



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE NORTH HILLS SCHOOL

DBN : 26Q221

PRINCIPAL: PATRICIA BULLARD **EMAIL:** PBULLARD@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
Patricia Bullard	*Principal or Designee	
TBA	*UFT Chapter Leader or Designee	
Karen Strauzer	Assistant Principal	
Dawn Singer	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lorraine Dupignac	Member/Teacher	
Jennifer Dobmeier	Member/Teacher	
Adelina Gomes	Member/Teacher	
Judy Kriegsman	Member/Teacher	
Lydia Neely	Member/Parent	
Irina Gelman	Member/Parent	
Donna Friedman	Member/Parent	
Jill Eisenberg	Member/Parent	

Judy Chung	Member/Parent	
LaToya Brabham	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, 80% of students in grades 3-5 will raise their level of written analysis of informational texts as measured by achieving grade level proficiency on NYCDOE-created performance task rubrics.

By June 2012, 80% of students in PreK-Grade 2 will improve their written response to informational texts through group activities and with prompting and support as measured by achieving grade level proficiency on NYCDOE-created performance task rubrics.

Comprehensive needs assessment

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

An analysis of the 2011 NYS ELA data reveals that students in grades 3-5 could develop further in the following areas: using specific evidence from texts in their writing; determining the meaning of unfamiliar words; evaluating information, ideas, opinions and themes by identifying a main idea and supporting details; and identifying author's purpose. These skills are connected to the students' abilities to think critically about informational text and write purposefully to accomplish a task.

In alignment with the Citywide Instructional Expectations for 2011-2012, our school-wide focus is on improving students' abilities to understand and respond in writing to informational texts at all grade levels.

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.
- Continue providing professional development on the Common Core Learning Standards (CCLS) and implementation of the common core tasks. Target population: PreK-5 students; Responsible staff: principal, assistant principal, network support staff; Timeline: September 2011- June 2012
- Continue aligning the writing curriculum calendar to CCLS. Target population: K-5 students; Responsible staff: classroom teachers, principal, assistant principal; Timeline: September 2011- June 2012

- Continue to provide professional development on the use of effective questioning, writing after reading informational texts (its connection to literacy comprehension), as well as differentiation in writing in the classroom. Target population: K-5 students; Responsible staff: principal, assistant principal, network support staff; Timeline: September 2011- June 2012
- Full day professional development on November 8, 2011 and June 7, 2012 will be used to continue school-wide focus on informational texts and work on aligning curriculum with the CCLS. Target population: PreK-5 students; Responsible staff: principal, assistant principal, network support staff; Timeline: September 2011- June 2012
- Teachers will implement non-fiction shared writing as a core component of their writing program to strengthen student responses to informational texts. Target population: PreK-5 students; Responsible staff: classroom teachers, principal, assistant principal; Timeline: September 2011- June 2012
- Teachers will assist students in identifying clear learning goals for increasing their writing skills. Target population: K-5 students; Responsible staff: classroom teachers, principal, assistant principal; Timeline: September 2011- June 2012
- Common planning time will be scheduled so teachers can develop non-fiction writing rubrics that are aligned with their units of study, CCLS and support the building of writing skills. Target population: K-5 students; Responsible staff: classroom teachers, principal, assistant principal; Timeline: September 2011- June 2012
- The Network Support Specialist for Literacy will assist teachers in developing instructional strategies and activities for building comprehension and writing skills, along with selecting complex, appropriate non-fiction texts for this work. Target population: K-5 students; Responsible staff: principal, assistant principal, network support staff; Timeline: September 2011- June 2012
- Lead teachers for both the upper and lower grades will attend monthly meetings with the Network Support Specialist and turn-key the information to the staff. Target population: PreK-5 students; Responsible staff: lead teachers, principal, assistant principal, network support staff; Timeline: September 2011- June 2012
- Formal and informal teacher observations will be part of the professional development plan in meeting school-wide goals. Spring Target population: PreK-5 students; Responsible staff: principal, assistant principal; Timeline: September 2011- June 2012
- Grade specific inquiry teams will research and provide effective learning strategies in comprehension and writing for targeted students. Target population: PreK-5 students; Responsible staff: classroom teachers, principal, assistant principal; Timeline: September 2011- June 2012

- Monitor and follow up on explicit instruction on higher order thinking skills (vocabulary and building background knowledge), which supports writing skills. Target population: K-5 students; Responsible staff: principal, assistant principal; Timeline: September 2011- June 2012
- Continue to extend literacy professional development by administration, NSS, and other workshops, for analyzing the results of assessments, as reported through Acuity, ECLAS-2, running records, and classroom sources. Target population: K-5 students; Responsible staff: principal, assistant principal, network support staff; Timeline: September 2011- June 2012
- Continue to provide extensive professional development on protocols for looking at student work to understand tools to analyze data and create small groups. Target population: K-5 students; Responsible staff: principal, assistant principal, network support staff; Timeline: September 2011- June 2012
- Deepen the level of work during grade and faculty conferences by honing the work of teacher teams to analyze data in order to improve writing instruction. Target population: PreK-5 students; Responsible staff: principal, assistant principal; Timeline: September 2011- June 2012
- Enhance vocabulary instruction through word study and vocabulary assessments. Target population: K-5 students; Responsible staff: classroom teachers, principal, assistant principal, Timeline: September 2011- June 2012
- Provide opportunities for teachers to observe effective writing mini-lessons, conferences and small group strategy lessons Target population: K-5 students; Responsible staff: principal, assistant principal; Timeline: September 2011- June 2012
- Conduct walk-throughs to monitor implementation and provide feedback. Target population: K-5 students; Responsible staff: principal, assistant principal; Timeline: September 2011- June 2012

Steps to include teachers in the decision-making process:

- Teachers will meet in grade level teams to review data from periodic assessments.
- Teachers will review student work and progress to determine inquiry focus.
- Periodic Assessment dates: November 2011, January 2012, March 2012 and June 2012

Strategies to increase parental involvement

- Distribute parent literature regarding strategies to support students at home – ongoing
- Invite parents to classroom writing celebrations- October 2011–June 2012
- School Leadership Team Training for parents conducted by District 26 Family Advocate – November 2011

- Parent-Teacher Association Meetings – bi-monthly
- School Leadership Team Meetings - monthly
- Parent Workshops on ELA requirements– February 2012
- Parent Teacher Conferences to discuss ELA progress – November 2011, March 2012
- Parent Curriculum/Back to School Night – September 2011
- Parent Coordinator Outreach with email and phone messages to parents – ongoing
- School book fair – March 2012
- Monthly calendars are distributed to the parents that list upcoming events.
- A Family Literacy Night for parents and children will be held in May 2012 to focus on the importance of literacy and offer parents suggestions on ways to support their child.

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.
- Recruit and select highly qualified teachers from the Open Market System and New Teacher Finder with strengths in the area of balanced literacy.
- Provide mentors and develop an individualized professional development plan for all new teachers.
- Retain highly qualified teachers by implementing ongoing professional development opportunities that include Election Day and Brooklyn-Queens Day PD, monthly grade conferences, monthly faculty conferences, Inquiry Team meetings, CFN 2.05 PD, and DOE workshops.
- Provide numerous common planning periods with grade-level colleagues for all teachers.
- Inter-visitations between staff for new or struggling teachers.
- Continuation of professional development across the school years – TAH
- Six informal visits by supervisors with written feedback using the Charlotte Danielson Framework for Teaching.
- Observation alternatives for tenured teachers.
- Student teachers from several local colleges and universities are assigned to tenured and highly qualified teachers.

Service and program coordination

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

P.S. 221 participates in the following initiatives: the anti-bullying campaign, Respect for All, and the Move to Improve programs. Our guidance counselor and social worker conduct Second Step lessons, a program that develops positive social skills, to support our school philosophy of guiding students on the path to becoming caring, responsible and respectful citizens.

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.
- Per session monies (TL Fair Student Funding) will be budgeted for professional development activities and the purchase of resources and professional literature.
- Inquiry teams/data specialist will meet to examine student work, review instructional strategies and share best practices to support student achievement. (ARRA, RTTT City-wide Instructional Expectations, ARRA RTTT Data Specialist)
- NYSTL textbook funding is used to order textbooks, guided reading materials, writing materials and listening center books.
- Funding (TL Children First) is allocated for the professional development provided by the Children First Network.
- Mentor texts and other supplies will be purchased through available OTPS funding.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, 80% of grade K-5 students will increase their level of reading comprehension as measured by achieving grade level proficiency or making at least 1 year's progress on the Teachers College Reading and Writing Project (TCRWP) Benchmarks for Progress on Reading Levels.

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.

For our students in Grades K-5, our reading goal reflects the more rigorous demands of the Common Core Learning Standards that expect students to read a wide range of increasingly challenging text in order to build a foundation for college and careers.

For students in Grades 3-5, a review of the 2010 and 2011 NYS ELA Assessment data indicated an increase in the percentage of proficient students in grades 4 and 5 and a decrease in grade three.

ELA Scores

Grade	2010 Level 3 + 4	2011 Level 3 + 4	2010 Level 2	2011 Level 2
3	86.7%	84.9%	13.3%	15.1%
4	87.9%	89.7%	12.1%	10.3%
5	89.2%	89.4%	10.8%	10.6%

Our 2010-2011 Progress Report indicated student progress in grades 3-5 was only higher than 35% of the schools in our peer group. Although our data shows our students attained a proficiency rate of 87.7% in 2011, their progress compared to other students who

started at the same level was low as measured by improvement on the ELA from 2010 to 2011.

Based on analysis of this data, teachers and supervisors identified the need to raise the level of comprehension for students in all grades.

Instructional strategies/activities

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

- A school-wide study of the new Core Curriculum Learning Standards (CCLS) will be continued. On grade as well as across grade opportunities to plan will ensure rigor and scaffolding of student learning. Target population: PreK-5 students; Responsible staff: classroom teachers, principal, assistant principal; Timeline: September 2011- June 2012

- Classroom teachers will revise their reading and writing calendars to align their curriculum with the more rigorous expectations of the Common Core Learning Standards. Target population: K-5 students; Responsible staff: classroom teachers, principal, assistant principal; Timeline: September 2011- June 2012

- Teachers will incorporate at least two books from the appropriate CCLS level bands into their classroom curriculum. Target population: K-5 students; Responsible staff: classroom teachers, principal, assistant principal; Timeline: September 2011- June 2012

- Teachers will assign student reading response assignments in each of the three CCLS writing genres – Informational Texts; Opinions/Literary Texts; Narratives/Biography. Target population: K-5 students; Responsible staff: classroom teachers, principal, assistant principal; Timeline: September 2011- June 2012

- Teachers will align their classroom libraries with the CCLS Appendix B – Text Exemplars. Target population: K-5 students; Responsible staff: classroom teachers, principal, assistant principal; Timeline: September 2011- June 2012

- School will supplement classroom libraries with appropriate CCLS band-level books and non-fiction texts. Target population: PreK-5 students; Responsible staff: principal, assistant principal; Timeline: September 2011- June 2012

- Throughout the year, teachers will implement non-fiction shared-reading as a core component of their reading program to strengthen critical reading instruction. Target population: K-5 students; Responsible staff: classroom teachers, principal, assistant principal;

Timeline: September 2011- June 2012

- Teachers will participate in a year-long study of Charlotte Danielson's *Framework for Teaching* with a focus on using higher-level questions, actively engaging students in the lessons, and creating genuine assessments. Target population: PreK-5 students; Responsible staff: classroom teachers, principal, assistant principal; Timeline: September 2011- June 2012
- Teachers will assist students in identifying clear learning goals for increasing their critical reading skills. Target population: K-5 students; Responsible staff: classroom teachers, principal, assistant principal; Timeline: September 2011- June 2012
- Full day professional development on Nov 8, 2011 and June 7, 2012 will be used to continue school-wide comprehension focus, study the Common Core State Standards, and to share the DOE's mandates with staff. Target Population: all teachers; Responsible Staff: teachers, principal, assistant principal; Timeline: November 2011, June 2012
- Common planning time will be scheduled so teachers can develop a critical non-fiction reading continuum that is aligned with their units of study and supports content and concept building including the development of high frequency and Tier 2 words. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: September 2011 – June 2012
- Teachers will participate in professional development activities on thinking maps and alignment to CCLS. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: September 2011- June 2012
- The Network Literacy Support Specialist will assist lead teachers in developing strategies and activities for building comprehension, selecting complex, appropriate text and choosing the appropriate concepts and critical reading skills to study. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal, network support specialist; Timeline: September 2011- June 2012
- Network Support Staff will conduct professional development throughout the year on instruction techniques with a focus on Thinking Maps. Target Population: K-5 students; Responsible staff: classroom teachers, principal, assistant principal, network support staff; Timeline: September 2011- June 2012
- Lead teachers for upper and lower grades will attend monthly coaching sessions with network literacy specialist. Target Population: K-5 students; Responsible Staff: lead teachers, principal, assistant principal; Timeline: October 2011 – June 2012
- Teacher observations and teacher alternative assessments will be part of the professional development plan in meeting school-wide goals and will emphasize CCLS. Target Population: Pre-K-5 students; Responsible Staff: principal, assistant principal; Timeline:

September 2011 – June 2012

- The Network Literacy Specialist will assist teachers in using student work to measure progress in critical reading skills. Target Population: K-5 students; Responsible Staff: classroom teachers, network support specialist; Timeline: September 2011 – June 2012
- Grade specific inquiry teams will research and provide effective learning strategies in comprehension. Target Population: Pre-K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: September 2011 – June 2012
- Resources and professional books will be purchased to support staff in aligning our curriculum to the Common Core Learning Standards and promoting student achievement. Target Population: Pre-K-5 students; Responsible Staff: principal, assistant principal; Timeline: September 2011 – June 2012

Steps to include teachers in the decision-making process:

- Teachers will meet in grade level teams to review data from periodic assessments.
- Teachers will review student work and progress to determine inquiry focus.
- Periodic Assessment dates: November 2011, January 2012, March 2012 and June 2012

Strategies to increase parental involvement

- School Leadership Team Training for parents conducted by District 26 Family Advocate – November 2011
- Parent-Teacher Association Meetings – bi-monthly
- School Leadership Team Meetings - monthly
- Parent Workshops on ELA requirements– February 2012
- Parent Teacher Conferences to discuss ELA progress – November 2011, March 2012
- Parent Curriculum/Back to School Night – September 2011
- Parent Coordinator Outreach with email and phone messages to parents - ongoing
- School book fair – March 2012
- Monthly calendars are distributed to the parents that list upcoming events
- A Family Literacy Night for parents and children will be held in May 2012 to focus on the importance of literacy and offer parents suggestions on ways to support their child.

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.
- Recruit and select highly qualified teachers from the Open Market System and New Teacher Finder with strengths in the area of balanced literacy.
- Provide mentors and develop an individualized professional development plan for all new teachers.
- Retain highly qualified teachers by implementing ongoing professional development opportunities that include Election Day and Brooklyn-Queens Day PD, monthly grade conferences, monthly faculty conferences, Inquiry Team meetings, CFN 2.05 PD, and DOE workshops.
- Provide numerous common planning periods with grade-level colleagues for all teachers.
- Inter-visitations between staff for new or struggling teachers.
- Continuation of professional development across the school years – TAH
- Six informal visits by supervisors with written feedback using the Charlotte Danielson Framework for Teaching.
- Observation alternatives for tenured teachers.
- Student teachers from several local colleges and universities are assigned to tenured and highly qualified teachers.

Service and program coordination

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

P.S. 221 participates in the following initiatives: the anti-bullying campaign, Respect for All, and the Move to Improve programs. Our guidance counselor and social worker conduct Second Step lessons, a program that develops positive social skills, to support our school philosophy of guiding students on the path to becoming caring, responsible and respectful citizens.

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.
- Per session monies (TL Fair Student Funding) will be budgeted for professional development activities and the purchase of resources and professional literature.
- Inquiry teams/data specialist will meet to examine student work, review instructional strategies and share best practices to support student achievement. (ARRA, RTTT City-wide Instructional Expectations, ARRA RTTT Data Specialist)
- NYSTL textbook funding is used to order textbooks, guided reading materials, writing materials and listening center books.
- Funding (TL Children First) is allocated for the professional development provided by the Children First Network.
- Mentor texts and other supplies will be purchased through available OTPS funding.

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, 80% PreK-5 students will attain grade level proficiency in their ability to construct viable arguments in mathematics as measured by the NYCDOE –created performance task rubrics.

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 Common Core Learning Standards places a strong emphasis on the ability to clearly construct and analyze mathematical arguments , evaluating and articulating the reasoning behind claims which is essential to problem-solving. In accordance with the Citywide Instructional Expectations for 2011-2012, our school is focused on the standard of practice of constructing viable arguments and critiquing the reasoning of others.

For students in Grades 3-5, a review of the 2010 and 2011 NYS Math Assessment data indicated an increase in the percentage of proficient students in grades 4 and 5 and a decrease in grade 3.

MATH Scores

Grade	2010 Level 3 + 4	2011 Level 3 + 4	2010 Level 2	2011 Level 2
3	94.9%	94.2%	5.1%	5.8%
4	97.2%	98.0%	2.8%	2.0%
5	93.5%	95.7%	6.5%	4.3%

Our 2010-2011 Progress Report indicated student progress in grades 3-5 was only higher than 30% of the schools in our peer group. Although our students attained a proficiency rate of 95.2% in 2011, their progress compared to other students who started at the same level was low as measured by improvement on NYS Math from 2010 to 2011.

Based on analysis of this data, teachers and supervisors identified the need to emphasize knowledge of mathematical processes in combination with understanding to support improved student achievement.

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.

- The Mathematics curriculum will continue to be enhanced with a stronger focus on problem solving and constructing viable math arguments. Target Population: Pre-K-5 students; Responsible Staff: teachers, principal, assistant principal; Timeline: September 2011 – June 2012
- A school-wide study of the Core Curriculum Learning Standards (CCLS) in mathematics will be undertaken. On grade, as well as, across grade opportunities to plan will ensure rigor and scaffolding for student learning. Target Population: Pre-K-5 students; Responsible Staff: teachers, principal, assistant principal; Timeline: September 2011 – June 2012
- Teachers will engage all students in at least one mathematics task that should be embedded in the CCLS curricula and include multiple entry points for all learners including students with disabilities and English language learners. These tasks will engage students in cognitively demanding mathematics that requires them to to construct and explore the reasoning behind arguments to arrive at viable solutions. Target Population: grade PK-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: September 2011 – June 2012
- Teachers will incorporate all standards from the appropriate CCLS grade-level into their mathematics curriculum including using mathematics to represent and solve authentic problems in our world. Target Population: Pre-K-5 students; Responsible Staff: teachers, principal, assistant principal; Timeline: September 2011 – June 2012
- Teachers will align their pacing calendars to the CCLS for the 2011-2012 school year. Pacing calendars will include lessons that strengthen students' abilities to clearly construct and analyze mathematical arguments, and evaluate and articulate the reason behind claims. Target Population: K-5 students; Responsible Staff: teachers, principal, assistant principal; Timeline: September 2011 – June 2012
- Network Math Specialist will provide ongoing support to teachers in applying the CCLS to the math curriculum - with a particular focus on the problem solving, constructing viable arguments and student demonstration of their mathematical thinking. Target Population: Pre-K-5 students; Responsible Staff: principal, assistant principal; Timeline: September 2011 – June 2012
- The math lead teacher will attend monthly math meetings to learn the rationale and research behind modeling as a means to support mathematical arguments. She will turnkey the information and provide materials to the staff. Target Population: K-5 students; Responsible Staff: lead teacher, classroom teachers, principal, assistant principal; Timeline: September 2011 – June 2012
- Grade specific inquiry teams will research and provide effective learning strategies in mathematics for students in sub-groups of the school population. Teachers will continue to revise curriculum, assessment, and instruction while also aligning curriculum and assessment to the CCLS. Teachers will work together to engage all students in rigorous tasks embedded in well-crafted instructional

units with appropriate supports. Target Population: PK-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: September 2011 – June 2012

- Teachers will use student work samples, and standardized assessments to create interim and long term goals for each student.. Target population: K-5 students; Responsible staff: classroom teachers, principal, assistant principal; Timeline: October 2011- June 2012

Steps to include teachers in the decision-making process:

- Teachers will meet in grade level and inquiry teams to review data from classroom and periodic assessments.
- Teachers will determine next steps for professional development based on data.
- Periodic Assessment dates: November 2011, January 2012, March 2012 and June 2012

Strategies to increase parental involvement

- School Leadership Team Training for parents conducted by District 26 Family Advocate – November 2011
- Parent-Teacher Association Meetings – bi-monthly
- Monthly School Leadership Team Meetings
- Parent Workshop on Math requirements – February 2012
- Parent Teacher Conferences to discuss Math progress – November 2011, March 2012
- Meet the Teacher Parent Meeting – September 2011
- Parent Coordinator Outreach with email and phone messages to parents - ongoing
- Monthly calendars are distributed to the parents that list upcoming events

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.
- Recruit and select highly qualified teachers from the Open Market System and New Teacher Finder with strengths in the area of balanced literacy.
- Provide mentors and develop an individualized professional development plan for all new teachers.
- Retain highly qualified teachers by implementing ongoing professional development opportunities that include Election Day and Brooklyn-Queens Day PD, monthly grade conferences, monthly faculty conferences, Inquiry Team meetings, CFN 2.05 PD, and DOE workshops.
- Provide numerous common planning periods with grade-level colleagues for all teachers.
- Inter-visitations between staff for new or struggling teachers.

- Continuation of professional development across the school years – TAH
- Six informal visits by supervisors with written feedback using the Charlotte Danielson Framework for Teaching.
- Observation alternatives for tenured teachers.
- Student teachers from several local colleges and universities are assigned to tenured and highly qualified teachers.

Service and program coordination

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

P.S. 221 participates in the following initiatives: the anti-bullying campaign, Respect for All, and the Move to Improve programs. Our guidance counselor and social worker conduct Second Step lessons, a program that develops positive social skills, to support our school philosophy of guiding students on the path to becoming caring, responsible and respectful citizens.

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.
- Per session monies (TL Fair Student Funding) will be budgeted for professional development activities and the purchase of resources and professional literature.
- Inquiry teams/data specialist will meet to examine student work, review instructional strategies and share best practices to support student achievement. (ARRA, RTTT City-wide Instructional Expectations, ARRA RTTT Data Specialist)
- NYSTL textbook funding is used to order textbooks, guided reading materials, writing materials and listening center books.
- Funding (TL Children First) is allocated for the professional development provided by the Children First Network.
- Mentor texts and other supplies will be purchased through available OTPS funding.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	13		N/A	N/A	1		1	
1	20		N/A	N/A	2		1	
2	19		N/A	N/A	2			
3	20	4	N/A	N/A			1	
4	11				3		1	
5	18				2		2	
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	Small group instruction during extended time period, 37.5 minutes, and/or during the school day with a pull out/push in model using Wilson, word study, Teachers College units of study in reading and writing and guided reading materials.
Mathematics	Small group instruction during extended time period, 37.5 minutes, and/or during the school day with a pull out/push in model using supplementary math materials.
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Group and/or individual sessions that promote self-esteem and problem solving strategies that may include the use of games, role playing and at risk therapy.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	Small group or individual sessions for children displaying low self-esteem or emotional issues that impact on daily function at school using games, role-playing and other appropriate activities.
At-risk Health-related Services	N/A

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 with 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 2.05	District 26	Borough Queens	School Number 221
School Name North Hills			

B. Language Allocation Policy Team Composition

Principal Patricia Bullard	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Diane Bilello	Guidance Counselor Melissa Barnes
Teacher/Subject Area Ellen Stockstad/ESL	Parent type here
Teacher/Subject Area type here	Parent Coordinator Maria Aprilakis
Related Service Provider type here	Other type here
Network Leader Mary Jo Pisacano	Other type here

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	622	Total Number of ELLs	66	ELLs as share of total student population (%)	10.61%
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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. 

All parents of new students are required to complete a Home Language Identification Survey (HLIS) when registering. An informal oral interview with one of our ESL teachers, Diane Bilello or Ellen Stockstad, is conducted to properly identify students who have limited English language proficiency. During this initial phase of gathering data, native language support is provided to parents, if needed, through a translated Home Language Survey and interpreters. Once ELLs are identified they are administered an English proficiency test, the Revised Language Assessment Battery test (LAB-R), within 10 school days of enrollment. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance. Diane Bilello or Ellen Stockstad, certified ESL teachers, administer the LAB-R.

Each spring, our ELLs are administered the NYSESLAT to assess their English proficiency in the areas of reading, writing, speaking and listening. A check list with each student required to take NYSESLAT is prepared with check-offs for reading, writing, speaking and listening. After each student is administered each sub-test it is checked off. The ESL teacher regularly refers to this checklist. ATS reports RLER-LAB-R, RLER-LAT, RADP, HISE (exam history), RLAT, NYS NYSESLAT School Roster, HLS (Home Language Survey) are checked by the ESL teachers, Diane Bilello and Ellen Stockstad to ensure that all students are properly assessed.

When a child is eligible for English language development services, parents are notified through letters and parent orientation meetings. In September, parents are invited to a Parent Orientation. Translators and parent volunteers translate the teachers' presentation and act as facilitators. The presentation explains the 3 available programs. The Orientation Video for Parents of Newly Enrolled English Language Learners is shown in the appropriate languages. If parents cannot attend the orientation or if their child is admitted during the year, the ESL teacher contacts the parents and provides individual orientations with translator assistance. The protocol is that repeated attempts are made by the ESL teachers and Parent Coordinator to set up a convenient appointment for parents to view the DVD and fill out the Parental Selection Survey. As a last alternative, telephone conferences are held to inform parents of their program options, with translators available by telephone or in person. Staff and parents make use of the DOE simultaneous translation services for these conferences.

Parents have been informed regularly about TBE/DL programs available. After reviewing choices, the trend of the parents has been choosing to place students in an ESL Program. In the future, if fifteen choose TBE, then we would open a TBE program.

The ESL teacher ensures that all entitlement letters are distributed and Parent Survey and Selection forms are returned. The teacher compiles lists of students who are entitled to services based on the LAB-R and the NYSESLAT. The parents are then sent letters in the language they chose for receiving information. The teacher provides a place for parent signatures and date, and requests that they be returned. The ESL teacher saves the returned letters.

The Parent Survey and Program Selection forms are distributed at group Parent Orientations with volunteer parents acting as translators. Also, translators assist at individual orientation meetings when the forms are given to parents. If parents are unable to come to school, the ESL teacher calls the parents to provide the necessary information for the parents to make an informed decision. Volunteer translators are used when necessary. The parents are sent the forms. The ESL teacher collects the forms and records the responses on the caseload form. The original Parent Survey and Selection form are attached to the original HLS and placed in each child's cumulative record. Copies of the HLS and Parent Survey & Selection Form are also kept by the ESL teacher.

Placement letters are distributed in the appropriate native language. Parents are advised to call the school to speak with the teacher and

native language translation is provided when needed. Continued entitlement letters are sent home each year in the appropriate native language. A place is provided on the letters by the teacher for the parents to sign and date. They are requested to return the letters. The ESL teacher saves the returned letters in a file organized by year. Parental choices are honored; presently there are 66 students in our program of which 64 requested ESL. Parents of one new student requested bilingual and were informed of what was available. One transfer student was in a bilingual program but the parents wanted ESL in our school. Parents are invited to come in or call to speak with the teacher and translation services are provided for this when needed.

The trends in parent choices are regularly checked. The data is recorded on the caseload form for accessibility and monitoring. The ESL program offered at our school is aligned with parent requests as 64 out of 66 students requested ESL as their first choice.

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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	13	15	19	9	5	5								66
Total	13	15	19	9	5	5	0	0	0	0	0	0	0	66

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	66	Newcomers (ELLs receiving service 0-3 years)	50
SIFE		ELLs receiving service 4-6 years	16
		Special Education	2
		Long-Term (completed 6 years)	

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	50		2	16						66
Total	50	0	2	16	0	0	0	0	0	66

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																		
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	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:

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								2
Chinese	6	8	9	4	3	2								32
Russian	1													1
Bengali	1			1										2
Urdu	1													1
Arabic														0
Haitian														0
French														0
Korean	4	6	9	4	2	2								27
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	13	15	19	9	5	5	0	66						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Our program is a pull-out/push-in program which services targeted children in English language acquisition. We have 1 certified ESL teacher on staff and 1 certified ESL per diem teacher who serve 66 children in grades K thru 5. The school population is 622. Our ESL program is taught in English only.

The ESL Program is heterogeneously grouped; however, advanced second/third graders are homogeneously grouped to maximize acquisition of English. The number of instructional minutes a student receives adheres to the regulations mandated by NYS, and determined by student English Proficiency levels as per LAB-R or NYSESLAT. The Beginner and Intermediate are allotted 360 minutes per week of ESL, and the Advanced – 180 minutes of ESL and 180 minutes of ELA per week. In the ESL program, Language Arts is taught using ESL and ELA methodologies.

Content areas are delivered in English. Children are provided with additional support through our push-in program, collaboration between classroom, out of classroom and ESL teachers who design instruction to meet the needs of the diverse group of ELLs they instruct. Through their knowledge of the curriculum areas and how children learn, they create options for how instruction is presented, how students express their ideas and how to further engage and motivate ELLs with respectful, appropriate tasks.

At this time there are no SIFE students and no long term ELLs. If the situation arises whereby SIFE and long term ELLs are present, the student assessment will determine the strategies necessary to achieve ELL proficiency. The ELL newcomer's level of language proficiency is taken into account when planning all lessons.

In addressing the needs of special needs ELLs, the ESL teacher has copies of the IEP and instruction is driven by data. Instructional strategies used are: Strategies to Achieve Success for reading comprehension, Hampton Brown Picture It Graphic Organizer Books for the development of writing skills; BrainPop ESL for oral language development, decoding skills and vocabulary development. The students receive services through both a pull-out and push-in model. The ESL teachers and classroom teachers plan instruction collaboratively. Students also stay for extended day to receive additional academic support. All of our ELLs-SWDs are in general education classrooms in which they receive differentiated instruction from their classroom teachers along with instruction and support from ESL teachers and service providers (speech, OT, PT, counseling) if specified in their IEPs.

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

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?

Content areas are taught in English using ESL strategies. The Avenues Series Hampton Brown is utilized which is a literacy based program with major emphasis on social studies and science. Benchmark Book Series and ESL Benchmark Book Series are also used in instruction. They are both aligned with the Common Core and ESL standards. ESL and ELA methodologies are utilized. Math is addressed in our push in program. Native language support is provided, such as bilingual dictionaries/glossaries and bilingual books. Former ELLs are provided testing accommodations as permitted for two years. The ESL teacher is always available to articulate with the classroom teachers and address any need or concern about the former ELLs. Former ELLs get extra support, if needed, from the ESL and AIS teachers, SETSS, Extended day, summer school, PT, OT, etc. The push-in model provides additional support with the collaborative efforts of the ESL teacher and classroom teacher to provide targeted instruction on skills and strategies that need improvement. In school year 2010/2011, our non-exempt third graders graders scored at levels 2, 3, and 4 on the NYS ELA and Mathematics assessments. Our fourth graders and fifth graders scored at levels 2 and 3 in ELA and 3 and 4 in Mathematics. In Science, our fourth graders scored at levels 3 and 4. Translated versions of standardized tests are available for Math and Science (grade 4). Interim assessments are analyzed to determine the strengths and needs of students. Instruction by classroom and ESL teachers and support is guided accordingly. After analysis of ECLAS data, it was determined that kindergarteners and first graders need support with reading, writing, listening and speaking skills, with special emphasis on speaking and writing development. Grade two and three ELLs need support in all four skills with emphasis on listening. The ESL program at PS 221 stresses acquisition of English language skills in all four modalities. Learning styles of each student are addressed in planning of curriculum. ELL students are afforded all of the services that non-ELL students are given. Some of the services include: AIS, guidance, Resource Room, Extended Day help, and one on one assistance from teachers and other staff during the extended day program. Our ELLs are further supported through the use of SmartBoards and computers to provide and enhance learning experiences in the classroom. Software is updated annually to provide new resources and tools for learning. Our ELLs are able to participate in all of the extracurricular activities in the school. Children in PS 221 take part in choral music, recorder concerts, school/PTA sponsored dances/parties, ballroom dancing (grade 5), and two multicultural events that are held every school year. There are numerous special events such as Journeys into the American Indians Territory, Skydome, Hands on Science, an enrichment program we call Renaissance and other co-curricular in which students choose activities to explore, and many other programs. At PS 221, ELL students making the transition to middle school are given the following supports: guidance counselors articulate with the middle school and students attend an assembly to familiarize themselves with the neighborhood school. P.S. 221 grade five teachers meet with middle school guidance personnel to discuss placement options, and Principals meet to talk about programming and staff options, along with discussions about student needs.

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)?

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.

Our staff attends workshops and turnkeys information learned at faculty conferences and on staff development days. There are many opportunities for ESL teachers to turnkey and offer suggestions on scaffolding and differentiated instruction to help ELLs become proficient in English. The ESL teacher speaks informally and formally about ELLs progress and needs on an as needed basis. Teachers are given advice on how to assist ELLs in achieving proficiency on state standards while acquiring better English skills. Professional development workshops in ESL strategies are offered to all teachers of ELLs by ESL staff to support the instructional environment. The ESL teachers assist in providing the classroom teachers with resources and ideas to further the acquisition of English by meeting with them during their common preps, by training during professional development days and faculty conferences, and peer mentoring. This ensures teachers 7.5 hours of ESL training and 10 hours of ESL training for special education teachers.

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?

We provide volunteer translators so that parents may be fully involved in workshops that are given on child development, assessment, safety and other topics that parents seek information on. The ESL teachers and Parent Coordinator disseminate information to the school community in native languages. All meetings have translators for parents, and we have them at Parent/Teacher conferences in November and March. Parents are invited to be presenters at our two annual multicultural festivals, one around the Lunar New Year, and the other, an international food fair, in April.

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)	4	0	0	1	0	1								6
Intermediate(I)	5	2	2	0	1	1								11
Advanced (A)	5	17	7	4	4	1								38
Total	14	19	9	5	5	3	0	0	0	0	0	0	0	55

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	0	0	1	0	0							
	I	2	1	0	0	1	2							
	A	10	8	3	0	0	1							
	P	0	4	18	9	11	4							
READING/ WRITING	B	2	0	0	0	0	1							
	I	6	1	2	1	1	0							
	A	3	7	7	4	4	1							
	P	2	15	12	4	7	5							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3		4	5		9
4		4	7		11
5		1	3		4
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			2		5		2		9
4					7		4		11
5					3		1		4
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					7		4		11
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

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

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

After analyzing Fall 2011 LAB-R and NYSESLAT data, we have the following: in Kindergarten, 6 Beginners and 7 Advanced; for First grade we have 5 Beginners, 6 Intermediate and 4 Advanced; in second grade we have 1 Beginner, 2 Intermediate; and 16 Advanced; in third grade we have 2 Intermediate and 17 Advanced; in fourth grade we have 5 Advanced; in fifth grade we have 1 Intermediate and 14

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: 221

School DBN: 26Q221

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Bullard	Principal		1/1/01
	Assistant Principal		1/1/01
Maria Aprilakis	Parent Coordinator		1/1/01
Diane Bilello	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Melissa Barnes	Guidance Counselor		1/1/01
MARY jo Pisacano	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: 26Q221 **School Name:** The North Hills School

Cluster: 2 **Network:** CFN 2.05

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.

At enrollment, our ESL teacher meets with parents to make an initial determination of the child's home language. The ESL teacher also reviews the following ATS reports to determine written translation and oral interpretation needs: RPOB; RHLA; RBIR; and, both RLER-LABR and RLER-LAT. Based on the home language information for each child, school notices are sent home in various languages. Attendance records are kept for parent/teacher conferences, workshops, and meetings with school staff members that indicate when the translation unit is used. Chinese and Korean are the top 2 languages other than English spoken by our school parent population.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We find that we need greater assistance in providing translations of meeting notices and for more translators to be at workshops and parent/teacher conferences. Over-the-phone interpretation services are used during parent/teacher conferences. Prior to meetings (PTA, workshops) we ask for volunteers to assist with interpretation. Our parent coordinator uses Chinese and Korean parents that are actively involved in our school to reach out to parents speaking those languages to make them aware of available services and invite them to participate fully in school events and activities.

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.

We have student handbooks written in the languages of our ELL community and interpreters at parent/teacher conferences, PTA meetings and workshops. School notices go home in home languages; the main languages of our parent/student population are Korean and Chinese. The translation unit is used for translating notices for us. If there is an urgent notice to be distributed, parent volunteers are asked to assist due to the turn around time needed by the translation unit.

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 school uses interpretation services by phone for simultaneous translation for parent/teacher conferences, administration and school assessment team meetings when needed. We also use in-house bilingual staff and parent volunteers if necessary to meet the communication needs of our parents on a day-to-day 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>.

In accordance with Chancellor's Regulation A663, our school has signs posted in the school lobby written in the languages of our community to inform parents of the availability of interpretations by phone for conferences and meetings. Parents who primarily speak a covered language and who require language assistance receive a copy of the Bill of Parent Rights and Responsibilities. Staff have printed sheets which list the languages available for interpretation services. The list is compiled by continent and region so the parent can point to their home language and the proper interpreter can be called to facilitate a phone conference.

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: The North Hills school	DBN: 26Q221
Cluster Leader: Charles Amundsen	Network Leader: Mary Jo Pisacano
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 21 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers:

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 Title III program will provide supplemental instruction through a push-in model by a certified ESL teacher to the 21 ELLs in our third, fourth and fifth grade. This instruction will complement the mandated ESL services received by the students. The ESL teacher will work collaboratively with the classroom teacher to improve teaching and learning in the core subject areas of reading and writing. Activities will include deepening their work in comprehension, prediction, and fluency; materials will include guided reading packets, Buckle Down and Teachers College units of study. The two day instructional schedule will be as follows: 4 periods in grade 3, 3 periods in grade 4 and 3 periods in grade 5. The third grade group will contain 9 students, the fourth grade will contain 6 students and the fifth grade group will contain 6 students. Additionally, the ESL teacher will provide small group instruction during extended day time to the 3 students in grade 5 who did not make progress on the NYS ELA and/or Math assessments last year.

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: Professional development is given to all teachers of ELLs at our school to train them to use appropriate ESL methods, strategies and techniques to support student achievement. Information was shared during staff professional development days on September 6th and 7th, 2011. There is ongoing collaboration throughout the school year between classroom teachers and ESL teachers to identify specific linguistic and academic difficulties of individual students. The ESL teachers turn-key training from regional meeting/conferences for teachers. The ESL teacher and principal have attended 2 workshops with Maryann Cucchiara on "Bringing Core to Life for ELLs" and the ESL teacher will be attending a workshop on "Improving the Reading Skills of English Language Learners: Strengthening Reading Comprehension, Vocabulary and Fluency" through BERS. Turn-keying information occurs during monthly grade conferences which are held for 25 minutes on the first Monday of every month.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: The ESL teacher will present the following workshops: 3/16 - Strategies to assist your child at home with reading readiness skills and decoding; 3/30 - Strategies to assist your child at home with fluency and reading comprehension. Notices regarding the workshops will be translated into the home languages of our students and sent home. We will have translators available at the workshops. Parents participate in the Multi-Cultural Festival at which they share information, food, games and artifacts from their country of origin.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$10,975	Salary for ESL certified teacher for 64 days at the per diem rate of \$167.60. ESL certified teacher will provide supplemental instruction 2 days per week.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$225	D. Bilello, ESL teacher to attend workshop on 3/19/12 through BERS on "Improving the Reading Skills of English Language Learners" which is being held in Ronkonkoma, NY
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		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL	\$11,200	