition, our current data analysis indicates:

- Implementation of a more rigorous, data driven and standards based curriculum.
- Creation of short term measurable goals aligned to CCSS for all students.
- School-wide AIS/Enrichment Plan.

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.

- Weekly inquiry meetings for all teachers by subject and grades.
 - Reduced class size in ELA, for LEP, SWD and BLK students.
 - Blocked scheduling (8 periods per week of ELA for all students.)
 - Before and after school AIS for all at risk students.
 - Development and Implementation of interdisciplinary lesson plans based on our magnet theme, "Living Green in a Global Society" using CCSS and DOK strategies.
-

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.

10% of our Title 1 budget is used to pay for a consultant (AUSSI), Lead Teachers (ELA & MATH) and Supervisors.

These staff members provide professional development and support to all teachers in:

- Analyzing and using data to provide differentiated instruction for students.
- Implementation of the CCSS and DOK strategies.
- Support Inquiry Team work.

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

All newly hired teachers are mentored by I.S. 204's Lead Teachers. Our program includes intervisitations, are on one mentoring as well, common planning and peer observations.

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.

Notification will be backpacked to all students (In all applicable languages) with a follow up phone call to all homes via school messenger. Additionally, parents will be notified during our weekly Parent workshops, through our monthly calendar which is available on-line/backpack and during our January 11, 2012 PTA Meeting.

**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 Alta Gracia Santana	District 30	Borough Queens	School Number 204
School Name IS 204 Oliver Wendell Holmes			

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

Principal Yvonne Leimsider	Assistant Principal Amanda Lazerson
Coach Kerri Norton	Coach type here
ESL Teacher Sophia Nikolidakis	Guidance Counselor Fotina Lambos
Teacher/Subject Area Christine Szkambara	Parent type here
Teacher/Subject Area Kiriaki Spanopoulou	Parent Coordinator Latisha Kornegay
Related Service Provider type here	Other type here
Network Leader Santana	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	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	737	Total Number of ELLs	94	ELLs as share of total student population (%)	12.75%
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Part II: ELL Identification Process

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

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

1. When a new student enters into IS 204, the parent is given the Home Language Identification Survey (HLIS) as part of their registration packet. At that time, a licensed pedagogue trained in the intake process assists the parent in filling out the form. Translators are provided when necessary. After the parent fills out the HLIS, an interview is conducted by a trained pedagogue. Based on the results of the HLIS and the interview, the home language is entered into ATS by the pupil accounting secretary. If a language other than English is indicated as the home language the Revised Language Battery Assessment (Lab-R) is administered by a fully trained pedagogue and used as an initial assessment. This assessment is used to determine eligibility for ELL services. After administering the Lab-R, the test is hand scored by a fully trained pedagogue using the cut scores indicated on the Lab-R memorandum to determine the level of proficiency. These results are documented and kept on file at the school with the test papers being sent to the scan center. For any students whose home language has been identified as Spanish the Lab-R in Spanish is administered if necessary. For any students requiring ELL services, parent orientation and placement is done within the first ten school days of enrollment. In order to ensure that all of the appropriate new admits are tested the RLER is generated through ATS. This report identifies any new admit eligible for Lab-R administration. To ensure that all ELL students receive the NYSESLAT annually, the Assistant Principal prints out the RLER report from ATS to verify which students are eligible to take the NYSESLAT exam. The assistant principal creates a testing schedule with the ESL coordinator to ensure that every eligible ELL student is administered all four components of the NYSESLAT. A checklist is created and maintained to make sure that all are tested in all four components

2. If a student is identified as eligible to receive ELL services as determined by the Lab-R, an invitation to the Parent Orientation meeting is sent home to the parents or guardians of these students. This Parent Orientation meeting is conducted by a fully trained licensed ESL teacher. Interpreters are made available during this meeting. During the orientation parents are instructed to sign in, take a parent orientation agenda, a parent survey/program selection form and a parent brochure. All of these documents are given to the parents in their native language. During the meeting, the Assistant Principal welcomes parents and provides an explanation of the purpose of the meeting. Information regarding the number of minutes of service required under CR 154 for students at the beginning, intermediate, and advanced level of proficiency is provided. Parents are also told that if their child continues to be eligible for services the following school year based on the results of the NYSESLAT exam, they will receive a Continuation of Services upon receipt of the test scores. Parents are informed that research shows ELL students who stay in one continuous program perform better academically than those who switch between programs. An explanation of federal funding under Title III and the availability of supplemental services. After all of the information is provided to the parents, the parents are given the opportunity to view the Parent Orientation video in their native language. After the video presentation, parents fill out the parent selection forms, trained ESL are made available to make sure that all forms are filled out correctly and are collected. Identification and placement are conducted within the first ten school days.

3. To ensure that Parent Survey and Program selection forms are returned we make every attempt to reach out to those parents who have not returned the form. We do this through backpacked flyers, phone calls and registered letters if necessary. Outreach and makeup sessions are conducted by trained ESL pedagogues to ensure accurate completion and collection of the forms. During these makeup sessions all areas as indicated in question 2 are addressed. Ongoing parent orientation meetings are conducted as needed whenever new admits are identified as ELL students using the HLIS and parent interview.

To ensure that all entitlement letters (non-entitlement, continued entitlement and entitlement) are distributed, a licensed pedagogue first reviews the current NYSESLAT data to identify students that have scored proficient. All non-entitlement letters are generated and backpacked home with the students. Copies are kept on file at the school. Letters are generated for all students who have not tested out according to the NYSESLAT exam and are back packed home with the child. For any new admits into the school who receive the Lab-R and are identified as needing services are given the entitlement letter along with a phone call home to the parents/guardians to inform them of the child's placement.

4. Once all parent selection forms are collected, the parental choice is documented in a checklist. This checklist is used to ensure that all forms have been collected and monitors program choices. If a single grade or two continuous grades are found to have 15 or more students that chose a TBE program in a particular language, then a bilingual class is formed.

5/6. For the past few years, we have noticed that the trend for our parents is to request an ESL program, which we currently have in grades 6-8. Currently and in the past, parents have overwhelmingly opt for a freestanding ESL class. While our parent surveys reflect the model of choice to be freestanding ESL, based on the Aspira Consent Decree, it there is a choice for TBE from 15 or more of our parents in one or two continuous grades in the same language then we will create a TBE program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	94	Newcomers (ELLs receiving service 0-3 years)	24
SIFE	6	ELLs receiving service 4-6 years	22
		Special Education	34
		Long-Term (completed 6 years)	48

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	24	4	3	22	2	10	48	0	21	94
Total	24	4	3	22	2	10	48	0	21	94

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							24	18	21					63
Chinese							1							1
Russian														0
Bengali							7	6	4					17
Urdu							1		1					2
Arabic							4		3					7
Haitian														0
French														0
Korean								1						1
Punjabi							1							1
Polish														0
Albanian														0
Other							1		1					2
TOTAL	0	0	0	0	0	0	39	25	30	0	0	0	0	94

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. The organizational models used to deliver ESL instruction are departmentalized and emphasize a balanced literacy approach. A total of 94 ELL students are serviced in ESL. There are three certified ESL teachers who provide these services. We have three ESL classes, one on each grade level. For the seventh and eighth grade ESL classes there is a 15:1 student to teacher ratio. Students are grouped based upon their NYSELA test data. Both of these classes are taught by fully certified ESL pedagogues. All ESL classes differentiate and scaffold instruction based upon individual student need. A push in/pull out model of instruction in ESL is implemented for our special education classes. Heterogeneous grouping facilitates the push in/pull out model of instruction. Currently all classes in grades 6-8 have ELL students receiving mandated services.

2. To ensure that the mandated number of instructional minutes is provided according to the students proficiency levels in our ESL program, for the 3 departmentalized ESL classes the students receive a minimum of 8 periods (1 period = 45 minutes) of ELA/ESL instruction provided by a licensed ESL pedagogue. In addition they also receive 5 periods of ESL instruction provided by a licensed ESL pedagogue. All of our special education ELL students who receive service through the push in/pull out model receives 5 periods of explicit ESL instruction a week. Our 6th and 7th grade special education students receive additional support in reading and writing through a journalism class 3 periods a week. Bilingual materials such as glossaries, dictionaries and text are made available to students. Bilingual literature is part of the classroom library so that ELL students have access to text in the native language. These materials are embedded in daily ELA/ESL instruction.

3. Teachers at IS 204 have positive attitudes toward having ELL students in their classes as evidenced by the time they dedicate to the planning for these students and integrating ESL methodologies in their classroom instruction. Together with the ELA teachers, all three ESL teachers meet during subject conferences, once a week. Additionally all three ESL teachers meet with the Assistant Principal overseeing ESL monthly. Effective ESL methodology and strategies are infused in content area instruction to enable ELL students to access prior knowledge, learn content material and communicate ideas. Visual aides, leveled books, culturally diverse materials and graphic organizers are used to infuse ESL strategies into content areas. Technology aides, such as the Interactive Activ board were added to classrooms to aid in instruction. Thematic units based on our Magnet grant and CCSS are a part of the curriculum planning developed during professional development sessions.

4. To ensure that ELL's are appropriately evaluated in native language we have trained pedagogues to provide translation services

A. Programming and Scheduling Information

when needs. If we do not have someone to translate we arrange to have translation services provide the necessary language.

5. Six of our ELL students have been identified as SIFE. SIFE students are offered and encouraged to participate in extended day activities which include academic classes and clubs. AIS services also provide SIFE students with additional support to increase literacy and mathematics. These services are implemented during the school day. Guidance Counselors are used as an intervention tool and serve as a connection between home and school.

ELL students in the US for less than three years are assessed in their English and Native language proficiency. When, they first arrive, they are tested with the Lab-R and at the end of the academic year, the NYSESLAT. Teachers use these scores to guide instruction. Once in the classroom, teachers make observation and assessment a daily practice in the areas of speaking, listening, reading and writing. They assess literacy using various assessment tools including the DRA and interim assessments. Based on assessment, students receive explicit instruction to develop their speaking, listening, reading and writing proficiency. Some of these strategies include but are not limited to, using clear and predictable talk, repeat and rephrase, simplify vocabulary and reduce the use of idioms, using vocabulary in context and modeling language patterns by expanding on student utterances.

ELL students in the US for four to six years receive instruction using various linguistic and scaffolding strategies. Some of these strategies include group discussions and writing from personal experience. Teachers work together to assess student instructional needs using formal and informal assessment including ongoing observations, conferences, DRA, periodic assessments and NYSESLAT data. Literacy and language needs by modality are determined. Teachers meet during common planning to discuss specific instructional needs. Literacy is developed in individual, guided and group instruction. Students are also given native language support such as technology, translation glossaries and dictionaries.

ELL students in the US for more than six years receive instruction to build academic language with respect to their literacy needs. Teachers meet to discuss and plan to help guide instruction of the long term ELL's. These instructional strategies include but are not limited to using literary elements and genres in discussions, using content-related vocabulary in discussions, reading and writing and summarizing literature and content-area texts using a variety of comprehension strategies.

6. The effective implementation of differentiation of instruction is required by the ESL teacher throughout all content, regardless of the subgroup. For all subgroups, the following differentiation strategies are being implemented: graphic organizers, visual images, foldables, use of highlighters, workstations, technology, vocabulary building using games and mapping.

7. To meet the diverse needs of ELL-SWD within the least restrictive environment we provide all mandated services with a push in model. A fully licensed ESL teacher pushes into content area classrooms to provide the needed support for the students.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

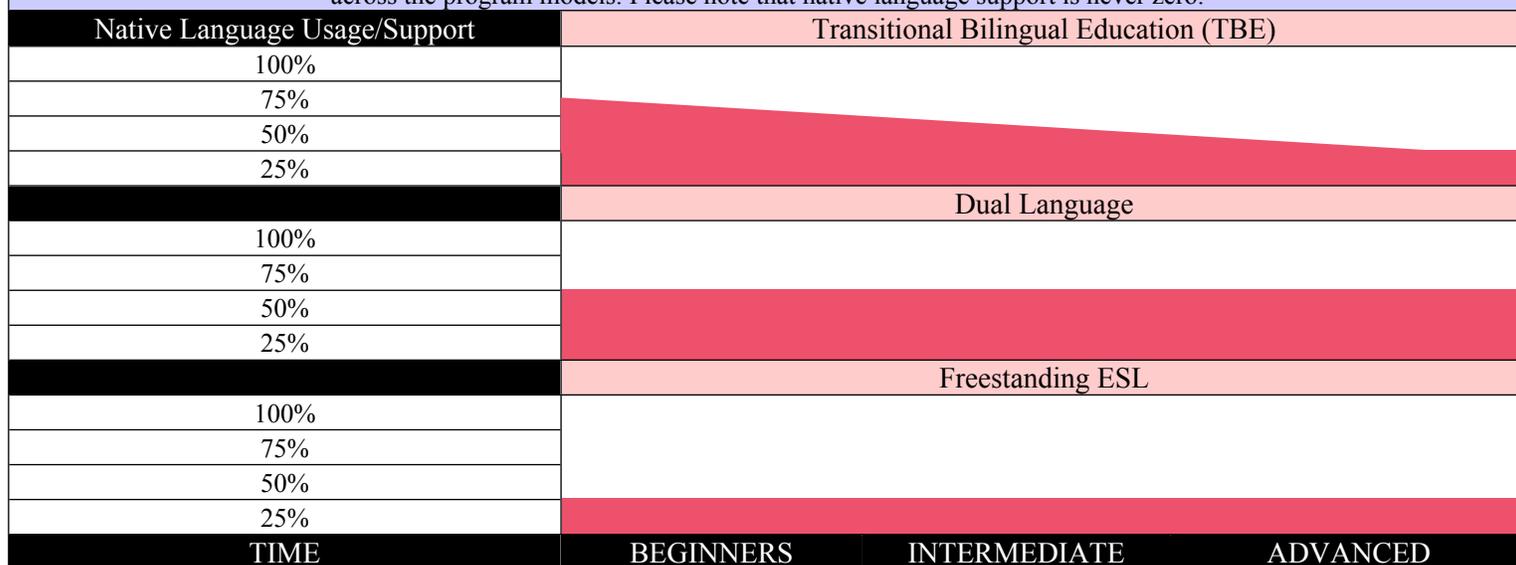
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

- 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)

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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. Various instructional materials are provided to all ELL's. In the mathematics classroom, students use the HOLT mathematics textbook. All materials related to the textbook are available in English as well as Spanish. There is also a website that correlates to the textbook that provides the students with short tutorials as well as homework help. All ELL students stay for the extended day program four days a week (a total of 150 minutes). This program provides targeted instruction for ELL's to address the specific needs of the students. These needs are identified through analysis of NYSELA and NYSESLAT results as well as informal assessments, such as DRA and Acuity. While these programs are conducted in English, native language support is provided in various manners. This is done using bilingual materials and technology. Language buddy partners allow students to express their ideas in their native language. Former ELL students are provided additional support services based upon their particular need. These programs include academic intervention services in ELA and/or Math and or the afterschool extended day program.

9. Any student passing the NYSESLAT is eligible to receive transitional support of up to two years. At the beginning of each school year letters are sent home to all students informing the parent/guardian that their child had scored proficient on the NYSESLAT in the spring. At that time parents may request in writing if they would like their child to remain in an ESL class. If the parent does not request the ESL class in writing the student is placed in a general education or special education setting depending on their need. All students receive ELL testing accommodations for two years.

Current and Former ELL students are part of the Inquiry groups conducted in the grades. Critical thinking skills are a part of this inquiry. This addresses the needs of many former ELL's who often struggle to express themselves orally and in writing.

10. Over the next two years our school will implement several interdisciplinary units throughout all grade levels. These interdisciplinary units are aligned with our magnet theme "Living Green in a Global Society" and Common Core State Standards. These interdisciplinary units primarily focus on science based ideas that help our students make connections between all academic core subjects as well as real life applications.

11. Currently all ESL programs are in place.

12. ELL Students are afforded equal access to all school programs. All ELL students receive the same cluster classes as all other students in the school. These classes include art, music, hygiene, computers and journalism. Based upon the information on their student lunch forms they may also receive Supplemental Educational Services (SES) through an outside provider. ELL students are also invited to participate in various enrichment programs. These programs provide ELL's with the opportunity to develop language speaking skills in a social setting and to explore other talents and interests. These include basketball, soccer, baseball, mouse squad, national junior honors society and recycling club.

13. A variety of instructional resources are utilized during the school day. Bilingual dictionaries and glossaries are used to support native language instruction. Multicultural literature representative of the various cultures are used inside the classroom. Manipulatives and visual aids are used to scaffold instruction for ELL's.

14. Native language support is delivered in our ESL program through independent reading. Students may chose books from the school library and their classroom libraries to read in their native language. Our students have the opportunity in social settings such as lunch and physical education to speak in their native language. Additional support is given through the use of buddy learning partners as well as our paraprofessional who speak many of the same native languages as or ELL students.

15. Services support and resources correspond to ELL's ages and grade levels. Classroom libraries are age and grade appropriated and leveled by literacy needs. Content pacing calendars and units correspond to other grade wide pacing calendars and units based on our Magnet theme and CCSS. Teachers scaffold instruction to promote academic language use.

16. To assist newly enrolled ELL students before the beginning of the school year, we hold an orientation day. During this day, parents and students are invited to the school to meet the teachers and administration. Students take a tour of the building and learn about the programs we offer. During the summer months we offer a two week Magnet camp to all of our incoming sixth graders. Students who enroll in the camp are provided with the opportunity to meet other incoming sixth graders as well as develop their language skills in a

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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. Contractual staff development hours and days are utilized to provide all staff with the necessary ELL professional development. These workshops include but are not limited to Charlotte Danielson's "Framework for Teaching" and Norman Webb's "Depth of Knowledge". Often, teachers are sent to various professional development workshops offered by the Office of English Language Learners, which include Common Core Learning Standards in the Mathematics Classroom, and teaching ELL students with disabilities. These staff members then turn key to the rest of the staff.

Professional Development Calendar 2011-2012

September 2011: Planning time during professional development days before the opening of the school year.

Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

October 2011: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.

ARIS Lunch and Learn

November 2011: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

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2. Our school assists incoming ELL students in the transition from elementary to middle school by opening our doors for an open house/orientation. Our school also invites elementary students to participate in a summer Magnet program. In order to support the ELL student's transition from middle school to high school, the guidance department offers High School open houses, interschool visitations, information meetings, and small group counseling.

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C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?

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. The parent coordinator of IS 204 conducts weekly parent workshops that target the needs of all students. These workshops include but are not limited to, the high school application process, ARIS Parent Link, Special Education services, ELL services. Translation is available at every meeting. We conduct monthly Parent Teacher Association meetings. Notices and letters are translated to keep parents informed of school events and educational programs.

2. Through the Beacon Program our ELL parents/guardians can register in English classes at night.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

1. Data gathered through standardized exams, interim assessments, conferencing and other informal assessments demonstrates a need for ELL's on the area of reading and vocabulary comprehension. ELL students struggle expressing their ideas both orally and in writing. Students tend to answer literal questions and struggle to expand on questions that require critical thinking skills. Using this data the ELA/ESL department has developed a curriculum using a balanced literacy approach to address these needs.

2. Of the four students who were administered the Lab-R, this school year, one tested proficient, two tested high/advanced, and one

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	12	22	3		37
7	10	8	1		19
8	17	9			26
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									0
4									0
5									0
6	6		26		8				40
7	7		11		3				21
8	8		15		5		1		29
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

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: <u>Oliver Wendell Holmes</u>		School DBN: 30Q204	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yvonne Leimsider	Principal		10/28/11
Amanda Lazerson	Assistant Principal		10/28/11
Latisha Kornegay	Parent Coordinator		10/28/11
Sophia Nikolidakis	ESL Teacher		10/28/11
	Parent		10/28/11
Kerri Norton	Teacher/Subject Area		10/28/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q204 **School Name:** Oliver Wendell Holmes

Cluster: _____ **Network:** CFN 410

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

Part A: Needs Assessment Findings

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

The school uses several sources of data. We use ATS Home Language reports from ATS, We use feedback from parents and we use anecdotal data. Our parent coordinator and guidance counselors are our point people for making arrangements for translations, parent workshops, parent information nights and award ceremonies. The Assistant Principal and ESL coordinator studied the ATS report called the Home Language Report (RHLA) to determine the languages spoken by the families of the students. For new admits to the school, the pupil accounting secretary surveys the parent during registration to determine translation needs.

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.

It was determined that 9 different languages are spoken by students of IS 204 and their families. Sixty-seven percent speak Spanish, eighteen percent speak Bengali, seven percent speak Arabic and the remaining eight percent speak a mixture of languages such as Korean and Chinese. It was determined that several areas of translation were needed. It was determined that oral translation services were needed when incidents occur that require parents to come to school to discuss academic or discipline concerns. It was also determined that parents need translation of documents that get sent some via student backpacks.

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.

In house staff will translate written documents such as the monthly newsletter. Free web-based translation solutions are also used. Google web page translation services are used for written communication that is not critical information regarding student news.

NYCDOE translation services will be utilized when documents are deemed critical or sensitive.

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

In house staff translate oral person-to-person or phone conferences with parents on a regular basis.

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>.

The school provides a copy of the Bill of Parent Rights to each parent, whose primary language is a covered language or who requires language assistance. A link is provided on the school website for parents to access. A sign in each of the covered languages is posted in the main lobby. The school safety plan contains a provision and a procedure for parents in need of language assistance to be able to communicate with the administrative offices.

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: IS 204	DBN: 30Q204
Cluster Leader:	Network Leader: Alta Gracia Santana
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input 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: 20
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: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The English Language Learner morning class provides ESL services to ELLs from 7:15 to 8:00 a.m. four mornings a week beginning in November and running through May. The two classes target long term English Language Learners as well as SIFE students. The instruction is provided by two licensed ESL teachers. Instruction focuses on literacy development, academic language, and content area skills through ESL strategies and methodologies. Using ELA content specific workbooks (ie. inferencing skills, identifying main idea, etc.) the teachers create small groups of students whose needs in ELA and ESL are similar and provides instruction based upon the skill. The morning program is designed to hold up to 20 at risk students from across all grade levels. The assessment tools being used are the NYCDOE ELA and Math Interim Assessment as well as teacher created assessments and daily low inferencing tools.

A rich program of after-school activities take place five days a week (Monday-Friday). These services are provided by the school, City Year After School Heros Program, SES providers and Beacon. These programs range from academically oriented to sports oriented. ELL's are encouraged to participate at all levels and many take advantage of these programs.

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:

To assist the title III teacher's with monitoring the progress of the students in the title III program, the ELL department meets every third Friday for PD sessions, looking at student data and planning for the instruction of their ELL's, which includes differentiation, grouping, writing interventions for ELL's and NYSESLAT Test Preparation. Additionally, teachers use common planning (once a week) built into their programs to share best practices and to plan collaboratively.

Lunch and Learn professional development workshops are conducted by the Assistant Principal, Amanda Lazerson and ESL Coordinator, Sophia Nikolidakis three times (December, February and May) throughout the school year. Topics include but are not limited to, Building Academic Vocabulary for

Part C: Professional Development

English Language Learners, Cooperative Learning Classrooms, Setting Student Goals and Differentiating Instruction to reach all ELL's. All teachers are invited to attend.

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:

1. The parent coordinator conducts weekly meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any suggestions as soon as possible.
2. The ESL coordinator conducts parent workshops for ELL parents regarding standards based instructional activities.
3. Translators are provided at all meetings to help parents in their native language.
4. Parents are notified through backpacked flyers, monthly calendars and the school phone message system.
5. ESL classes are offered to parents at night through the after school BEACON program.

Part E: Budget

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

Allocation Amount: \$0

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		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development		

Part E: Budget

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

Allocation Amount: \$0

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