



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ALEXANDER GRAHAM BELL PS 205Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 26Q205

PRINCIPAL: KAREN SCOTT-PIAZZA **EMAIL:** KSCOTT@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SAUNDERS

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
Karen Scott-Piazza	*Principal or Designee	
Fran Bosi	*UFT Chapter Leader or Designee	
Judy Batashoff	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Christine Eisen	<i>Member/Teacher</i>	
Jessica Chen	Member/Teacher	
Angela Petrovic	Member/Teacher	
Andrew Konikoff	Member/Teacher	
Elena Chin	Member/Parent	
Lara Spencer	Member/Parent	
Bonnie Goolcharan	Member/Parent	
Maria Alvarez-Zion	Member/Parent	
Diane Dorta	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

During the 2011-2012 school year, the number of K-5 students improving their independent reading level will increase by 80% at each grade level as measured by the Fountas and Pinnell Benchmark Assessment System.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Due to high level of student achievement, students in Kindergarten through grade 5 will continue to increase their degree and rate of independent reading levels.**
- **The trend for the past three years shows that in grades 1 - 5 there is about a 4-5% total decline in student's independent reading levels as demonstrated on the Beginning of Year (BOY) F&P assessments, due to *summer slippage*.**
- **The Mid-Year (MOY) F&P assessments show that in grades 1 – 5 there is about a 3% total increase in student's independent reading levels. In Kindergarten, 90% of students are reading on or above grade level.**
- **The End of Year (EOY) F&P assessments show a 3-5% total increase in student's independent reading levels.**
- **In relation to State academic standards, students in grades K-5 are expected to comprehend and evaluate complex texts across a range of types and disciplines.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Teachers will use a balanced literacy program during the 90 minute literacy block in grades K-5 from September to June. The instructional literacy program includes: read alouds, independent reading, and shared reading of texts aligned to the Common Core Learning Standards.**
- **Reading Response Journals (R.R.J.) will be implemented in grades K-5 as a means for students to record their daily reading responses to various types of literature, with an emphasis on nonfiction text as aligned to the Common Core Literacy expectations per grade level.**

- To support the new Common Core State Standards in literacy, teachers will create R.R.J. rubrics requiring students to respond to a variety of thinking prompts. Students will be required to provide evidence from the text to support their written opinions, evaluations, and analysis.
- Teachers will create R.R.J. tasks/prompts to meet Depth of Knowledge (DOK) levels 2-4.
- Teachers will create Common Core aligned Unit of Studies in Literacy to support and extend student thinking through the reading of classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews.
- At-risk students will receive guided reading support during the 37.5 minute Extended Morning Program, through the *Scholastic Nonfiction Guided Reading Program* 3x/week.
- ESL students in grades 3, 4, and 5 will use the *Raz-Kids* online independent reading, phonics and vocabulary building program during their independent reading block.
- Reading skill/ areas of focus: author's purpose, main idea, inference.
- Reading strategies: re-reading, chunking information, visualization, skimming, and questioning
- Teachers will input students' independent reading levels onto The Reading Tracker. The Reading Tracker is an online tool that captures and reports on the data from the F&P reading assessment, 3 times a year. The goal of this tool is to provide teachers with a platform for organizing and analyzing Reading Growth Assessment data and inform instructional decision making. Once all F&P data has been entered, parents will have access to student reports on ARIS.

Strategies to increase parental involvement

- Parent information workshops will be offered throughout the school year with a focus on the new Common Core State Standards.
- Parent surveys will be conducted by the parent coordinator to determine areas of interest and need for parent workshops.
- Parents as Reading Partners (P.A.R.P) held in November-December, invites parents of students in grades Pre-K – 2 to come to school and read a favorite picture book to their child's class.
- Reading Tracker-Parent training session will be held in early Spring 2012.
- A Scholastic Book Fair/fundraiser will be held in the fall and spring to coincide with Parent Teacher Conferences. The Book Fair will be run by the Parent Coordinator and parent volunteers.
- At least two of our monthly P.T.A. meetings will take place in the morning to try and attract more parents to attend.
- Continue to encourage parent volunteers to attend school trips and functions.
- All classes will invite parents as guests to participate in Unit of Study celebrations and activities.
- ARIS, parent workshops will be offered by our parent coordinator.
- New fund raiser activities will continue to attract parent volunteers.

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our teachers are Highly Qualified Teachers and hold NY State certification.
- 98% - 100% of our teachers remain at PS 205 until retirement.
- Any new hires require an intensive interview by the Principal and a Collegial Review team consisting of at least 2 other teachers and Principal.
- New hires seeking teaching positions at our school should possess the will, stamina and integrity to meet the demands of a high-functioning school where students are in need of differentiation of instruction to meet their varying levels of academic abilities.
- Principal continues to provide PD opportunities for all teachers in the areas of C.C.L.S, SMART Board training, Teacher Team Learning Sessions, Early Childhood training, Common Core aligned science workshops, and Reading Tracker training.
- The pupil personnel secretary will work closely with the network HR person to ensure that non-HQTs meet all required documentation and assessment deadlines.
- Mentors are assigned to support new teachers.
- Teachers are valued for their expertise and their team building spirit.
- Each teacher member is considered a stakeholder of the school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
Students at PS 205 engage in and research service related programs that include the following activities:
- PS 205 continues to participate in the New York City Penny Harvest. Every year the proceeds from the Penny Harvest are donated to a different charity.
- Our school continues to participate in collecting funds to assist in disaster relief efforts all around the world as the need presents itself.
- Students and teachers participate in *Straighten Up: a 3-Minute Spinal Health Exercise Program* to encourage better spinal health.
- A new salad bar will be added to our cafeteria lunch menu to support healthy eating habits and choices.
- *The American Lung Association's Open Airways For Schools* program is used to educate and empower children through a fun and interactive approach to asthma self-management. Through the Open Airways program, our school nurse teaches children with asthma ages 8-11 how to detect the warning signs of asthma, avoid their triggers and make decisions about their health.
- A Respect for All team of teachers turn-key anti-bullying activities and promote a school wide focus on citizenship and respect for each student , parents and teachers, and staff.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **FSF : personnel (per session and per diem funding) and OTPS**
- **CEI-PEA, PSO instructional support services**
- **DYO 2011-2012 allocation: personnel (per diem funding) and instructional materials**
- **RTTT- ARRA Funding: personnel (per session funding to support the integration of the new CCLS within Units of Study)**
- **Data Specialist Funding: to analyze student interim assessments and support student academic achievement.**

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

During the 2011-2012 school year, the number of kindergarten through fifth grade students improving their writing skills in targeted traits, including opinion writing, will increase by 10% at each grade level as measured by the Six-Traits scoring rubrics on the benchmark assessments administered three times a year.

Comprehensive needs assessment

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

The new Common Core K-5 standards define what students should understand and be able to do by the end of each grade. In year two of assessing our student's writing skills, we have found that 95% of all students in grades K-5 moved up in each of the six traits of writing on the End of Year (EOY) benchmark assessment. However, we recognized the need to

incorporate a mid-year writing skills assessment to better gauge the growth of each student as they progress through the year. In this way, teachers will be able to analyze student's mid-year growth and adjust the Units of Study in literacy to include clear and rigorous tasks aligned to the CCLS.

Students will be required to:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagine experiences using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, and rewriting.

The Six-Traits of Writing benchmark assessments will provide students with on-demand writing tasks so that teachers will be able to assess each of the traits and instructional activities that ultimately support the CCLS in writing.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teachers will use a Six-Traits scoring rubric to measure student's writing skills on benchmark writing assessments during writing workshop in grades K-5, three times a year: fall (BOY), winter (MOY), and late spring (EOY).
- Writing Benchmarks will assess: Conventions, organization, word choice, ideas, voice, and sentence fluency.
- Teacher teams assess student writing using the following grade level rubrics: Kindergarten teacher teams use the Beginning Writers Continua (a 3-point rating scale). In grades 1 and 2, teacher teams use a 5-point Beginning Writer's Rubric, and in grades 3 – 5, teachers use the Six Traits Scoring Rubric for Writing.
- The data specialist collects all writing and data collection sheets and enters, collates, and distributes student assessments for each class.
- Grade level teachers and data specialist meet to assess areas of student's strength and weaknesses that will determine the

next steps of instruction within the next Unit of Study.

- Teachers will continue to use Scholastic Trait Crates which provides high-interest texts/picture books focused on each of the six traits.
- Students will continue to monitor their writing assignments by evaluating their own work via six-trait checklists.
- Teachers will continue to create and modify new units of study aligned to the CCLS in literacy.
- Careful attention will be placed on the At-Risk student group, who fall in the lowest two quartiles of 15 points (or below) out of a possible 30 points. Individual student support will be provided during small group instruction in writing workshop.

Strategies to increase parental involvement

- Parent information workshops will be offered throughout the school year with a focus on the new Common Core State Standards.
- Translate all critical school documents and provide interpretation during meetings and events as needed
- Parent surveys will be conducted by the parent coordinator to determine areas of interest and need for parent workshops.
- At least two of our monthly P.T.A. meetings will take place in the morning to try and attract more parents to attend.
- Continue to encourage parent volunteers to attend school trips and functions.
- All classes will invite parents as guests to participate in Unit of Study celebrations and activities.
- ARIS, parent workshops will be offered by our parent coordinator.
- New fund raiser activities will continue to attract parent volunteers.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- All of our teachers are Highly Qualified Teachers and hold NY State certification.
- 98% - 100% of our teachers remain at PS 205 until retirement.
- Any new hires require an intensive interview by the Principal and a Collegial Review team consisting of at least 2 other teachers and Principal.
- New hires seeking teaching positions at our school should possess the will, stamina and integrity to meet the demands of a high-functioning school where students are in need of differentiation of instruction to meet their varying levels of academic abilities.
- The pupil personnel secretary will work closely with the network HR person to ensure that non-HQTs meet all required documentation and assessment deadlines.
- Mentors are assigned to support new teachers.

- **Principal continues to provide PD opportunities for all teachers in the areas of C.C.L.S, SMART Board training, Teacher Team Learning Sessions, Early Childhood training, Common Core aligned science workshops, and Reading Tracker training.**
- **Teachers are valued for their expertise and their team building spirit.**
- **Each teacher member is considered a stakeholder of the school.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
Students at PS 205 engage in and research service related programs that include the following activities:
- **PS 205 continues to participate in the New York City Penny Harvest. Every year the proceeds from the Penny Harvest are donated to a different charity.**
- **Our school continues to participate in collecting funds to assist in disaster relief efforts all around the world as the need presents itself.**
- **Students and teachers participate in *Straighten Up: a 3-Minute Spinal Health Exercise Program* to encourage better spinal health.**
- **A new salad bar will be added to our cafeteria lunch menu to support healthy eating habits and choices.**
- ***The American Lung Association's Open Airways For Schools* program is used to educate and empower children through a fun and interactive approach to asthma self-management. Through the Open Airways program, our school nurse teaches children with asthma ages 8-11 how to detect the warning signs of asthma, avoid their triggers and make decisions about their health.**
- **A Respect for All team of teachers turn-key anti-bullying activities and promote a school wide focus on citizenship and respect for each student, parents and teachers, and staff.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **FSF : personnel (per session and per diem funding) and OTPS**
- **CEI-PEA, PSO instructional support services**
- **DYO 2011-2012 allocation: personnel (per diem funding) and instructional materials**
- **RTTT- ARRA Funding: personnel (per session funding to support the integration of the new CCLS within Units of Study)**
- **Data Specialist Funding: to analyze student interim assessments and support student academic achievement.**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, all students in grades K-5 students will be engaged in one rigorous math task, including demonstration and modeling to construct viable arguments in solving problems aligned to the CCLS.

Comprehensive needs assessment

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

Our student's progress in mathematics, as measured by the 2010-11 Progress Report, shows that 93.5% of students scored at level 3 or 4 and the average student proficiency was a 3.91. In order to continue to sustain and exceed student's high level of mathematical ability aligned to the CCLS, we will incorporate the use of Exemplar assessments three times a year. The Exemplar open-ended math word problems are crafted for students in K-2 and 3-5. To meet the requirements of the new CCLS in mathematics, teachers will need to determine student's initial ability to solve word problems at varying levels of difficulty. Each grade level is required to meet the math content strands and skills by the end of the year. It is necessary to enhance and extend student's mathematical thinking to:

- 1. model with mathematics**
- 2. provide different solutions to problems**
- 3. analyze and critique the reasoning of peers and**
- 4. construct viable arguments**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Teachers will use differentiated instruction for high, mid and low performing students as determined by math Exemplar results.**
- **Teachers in grade 2-5 will address math competency skills that are required on the following year's NYS Math Test.**
- **Our data specialist will work with teacher teams to analyze math trends based on student results on Acuity results: ITA and**

Predictives.

- In September – November 2011, teacher teams will determine/identify one *Context for Learning* task, aligned with the CCLS in mathematics.
- Teachers will incorporate the use of Exemplar word problems to assess students' ability to execute open-ended tasks at least 3 times a year.
- Student Exemplar results will be collected onto individual and class summary reports, 3 times a year. Teachers will analyze trends in student mathematical thinking to inform instruction.
 - During the year, students will critique the reasoning of others in peer review work of sample Exemplar word problems.
 - Students will use the Exemplar rubric to identify their level of performance within the Novice, Apprentice, Practitioner, or Expert level.
 - Students will reflect on their math progress and identify areas of strengths and weakness in their math journals/exit slips after each Exemplar assessment.
 - Teachers will continue to meet weekly during common preparation periods to assess student work and plan lessons that align to the CCLS in mathematics.
 - A three teacher team (including one special education teacher) is currently attending the Common Core Mathematics Series of Learning Sessions provided by our Network Support Specialist in Mathematics throughout the year.
 - Math Lead Teacher Team has begun to turn-key pertinent information, skills, strategies, and ideas that will assist their colleagues in enhancing their mathematics lessons to include various open-ended problems and require students to demonstrate their thinking through modeling with an emphasis on student critique of peer work.

Strategies to increase parental involvement

- Parent information workshops will be offered throughout the school year with a focus on the new Common Core State Standards.
- Parent surveys will be conducted by the parent coordinator to determine areas of interest and need for parent workshops.
- At least two of our monthly P.T.A. meetings will take place in the morning to try and attract more parents to attend.
- Translate all critical school documents and provide interpretation during meetings and events as needed
- Continue to encourage parent volunteers to attend school trips and functions.
- All classes will invite parents as guests to participate in Unit of Study celebrations and activities.
- ARIS, parent workshops will be offered by our parent coordinator.
- New fund raiser activities will continue to attract parent volunteers.

Strategies for attracting Highly Qualified Teachers (HQT)

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

- All of our teachers are Highly Qualified Teachers and hold NY State certification.
- 98% - 100% of our teachers remain at PS 205 until retirement.
- Any new hires require an intensive interview by the Principal and a Collegial Review team consisting of at least 2 other teachers and Principal.
- New hires seeking teaching positions at our school should possess the will, stamina and integrity to meet the demands of a high-functioning school where students are in need of differentiation of instruction to meet their varying levels of academic abilities.
- The pupil personnel secretary will work closely with the network HR person to ensure that non-HQTs meet all required documentation and assessment deadlines.
- Mentors are assigned to support new teachers.
- Principal continues to provide PD opportunities for all teachers in the areas of C.C.L.S, SMART Board training, Teacher Team Learning Sessions, Early Childhood training, Common Core aligned science workshops, and Reading Tracker training.
- Teachers are valued for their expertise and their team building spirit.
- Each teacher member is considered a stakeholder of the school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
Students at PS 205 engage in and research service related programs that include the following activities:
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- Students and teachers participate in *Straighten Up: a 3-Minute Spinal Health Exercise Program* to encourage better spinal health.
- A new salad bar will be added to our cafeteria lunch menu to support healthy eating habits and choices.
- *The American Lung Association's Open Airways For Schools* program is used to educate and empower children through a fun and interactive approach to asthma self-management. Through the Open Airways program, our school nurse teaches children with asthma ages 8-11 how to detect the warning signs of asthma, avoid their triggers and make decisions about their health.
- A Respect for All team of teachers turn-key anti-bullying activities and promote a school wide focus on citizenship and respect for each student, parents and teachers, and staff.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **FSF : personnel (per session and per diem funding) and OTPS**
- **CEI-PEA, PSO instructional support services**
- **DYO 2011-2012 allocation: personnel (per diem funding) and instructional materials**
- **RTTT- ARRA Funding: personnel (per session funding to support the integration of the new CCLS within Units of Study)**
- **Data Specialist Funding: to analyze student interim assessments and support student academic achievement.**

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	0	0	N/A	N/A	0	0	0	0
1	4	4	N/A	N/A	0	0	0	1
2	4	4	N/A	N/A	1	0	1	0
3	5	5	N/A	N/A	0	0	0	0
4	3	3	0	0	1	0	0	0
5	5	5	0	0	1	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA: <i>ARS (Academic Resource Service)</i> <i>37.5 Minutes Extended Day</i>	<i>At-Risk SETSS as needed.</i> <i>Morning remediation program to service at-risk students identified by classroom teachers.</i> <i>ESL teacher provides academic support to at-risk students who demonstrate below grade level performance in reading.</i>
Mathematics: <i>ARS (Academic Resource Service)</i> <i>37.5 Minutes Extended Day</i>	<i>Pull-out program which services students who need remediation in number sense and computational skills. SETSS teacher works with students during the school day in either a small group or one-to-one setting.</i> <i>Morning remediation program to service at-risk students identified by classroom teachers.</i>
Science: <i>37.5 Minutes Extended Day</i>	<i>Morning remediation program to service at-risk students identified by classroom teachers.</i>
Social Studies: <i>37.5 Minutes Extended Day</i>	<i>Morning remediation program to service at-risk students identified by classroom teachers</i>
At-risk Services Provided by the Guidance Counselor: <i>Banana Splits</i> <i>At-Risk Guidance Services</i>	<i>The program services students who have divorced parents. The guidance counselor works with students during the school day in a one-to-one or small group setting; once a week.</i> <i>Guidance services are provided to students on an as need basis. One –to-one or small group setting.</i>

At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services: School Nurse	<i>The school nurse will monitor any student at-risk for allergic reactions to food or heart related disease. Daily health-related services are provided on an as need basis.</i>

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Mae Fong	District 26	Borough Queens	School Number 205
School Name Alexander Graham Bell			

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

Principal Karen Scott-Piazza	Assistant Principal N/A
Coach Mary Butler	Coach N/A
ESL Teacher Miriam Fishman	Guidance Counselor Aimee Serfaty
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Lilly Chu
Related Service Provider Debbie Sabel	Other
Network Leader Mae Fong	Other

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	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	327	Total Number of ELLs	15	ELLs as share of total student population (%)	4.59%
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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. 

Paste response to questions 1-6 here

1. Initial identification is conducted in accordance with the New York State Identification Process Flowchart. Upon registration parent completes the HLIS form in their own language with a pedagogue present to determine OTELE code. The ESL teacher reviews all HLIS forms and identifies those children whose home language is other than English and need to be LAB-R tested. If a child speaks a language other than English, LAB-R is administered within 10 days. Spanish dominant children who do not pass the English LAB-R are then administered the Spanish version of the LAB-R.

At registration, our parent coordinator is called in for Chinese translation and our Korean paraprofessional is used for translations in Korean. The Principal is our Spanish translator if needed.

The ESL teacher checks ATS using RLA, RLEC and RNMR to assure that all ELL's are being serviced. In the Spring RLEC is used for current ELLs and all these students are then tested with the NYSESLAT.

2. After determining service eligibility, the parents receive an entitlement letter indicating that the child is an ELL and will be eligible for services. The ESL teacher then schedules an orientation meeting for parents. The parent then fills out a parent choice letter, choosing one of three programs. At this orientation meeting the parent brochure, parent survey form, and video are presented. These meetings are conducted according to the guidelines provided in the ELL Parent Information Case (EPIC) Facilitators guide. At the orientation meeting we have a Chinese translator and Korean translator. We only offer Freestanding ESL, but parents are informed of the other types of ESL instruction available.

We have a very small population of ELL students. To date, ALL the parents have chosen the freestanding ESL program on the parent survey form.

3. The ESL teacher coordinates with the Pupil Accounting Secretary to ensure that all letters are returned and phone calls are made.

4. We do not have enough students to warrant a bilingual class.

5. For the past 6 years, the parents have chosen the ESL program.

6. Yes, program models offered at our school are aligned with parent request. We offer free-standing ESL.

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 type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In		8		4	3	1								16
Total	0	8	0	4	3	1	0	0	0	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	10	0	0	6		4					16
Total	10	0	0	6	0	4	0	0	0		16

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

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
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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1												1
Chinese		3		3										6
Russian														0
Bengali		1												1
Urdu		1												1
Arabic														0
Haitian														0
French														0
Korean		1			3									4
Punjabi														0
Polish														0
Albanian		1		1										2
Other						1								1
TOTAL	0	8	0	4	3	1	0	16						

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

A. Programming and Scheduling Information

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?

Paste response to questions 1-7 here

1. a. ELL instruction is delivered through a push-in and pull-out model. The instructional approach used by the ESL teacher includes small group work within a Balanced Literacy Program. This includes shared reading, shared writing, and instruction aligned with the Common Core Learning Standards in Literacy (CCLS). The ESL teacher also provides supports in content areas within social studies, math and science. Content areas are taught by pre-teaching vocabulary and focusing on language functions necessary to succeed in those various subject areas.

b. Our program model is heterogeneous grouping.

2. The ELL teacher provides 360 minutes of ESL instruction to students at the beginning and intermediate level. The children who are at the advance level receive 180 minutes of ESL instruction. The Extended Morning period is also used to provide additional services for ESL children. The classroom teachers are provided with ESL strategies to support the ELL's in content area in the classroom.

3. The ESL teacher pushes in to the classrooms during the literacy block. During the pull-out periods the ESL teacher supplements content area vocabulary in math, science, and social studies. All ELL Students receive ELA instruction during the ELA block in addition there is a focus in building content knowledge and vocabulary during ESL instruction. We use the Oxford picture dictionary in Chinese, Korean, and Spanish for support.

4. All ELL students are given bilingual glossaries when classroom and state exams are administered.

5. Instruction in language arts takes into account students' learning styles, academic level, and linguistic growth. Listening, speaking, reading and writing are integrated in all lessons aligned to the CCLS. ELLS also receive scaffolded instruction in all content areas. Visuals and texts are especially used for intermediate and beginner students.

a. We do not have SIFE children at this time.

b. ELL students who are in the US less than 3 years, are immersed in our school's Balanced Literacy Program. Students use an online reading comprehension tool geared for ELL students in school and at home. They receive 360 minutes of ESL instruction per week. The classroom teacher is trained by the ESL teacher to make content area information comprehensible by using ESL methodologies such as TPR, visual aides, and peer tutoring as needed. In the classroom, newly arrived students have "buddies". These buddies help the children acclimate to the school and Provide native language support.

c. In the spring of each school year, all ELL's are evaluated using the NYSESLAT. This assessment provides information regarding each students English proficiency. In analyzing the scores by modality we will continue to focus on developing reading and writing skills thorough differentiated instruction.

6. ELL-SWD are assessed using Fountas and Pinnell Benchmark Reading Assessment. Student's independent and instructional reading levels are determined and leveled nonfiction texts that are provided with ELL strategies. The teacher scaffolds using ESL methodology to teach content vocabulary and literacy. The ESL teacher works with the SETTS teacher at the beginning of the year and examines the IEP to ensure that all students mandated for ESL receive the appropriate services. We have no children in this school with mandated bilingual instruction.

7. At this time we only have one ESL-SWD, student. We use a push-in and pull-out model of language instruction.

Courses Taught in Languages Other than English

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

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

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

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

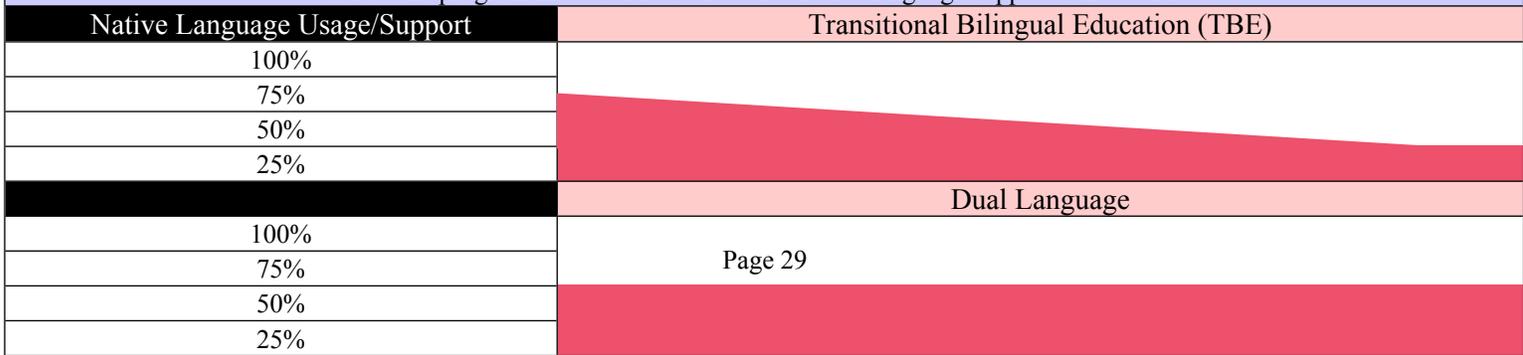
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



B. Programming and Scheduling Information--Continued

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

8. Due to the small number of ESL students (16 at this time), we do not qualify for Title III funding. At this time we only offer AIS during the extended morning periods, 3 days a week. All ELL students are included in the AIS morning program. ESL teacher checks ARIS for ELA and Math results, as well as checking ACUITY and Periodic assessments for further data to determine which ELL students need intervention services.
9. Any student who reaches proficiency on the NYSESLAT will continue to have additional support from the ESL teacher as part of our push-in program. These same students are also provided with testing accommodations for two years and may receive extra support from other programs such as AIS or SETTS.
10. Due to budget constraints we have not been able to purchase any major ESL programs. However we have been including an online reading comprehension tool, RAZ-KIDS, for grades 3 and 4.
11. None
12. All ELL students are INCLUDED in ALL school programs: trips, activities, workshops, etc.
13. Currently we are using the Scholastic nonfiction guided reading program as well as big books, books on tape, individual word walls, poems, songs, and use visual aid through the SMART Board. Monolingual and bilingual dictionaries are used in the upper grades as well as rhyming dictionaries.
14. N.A.
15. YES.
16. All parents of students new to our school at the beginning of the year, are supported by our parent coordinator. The PC explains the daily school schedule and informs parents of upcoming events and workshops.
17. None.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The ESL teacher presents professional development once a month at faculty conference or at grade conferences.

2. Due to our small number of ELL's in fifth grade, the ESL teacher works with the classroom teacher to help bridge the transition to middle school. PD Dates for the year as follows: 9/7; 10/17; 11/21; 12/8; 1/9; 2/13; 3/19; 4/23; 5/14; 6/7. The ESL instructional focus for the next two years will address how ELL strategies support the Common Core Standards in each content area.

3. The 7.5 hours of ELL training for all staff is given during the school year. This training provides insight into the identification process and varying needs of ELLs. Additionally it provides a variety of instructional strategies to help classroom teachers meet the needs of the ELL students. "The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers" is used as a resource for professional development.

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?

Paste response to questions 1-4 here

1. Parents of ELLs are included in all school-related activities. Our parent coordinator ensures that all ELL parents are informed in their own language, for workshops and meetings. Parents of ELL students are on the PTA and are active in the classes of their children. Parents volunteer to assist in trips and other school events. The parent coordinator holds, art and design workshops for parents as well as involving parents in our annual Multi-Cultural Fair held each Spring.

2. At this time, our school does not partner with any CBO's.

3&4. The parent coordinator distributes a survey at the beginning of each year and according to the responses, the activities are geared towards the needs of the parents. Some of the workshops offered include, hands-on art projects, and at home reading strategies workshops. Parents complete a form at registration which indicates their preference of language they want communication to be sent home in. We have staff and parent volunteers who translate for parents during activities.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		3			2									5
Intermediate(I)		3		2		1								6
Advanced (A)		2		2	1									5
Total	0	8	0	4	3	1	0	0	0	0	0	0	0	16

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									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:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. ELL students are assessed with the Fountas and Pinnell Benchmark Assessment System to determine their independent and instructional

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>Alexander Graham Bell</u>		School DBN: <u>26Q205</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karen Scott-Piazza	Principal		10/24/11
N/A	Assistant Principal		1/1/01
Lilly Chu	Parent Coordinator		10/24/11
Miriam Fishman	ESL Teacher		10/24/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Mary Butler	Coach		10/24/11
	Coach		1/1/01
Aimee Serfaty	Guidance Counselor		10/24/11
Mae Fong	Network Leader		10/24/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q205 **School Name:** Alexander Graham Bell

Cluster: 5 **Network:** CFN 535

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.

Using the ATS-Home Language Report and parent coordinator survey we have identified families who require translation assistance in either written or oral format.

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.

Out of the 330 students we have identified 5 students whose families need translated documents as well as oral interpretation. During grade conferences the teachers of these students were notified of the students who required translated documentation at home.

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.

All parent letters, school fliers, and memorandums from the school and city are translated using the Department of Education's Translation and Interpretation Unit. At registration, the parent completes a form indicating in which language she/he would like the school-related informational letters to be sent. The parent coordinator follows-up on this information and ensures that parents receive notifications in the appropriate language. All DOE generated communication is downloaded and sent in additional languages as needed.

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.

Our parent coordinator is the designated translator of any written or oral communication in Chinese. Our family worker is also available as an oral translator for Chinese or Mandarin speaking families during any parent teacher meetings, I.E.P conferences, and student registration. Currently we have one classroom teacher and one classroom paraprofessional who are used as translators for the Korean language. School staff and parent volunteers will provide oral interpretation in Spanish when needed.

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>.

Parents will be given a copy of the Bill of Parent Rights and Responsibilities which included their rights regarding translation and interpretation service. A sign will be posted at the school's main entrance of the most prominent covered languages – Chinese and Mandarin, indicating the availability of interpretation services. The school's safety agent will be given assistance by the Parent Coordinator or staff member to provide interpretation services to parents entering the building.