



*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** P256Q

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 75Q256

**PRINCIPAL:** OSWALDO ROMAN

**EMAIL:** OROMAN@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** GARY HECHT

### 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
Oswaldo Roman	*Principal or Designee	
Hans Marryshow	*UFT Chapter Leader or Designee	
James Hiller	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Carlton Wilson Kayshawn Adams	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Julia Massa	Member/teacher	
Mary Keane	Member/teacher	
Yvonne Pacheco	Member/teacher	
Erin Ferguson	Member/teacher	
Diane Sunde	Member/teacher	
Laurie Klein	Member/counselor	
Victoria Bruce	Member/counselor	
Lottrell Granger	Assistant Principal	

## **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.

*To increase identified targeted instructional practice for pre-K through 12 classroom teachers (teacher effectiveness) as evidenced by increased student engagement using low inference data and observation by June 2012.*

### **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 state assessment results for the 2010-2011 school year show that 39-75% of our students are performing at level 1 in grades 3-8, dependent on the specific grade level. In addition, our QRI assessment and [www.edperformance.com/Scantron](http://www.edperformance.com/Scantron) results from the fall 2011 demonstrate that students are performing below grade level. Although our students have made gains under our tutelage, we continue to strive for improvement in student learning in order to close the achievement gap for our students. By providing teachers with support and targeted professional development regarding effective strategies for instruction, students will make academic gains as evidenced by both formal and informal assessments, through improved teacher effectiveness and overall better practice.

### **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.) Strategies/Activities and C.) Steps taken to include teachers**

-Professional development opportunities for all staff on various topics – [www.district75pd.org](http://www.district75pd.org) (CCSS, AAC, Teacher Effectiveness, Behavior, Teachscape, SANDI, GRTL, ARIS, etc.)

-Teacher self-assessment and goal setting with evidence of growth (3x - September, February, June)

-Regularly scheduled information walkthroughs with immediate feedback (bi-monthly), focused on specific domain by month

-Formal observations (1x tenured, 2x non tenured)

-Creative scheduling – common planning, working lunches, collaborative inquiries (weekly)

-Mentoring (new teachers) and buddy teachers for support, inter-visitations (weekly)

-Consultation support – Herbert G. Birch, Inc (TEACCH)/Emotional Literacy (David Adams)

### **Target Population:**

All teachers, classroom and out of classroom

### **Responsible Staff Members:**

Teachers

Administration  
Unit Coordinator  
School Based Coach

**Implementation Timelines (see above)**

**Interval (frequency) of periodic review**

-Noted above, varies from Weekly to 3 times a year, dependent on the activity

**Instruments of measure:**

- Danielson rubric by competency
- Data from Teachscape (informal walkthrough/Look Fors)
- Pre/post observation and formal observation report
- Consultation reports from classroom visitations
- Teacher self assessments with evidence

**Projected gains:**

10% gain using low inference data (rubric rating) by February 2012  
25% using low inference data (rubric rating) by June 2012

**Strategies to increase parental involvement**

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

Work with our teachers to develop and build strong relationships with parents through daily communication (notebooks, point sheets, etc), IEP annual reviews, parent/teacher conferences, report cards/ IEP goal updates, etc. Our teachers work to help parent utilize effective strategies in the classroom into the home environment for consistency.

**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.

Our school schedules weekly common planning, 'Lunch and Learn' meeting, monthly faculty meetings, inter-visitations from site to site and workshops and in-services for cohorts of staff (i.e. paras, NYSAA teachers, SA teachers, elementary v. secondary, etc.). Goal setting for every teacher with a growth plan for the year, as well as having high expectations, rigorous curriculum and ongoing professional development opportunities both in and out of our school.

**Service and program coordination**

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

We have developed our own surveys/templates within the Teachscape program to help provide immediate feedback to teachers regarding best practices, creating an open dialogue between teachers and administration. We have also developed curriculum maps and units of study to provide teachers with clear expectations regarding curriculum for consistency in programming and instruction. Also, we have incorporated our Emotional Literacy program in fourteen (14) classrooms and

the Get Ready to Learn program in ten (10) classrooms, which aims at enhancing relationships between teachers and students, as well as developing coping skills in teachers and students alike.

**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.

**Funding:**

General supplies – instructional (code 100)

Educational Consultations/Professional Services (code 600)

NYSTL textbooks/library/software (new program implementation - Pearson)

Per Diem money – substitute teachers (professional Development)

## 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, students will improve proficiency in ELA as evidenced by a 3% increase in scale scores on the NYS exams.

### **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 state assessment results for the 2010-2011 school year show that 39-75% of our students are performing at level 1 in grades 3-8, dependent on the specific grade level. In addition, our QRI assessment and [www.edperformance.com/Scantron](http://www.edperformance.com/Scantron) results from the fall 2011 demonstrate that students are performing below grade level.

### **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.) Strategies/Activities and C.) Steps taken to include teachers**

#### **Overall:**

P256Q will analyze the results of our formal and informal assessments to identify skill deficits and in turn, will provide professional development for teachers to work to improve student outcomes in these identified areas. In addition, we will create Collaborative Inquiry Teams to provide teacher with additional support regarding targeted skill deficits.

Our assessment and programs utilized are noted as follow (by grade level/content area):

Scantron (2x a year – October, May)

Acuity online (1x a year)

Completion of test analysis (spring 2011) with distribution to teachers (fall 2012)

QRI

#### *Elementary Schools:*

ELA:

- Units of Study and Skills of the Week (ongoing)
- Scott Foresman Reading Street (grade K-5)

- Triumph Reading Program (K)
- Wilson
- STARS
- Headsprout Early Reading and Reading Comprehension programs
- BrainPOP
- AIS Reading and Writing (ongoing)
- Writer's Express program – cluster teacher assigned

-ECLAS2 (2-3x times per year, depending on grade level – September, January, March)

-Pacing Calendars (ELA) (ongoing)

-Weekly common planning (standardized and NYSAA) for discussion of strategies, programs and best practices

-Utilization of laptop cart for lesson implementation twice per week per class

-Teacher Resource Binder – ‘Everything You Need to Know’ (fall)

-Creation of Student Portfolios demonstrating student progress through assessment and student work samples (ongoing)

#### *Middle Schools:*

##### ELA:

- Prentice Hall Common Core Literature/Reading Program (grades 6-8)
- Read 180
- Units of Study and Skills of the Week (ongoing)
- Wilson
- BrainPOP
- Extra period of AIS each day for Reading and Writing for ‘at risk’ students (ongoing)
- Implementation of Collaborative Inquiry Teams with data analysis (ongoing)
- Writer's Express program – cluster teacher assigned

-Development of Pacing Calendars (ELA) (ongoing)

-Web based programs for enhancement of skills/supplement instruction (i.e. BrainPOP, Math aquarium, etc.)

-Weekly common planning (standardized and NYSAA) for discussion of strategies, programs and best practices

-Utilization of laptop cart for lesson implementation twice per week per class

-Instructional Binders – ‘Everything You Need to Know; (fall)

-Creation of Student Portfolios demonstrating student progress through assessment and student work samples (ongoing)

#### *High Schools:*

##### ELA:

- 4 levels of literacy specialists (Wilson Adult, Read 180 Upgrade, PSAT and SAT tutoring, GED prep options, Vocational Skill Development)
- Development and offering of literacy based electives (Literacy through Film, Literacy through Comics, Tall Tales, Film Making, etc.)
- BrainPOP
- AIS program using Read 180
- Scholastic Choices, Action and Upfront
- Writer's Express program – cluster teacher assigned

-Development of pacing calendars (ongoing)

- Analysis of past exams and designing curriculum for intense instruction (ongoing)
- District and city wide professional development workshops related to content areas (ongoing)
- Subject specific common planning (monthly)
- Collaboration between teachers of different disciplines for immersion in content area
- Content Areas support from district coaches
- Workshops from Donna Davis, Glenco Division of Prentice Hall, (common planning and/or professional development days)

**Inclusion**

- Participation in the general education curriculum with paraprofessional support, daily
- Direct and/or indirect instruction from SETTS providers (1 period per day) in all identified academic areas
- Middle and high school SETTS providers attend monthly general education curriculum meetings

**Targeted Population:**

Students

**Responsible staff members:**

Administration  
 Teachers  
 Paraprofessionals  
 Students  
 Related Service Providers

**Measure of Progress:**

- Review of Student Portfolios (1 per month, per teacher) demonstrating student progress as seen in informal assessment results, mastery of goals in student work samples, conferencing notes demonstrated targeted skills, etc.
  - Student conferencing – students will be actively involved in the process of student binder creation (accountable talk) as evidenced through conference logs.
  - Review informal data (Scantron, 1:1) after assessment periods, during walkthroughs and for formal observation
- Determine ‘value added’ in each content area – ELA 3% by review of data (as scored are reported)
- Common planning meeting discussions (weekly) – identify areas of need and support implementation of best practices and effective strategies/methodologies.
- Periodic Walkthroughs (ongoing) focused on domains related to Teacher Effectiveness
- Formal and informal observations (ongoing) to observe evidence of best practices and competency identified in teacher self-assessment and goal setting forms
- Inquiry team meetings (1x per month) and review of progress (ongoing) following the developed action plan – collection of data quarterly.
- Review IEP goals and objectives for mastery (minimum of 3x on report cards, 1x for annual review)
- Annual review process
- Team meetings, as needed
- PPT meetings, weekly
- Completion of Standardized Look Fors and NYSAA Look Fors (3 areas – classroom environment, planning/instruction and data collection) during walkthroughs, observations and common planning meetings to observe evidence of best practices and competencies (evidence gathered as per teacher growth plan, 2-3 times a year)

**Scheduling**

Teacher schedules will need to address periods of common planning/special trainings for appropriate staff members. Creative Scheduling allows for greater homogeneous grouping.

**Strategies to increase parental involvement**

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

Continue to encourage parents to utilize ARIS and to make the Common Core Library resources available to them. Regularly scheduled meetings for parents, hosted by the speech department to inform and support parents in working with their children at home (i.e. homework). Incorporation of web-based programs that can be utilized at home to support students' mastery of ELA skills (i.e. Headsprout, Read 180). Utilize of the leadership team, parent coordinator and our ELL teacher to outreach to parents through a newsletter and/or phone calls and memos to parents regarding study skills and procedures for test taking, particularly as the test nears in the spring.

**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.

Our school schedules weekly common planning, 'Lunch and Learn' meeting, monthly faculty meetings, inter-visitations from site to site and workshops and in-services for cohorts of staff (i.e. paras, NYSAA teachers, SA teachers, elementary v secondary, etc.). Goal setting for every teacher with a growth plan for the year, as well as having high expectations, rigorous curriculum and ongoing professional development opportunities both in and out of our school.

**Service and program coordination**

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

We have a variety of instructional activities including but not limited to our Emotional Literacy program (middle school), project arts activities (i.e. Literature for Life, American Globe Theatre – Shakespeare, etc), Title 3 after school program, Multi-cultural celebrations/luncheons, AIS, Girls Group (middle school), GLBTQ workshops for staff to build sensitivity, etc.

**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.

**Funding** for instructional programs and materials (i.e. Read 180, Headsprout, textbooks, etc.) is from the following sources:

OTPS –

-NYSTL textbook (object code 0337)

-NYSTL software ( Object code 0199)

-NYSTL library (Object code 0338)

-Instructional Monies (General Supplies: Object code 0100)

### 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.

To decrease the frequency, duration and/or intensity of inappropriate behaviors for students with management paraprofessionals by 25% as evidenced by low inference data by June 2012.

#### **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.

During the school year 2010-2011, we had thirty-nine (39) one to one crisis management paraprofessionals across our sites. This school year (2011-12), we have initiated and mandated an additional eight (8) crisis paraprofessionals in four of our eight sites. This increase requires an examination of these students' behavior(s) in order to decrease targeted behavior by utilizing effective strategies.

#### **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.) Strategies/Activities and C.) Steps taken to include teachers**

- Therapeutic Crisis Intervention (TCI) training for teachers and paraprofessionals (4 day course as scheduled on DO website) – this course supports teachers in understanding the conflict cycle and provided strategies for de-escalating potentially aggressive and explosive situations with students. In learning and effectively utilizing these strategies programmatically, the need for one to one management paraprofessionals will decrease.
- Completion of Functional Behavior Assessments for students with 1:1 crisis management paraprofessional (annual) with a minimum of 2 weeks of data on a targeted problem behavior. These identify the interventions and support needed for classroom teams in dealing with student behavior and in turn, help in identifying professional development.
- Distribution and implementation of Positive Behavior Intervention Supports (PBIS) manual handbook (fall)
- Utilization of the School Wide Information System (SWIS) program (middle and high school) for reports/data collection (daily) (print and distribute for review during common planning, monthly)
- Behavior Point Sheets (daily)
- Behavior Matrix (daily)
- Implementation of hierarchy of levels earned (initial set-up – fall)
- Ability to earn 'Clubs'/special activities (theatre trips, cooking programs, science club, etc.)/school store (weekly)
- Monthly assemblies related to Behavioral Matrix (Middle School and High Schools)
- Student of the month ceremony (monthly) (P253)
- Development of a Positive Acknowledgement System (P848)

- Implementation of SAFE (crisis intervention) room (daily)
- Occurrence Reports (as appropriate)
- On site trainings and PBIS meetings (bi-monthly)
- Pupil Personnel Team Meetings (weekly)
- Gang Awareness Training (Election Day)
- Sensitivity training in agency programs by health facilitators (professional development days)
- consult with district personnel, as needed
- Interest inventories of students for creation of clubs (P831) (1x a year)
- Weekly Behavior Newsletter (Middle School)

**Responsible Staff members:**

Administrators  
 Teachers  
 Students  
 Crisis Intervention Team  
 Paraprofessionals  
 Counseling  
 Agency Support

**Schedule:**

- PPT meeting (2x a month)
- Special schedules for monthly assembly programs
- Common planning (weekly)
- PBIS meeting (2x a month)

**Measure of Progress:**

- Data review
  - Interval of Periodic Review: bi-monthly
  - Instrument of measure: SWIS data and occurrences/suspensions

Projected Gains: decrease of 1% every 2 months from September through June 2011 as seen in number of occurrences, suspensions and referrals to CIT as compared to last year's monthly data sheets

**Strategies to increase parental involvement**

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

We provide various types of support and information to our parents/guardians throughout the school year. In the fall, every parent/guardian received a copy of the discipline code book, a parent behavior contract, a copy of the student contract completed in class and daily point sheets. In completion of the FBA, every parent is requested to complete a survey regarding his/her description of the student's challenges and strengths. Our speech department facilitates parent support group/meetings with various topics, including behavior management. Our Parent Coordinator is available for all families and we also provide information to parents in order to receive support from outside agencies (i.e. NYFAC, QSAC, etc.). Our counselors and teachers reach out to parents on a regular basis, for both positive and negative feedback.

**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.

In four of our 8 sites we have a crisis management team that is trained in Therapeutic Crisis Intervention (TCI) and are available throughout the day to assist and support classroom teams in dealing with behavior for both alternate and standardized students, in and out of the classroom. Professional development opportunities are available for all staff to learn to address inappropriate behaviors effectively (i.e. TEACCH, TCI, [www.district75pd.org](http://www.district75pd.org), etc.). We also schedule regular team meeting for specific students as well as Pupil Personnel Team meeting to address ongoing issues. These supports aim at allowing teachers to feel confident in classroom and behavior management strategies which in turn, makes them feel successful in their efforts.

**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.

We are focusing on providing new opportunities for our students to grow into well-rounded individuals. Our transition plans are looking at students' interests, in order to build his/her skills vocationally. For example, our high school programs work with Co-op Tech in Manhattan (i.e. beauty school, plumbing, welding, and engineering) and the ECAD Dog Training program. We are also working with a community Youth Officer to address Bullying and Drug Prevention issues. Lastly, our implementation of an Emotional Literacy program helps to teach students to self regulate, utilizing new vocabulary words to identify emotions and feelings. These experiences aim at decreasing behaviors by building student success and interest.

**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.

**Funding** for special activities/incentives and instructional materials is from the following sources:

OTPS –

-Instructional monies (general – supplies, object code 0100)

-Fundraising

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

To increase 9<sup>th</sup> through 12<sup>th</sup> grade student attendance in our P256Q@Gateway Academy high school program (at BCHS) by 2% as evidenced by the RISA report in ATS and attendance records by June 2012.

### **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.

Last school year, our attendance at P256Q@Gateway Academy ranged between 74% and 79%, dependant on the month with a spike of 91% in the month of December 2010. Although these percentages for attendance are above the district average for high school students, they are below our average as a school (82.5% for October 2011). Therefore, we are interested in improving this percentage for consistency across our 8 sites.

### **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.) Strategies/Activities and C.) Steps taken to include teachers:**

- Develop and implement a student contract for attendance (September)
- Morning meetings for collection of attendance, homeroom (daily)
- Phone calls to log reasons for student absences (daily)
- Meetings between administration and attendance teacher to review LTA (weekly)
- Home visits by attendance teacher, as needed
- Recognition awards for student attendance, individual/class (monthly)
- Progress calls to parents to review student progress in behavior and attendance (monthly)
- Review of 407 reports for long term absences (2x monthly)
- PPT meetings (2x per month) to address attendance issues
- Develop and implement behavior system that incorporates and reflects participation in attendance and the uniform policy

### **Targeted Population**

Students

### **Responsible Staff**

Administration

Attendance Teacher  
School Aide  
Pupil Personnel Secretary  
Parents/Students  
Parent Coordinator  
Counselors  
Teachers

**Implementation Timeline** – see above notes

**Schedule**

- Homeroom assignments by group
- Traveling between periods by student group assignments (to decrease ‘cutting’)
- Special schedule for recognition awards, as needed

**Measure of Progress:**

Review attendance reports:

- Interval of Periodic Review: bi-monthly
- Instrument of measure: attendance reports - RISA, LTA, 407, ASA
- Projected Gains: 1% improvement each semester (2 times per year)

-Progress Calls to parents to review student progress in behavior and attendance

- Interval of Periodic Review: monthly
- Instrument of measure: attendance reports, behavior point sheets
- Projected gains: 1% improvement each semester (2 times per year)

-Recognition awards for student attendance, individual/class

- Interval of Periodic Review: monthly
- Instrument of measure: attendance reports

Projected gains: 60% of the students will be acknowledged, in total

**Strategies to increase parental involvement**

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

Our attendance teacher is an integral part of our attendance procedures as he reviews attendance reports with on site staff and conducts home visitations, as appropriate. Our school aides and counselors also outreach to parents/guardians and outside agencies by phone daily for each student absence.

**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.

Our attendance teacher currently works with our organization 4 days a week and is a licensed attendance teacher. He has years of experience in both community and District 75 programs.

**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.

We have implemented rewards for students to encourage improved attendance, including special shows/trips as well as monthly certificates for students.

**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.

**Funding**

General supplies – 100 money

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

By June 2012, all students will demonstrate a proficiency level of 50% or higher in ELA and Math as evidenced by low inference data (rubric) through successful completion of tasks aligned to the NYS Common Core Learning Standards.

### **Comprehensive needs assessment**

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

In preparing for the conversion from the NYS Learning Standards to the Common Core Standards (CCS) in school year 2013-2014, our educational teams and students need additional experience in utilizing these standards in lesson planning to provide academic rigor. Our state assessment results for the 2010-2011 school year show that 39-75% of our students are performing at level 1 in grades 3-8, dependent on the specific grade level. In order to better prepare for the state assessment exams, the need to expose students to academic rigor is evident.

### **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.) Strategies/Activities and C.) Steps taken to include teachers:**

-Teachers will collaborate with each other to examine student work samples during common periods (Collaborative Inquiry Teams) (weekly/bi-weekly). The school based coach as well as administration will provide support, as identified. Support may include but are not limited to inter-class visitations, in classroom support, professional dialogue/conversations, sharing of student work during common planning and professional development workshops.

-Training on NYS Common Core Learning Standards (3 times per year – September opening, Election Day and Brooklyn-Queens Day)

-Curriculum mapping/unit planning (ongoing)

-Development of school based Units of Study – Standardized and Alternate/ELA and Math (ongoing, monthly)

-Utilization and adaptation of NYCDOE bundles for CCSS alignment (Fall)

-Development of ELA and Math rubric including rating 1-4 (Fall)

-Examining student work samples (collaborative inquiries) (weekly/bi-weekly)

### **Target Population:**

Students

### **Responsible Staff Members:**

Teachers

Paraprofessionals  
Administration  
Coach  
Unit Coordinators

**Implementation Timelines (see above)**

**Interval (frequency) of periodic review:**

-Ongoing as noted above, ranging from weekly to 3 times a year

**Instruments of measure:**

Curriculum maps and rubrics  
Lesson plans with alignment to CCSS

**Projected gains:**

1<sup>st</sup> semester – one content area completion  
2<sup>nd</sup> semester – the other content area completion

**Strategies to increase parental involvement**

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

In order to increase parental involvement, our parent coordinator will be hosting a parent workshop to inform parents about the implementation of bundles with a corresponding memo notifying them of the upcoming units in ELA and Math. In addition, students will receive homework related to the units for parents to work on with his/her student at home. We also sent home monthly parent newsletters (elementary) with information related to the curriculum to share theme and skill related information with parents (NYSAA).

**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.

As a school, we have focused on hiring teachers that are licensed/certified in his/her content area of instruction, particularly in our high school program. Educational teams also have access to professional development opportunities through [www.district75pd.org](http://www.district75pd.org) related to Common Core Standards, 'Unpacking the Bundles,' as well as on-site workshops. We have also started utilizing the SANDI assessment with the NYSAA population, which is directly tied to the CCS.

**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.

Common planning, collaborative inquiry teams, 'Lunch and Learn' meetings to modify and adapt 'bundles' to develop standard based, meaningful units of study for both alternate and standardized students with corresponding rubrics. These professional conversations help differentiate instruction for our students by developing attainable units of study for our students. We are incorporating these bundles into the curriculum maps.

**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.

**Funding:**

-Per Session money – teachers/supervisors (curriculum development)

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	3	4	N/A	N/A				
<b>1</b>	2	3	N/A	N/A				
<b>2</b>	3	4	N/A	N/A				
<b>3</b>	4	4	N/A	N/A				
<b>4</b>	7	9	7	8				
<b>5</b>	6	14	10	10				
<b>6</b>	19	27	18	17				
<b>7</b>	19	36	20	25				
<b>8</b>	36	22	33	34				
<b>9</b>	34	30	25	23				
<b>10</b>	38	33	10	12				
<b>11</b>	19	28	10	10				
<b>12</b>	7	8	3	2				

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
<p><b>ELA:</b></p> <p><b>Title I Learning Center</b>  <b>Wilson Foundations</b>  <b>Wilson Reading Program</b>  <b>Strategies To Achieve Reading Success</b>  <b>Great Leaps</b>  <b>Headsprout (Early Reading program and Reading Comprehension)</b>  <b>New York Coach ELA Test Prep</b>  <b>READ 180</b>  <b>Steck Vauhgn Power Up!</b>  <b>Step Up To Writing</b>  <b>Ladders To Success Test Prep</b>  <b>BrainPOP</b>  <b>W-EX (Writer’s Express)</b>  <b>SMILE</b>  <b>NYSAA Units of Study</b>  <b>Weekly Reader</b>  <b>Scott Foresman’s Reading Street</b>  <b>Prentice Hall –CCS Edition</b></p>	<p><b>Description:</b></p> <p>Overall, the method of delivery is small group instruction; one-to-one tutoring conducted during the school day. The length of these sessions varies from 20 minutes to a full period (45 minutes) and occurs three to five times a week/per student. The instruction is provided by classroom teachers, classroom paraprofessionals and the Academic Intervention Teacher.</p> <p><b>Title I- Learning Center:</b> Learning centers providing individualized and small group instruction focused on remediation and test preparation. Pre and post assessment monitors progress.</p> <p><b>Wilson Foundations:</b> Foundations lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling.</p> <p><b>Wilson Reading Program:</b> The basic purpose of the Wilson Reading Program is to teach students fluent decoding and encoding skills to the level of mastery. The program includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension.</p> <p><b>Strategies To Achieve Reading Success (STARS™ Series):</b> Strategies to Achieve Reading Success (STARS™ Series) is the instructional portion of a reading program that spans from diagnosis to assessment. The objectives of the STARS™ Series are to provide targeted instruction and practice to students learning key reading strategies (Main Idea &amp; Sequencing) and to broaden student proficiency in error analysis. This instructional strategy is accelerated prior to the testing schedule for the administration of all standardized assessments.</p> <p><b>Great Leaps:</b> Great Leaps Reading uses proven instructional tactics with powerful motivators to remediate a variety of reading problems. Great Leaps is divided into three major areas: (1) Phonics: developing and mastering essential sight-sound relationships and/or sound awareness skills; (2) Sight Phrases: mastering sight words while developing and improving focusing skills; and (3) Reading Fluency: using age-appropriate stories specifically designed to build reading fluency, reading motivation, and proper intonation.</p> <p><b>Headsprout:</b> Headsprout is an instructional computer program that uses content analysis and program instructional design to provide component reading skills and overall strategies required for reading success.</p> <p><b>New York Coach English Language Arts Test Prep:</b> NYC Coach ELA delivers focused lessons and targeted review. NYC Coach strengthens students reading and higher order thinking skills. This instructional strategy is accelerated prior to the testing schedule for the administration of all standardized assessments.</p> <p><b>READ 180:</b> Scholastic Program designed to work in conjunction with on-going High School Curriculum. Units of study are integrated throughout the year.</p> <p><b>Brain Pop:</b> a web-based computer program that creates animated, curriculum-based content that supports educators and students. BrainPOP/BrainPOP Jr. is used in numerous ways, from introducing a new lesson or topic to illustrating complex subject matter to review for a test.</p>

	<p><b>Steck Vaughn Power Up!</b> Strategies for building reading, writing and vocabulary skills through short nonfiction and fiction reading passages and practice exercises</p> <p><b>Step Up To Writing</b> Multisensory strategies for narrative persuasive and expository writing</p> <p><b>Ladders To Success Test Prep</b> Use of drills, content review, vocabulary review and test practice exercises</p> <p><b>NYSAA Units of Study:</b> Curriculum content developed by teachers to address ELA skills in various genres through engaging stories and relevant literature. Targeted skills address common core standards, AGLI and IEP goals/objectives.</p> <p><b>Weekly Reader (NYSAA):</b> A weekly magazine that helps students develop learning skills and gain an understanding of their world. The weekly reader magazine supports the development of academic in vocabulary, reading comprehension, writing skills and fluency for all learners in all content areas.</p> <p><b>Scott Foresman’s Reading Street</b> Scott Foresman Reading Street © 2011 is an all-new comprehensive Reading and Language Arts series for the 21st Century - a strong core emphasis on ongoing progress-monitoring and an explicit plan for managing small groups of students. The architecture of Understanding by Design accelerates all learners, especially English language learners, toward greater proficiency with a sustained Unit focus on concepts and language.</p> <p><b>Prentice Hall –CCS Edition</b> Pearson Prentice Hall Literature has been built “Better by Design” - an innovative approach of grouping content thematically, by skill focus, and genre. Complete coverage of standards have been incorporated into an effective and manageable teaching plan for teachers.</p>
<p><b>Mathematics:</b></p> <p><b>Great Leaps</b> <b>Everyday Math Games</b> <b>Strategies to Achieve Mathematics Success (STAMS)</b> <b>Title I Learning Center</b> <b>Math Steps</b> <b>Math Aquarium</b> <b>Math Skill Builders</b> <b>Hot Topics</b> <b>Ladders to Success Test Prep</b> <b>NYS Coach Test Prep</b> <b>Weekly Reader (NYSAA)</b> <b>Prentice Hall</b> <b>Equals (Ablenet)</b></p>	<p><b>Description:</b></p> <p>Overall, the method of delivery is small group instruction; one-to-one tutoring conducted during the school day. The length of these sessions varies from 20 minutes to a full period (45 minutes) and occurs three to five times a week/per student. The instruction is provided by classroom teachers, classroom paraprofessionals and the Academic Intervention Teacher.</p> <p><b>Great Leaps:</b> The Great Leaps Math Program focuses on building fluency in the basic facts, including addition, subtraction, multiplication, and division. It features concrete lessons (using manipulative objects) and representational lessons (using student drawings) to help the student understand math operations.</p> <p><b>Everyday Math Games:</b> <b>Everyday Math</b> Games are an integral part of the <i>Everyday Mathematics</i> program and make reinforcement of basic skills mastery fun. Many <i>Everyday Mathematics</i> games have now been adapted for electronic game playing. This instructional strategy is accelerated prior to the testing schedule for the administration of all standardized assessments.</p> <p><b>Strategies to Achieve Mathematics Success (STAMS):</b> The Strategies to Achieve Mathematics Success (STAMS™ Series) is the instructional portion of a mathematics program that spans from diagnosis to assessment. The objectives of the STAMS™ Series are to provide targeted strategy-specific instruction and practice to students learning key math concepts (Number Sense &amp; Measurement) and to broaden student proficiency in self-assessment and error analysis. This instructional strategy is accelerated prior to the testing schedule for the administration of all standardized assessments.</p> <p><b>Title I Learning Center:</b> Learning centers providing individualized and small group instruction focused on remediation and test preparation. Pre and post assessment monitors progress.</p> <p><b>New York Coach English Language Arts:</b> NYC Coach ELA delivers focused lessons and targeted review.</p>

	<p>NYC Coach strengthens students reading and higher order thinking skills. This instructional strategy is accelerated prior to the testing schedule for the administration of all standardized assessments.</p> <p>Residency which focused on dimensional measurement and drawing to scale. Individual and small-group instruction aimed towards individual goals, (RCT, Regents, Assess. SAT etc.)</p> <p><b>Game Aquarium – Math:</b> an interactive website that provides games for learning. Math Aquarium is a portal to online, educational interactive games and learning activities. The purpose is to provide a doorway to the Internet for teachers, parents, and students who are seeking interactive, instructional online resources. It is organized by subject, topic, theme and grade level. It engages the student in the math learning process. Games provide immediate feedback to participants.</p> <p><b>Math Steps</b> Basic number concepts, addition, subtraction, multiplication, division, fractions, decimals, rates, ratios, proportions, percents</p> <p><b>Everyday Math Games</b> Drill exercises aimed primarily at building fact and operations skills</p> <p><b>Math Skill Builders</b> Format enables struggling students to master skills with drills and operation practice</p> <p><b>Hot Word Hot Topics</b> Short format practice of math terms and concepts to help build mathematics literacy</p> <p><b>Ladders to Success Test Prep</b> Use of drills, content review and test practice exercises</p> <p><b>NYS Coach Math Test Prep</b> Use of drills, content review, vocabulary review and test practice exercises</p> <p><b>Weekly Reader (NYSAA):</b> A weekly magazine that helps students develop learning skills and gain an understanding of their world. The weekly reader magazine supports the development of academic in vocabulary, reading comprehension, writing skills and fluency for all learners in all content areas.</p> <p><b>Prentice Hall:</b> use of the course curriculum to review content, practice test taking strategies, etc.</p> <p>Ablenet Equals Math Program (NYSAA): Equals is a Pre K-12 curriculum is a multi-sensory structure to math that encompasses pre-readiness math skills (attending, cause and effect, etc.), fundamental math skills (numbers and operations, measurement, and estimation), and higher order math skills (data analysis, probability, spatial sense, geometry, algebra, and problem solving). Each lesson provides three levels of instruction for students with mild, moderate, and severe disabilities.</p>
<p><b>Science:</b></p> <p><b>Mobile Science Labs</b>  <b>Title 1 Tutoring for all sciences (in prep for Regents, RCTs, Exit Projects)</b>  <b>Brain Pop</b>  <b>NYS Coach Science Test Prep</b>  <b>Weekly Reader (NYSAA)</b></p>	<p><b>Science:</b></p> <p>Overall, the method of delivery is small group instruction; one-to-one tutoring conducted during the school day. The length of these sessions varies from 20 minutes to a full period (45 minutes) and occurs three to five times a week/per student. The instruction is provided by classroom teachers, classroom paraprofessionals and the Academic Intervention Teacher.</p> <p><b>Mobile Science Labs:</b> The Science Cart is a mobile science resource providing facilities for teacher demonstrations, whole class assessment and data logging experiments. Being mobile allows the resource to be shared between different science laboratories in the school. For teacher demonstrations the Science Cart has a computer, USB camera and projector. The teacher can carry out experiments and demonstrations on the Science Cart and live images, captured by the USB camera, can be projected onto a wall in the classroom for all students to see. The USB camera can also be connected to a microscope to project images of specimens.</p> <p><b>Title 1 Tutoring:</b> Learning centers providing individualized and small group instruction focused on remediation and test preparation. Pre and post assessment monitors progress.</p> <p><b>Brain Pop.:</b> a web-based computer program that creates animated, curriculum-based content that supports educators and students. Brain POP/Brain POP Jr. is used in numerous ways, from introducing a new lesson or topic to illustrating complex subject matter to review for a test.</p>

	<p><b>NYS Coach Science Test Prep</b> Use of drills, content review, vocabulary review and test practice exercises</p> <p><b>Weekly Reader (NYSAA):</b> A weekly magazine that helps students develop learning skills and gain an understanding of their world. The weekly reader magazine supports the development of academic in vocabulary, reading comprehension, writing skills and fluency for all learners in all content areas.</p>
<p><b>Social Studies:</b></p> <p><b>Core libraries and Primary Supplemental Resources:</b>  <b>New York City Social Studies Coach</b>  <b>Cooking Around the World</b>  <b>UniTyV</b>  <b>Apple Lap Top Carts</b>  <b>New-2-You</b>  <b>NYS Coach Social Studies Test Prep</b>  <b>Exit Projects</b>  <b>Weekly Reader (NYSAA)</b>  <b>Scholastic Upfront</b>  <b>Time for Kids</b>  <b>Roads to Success</b>  <b>Career Zone</b>  <b><a href="http://www.themint.org/teens">www.themint.org/teens</a></b></p>	<p><b>Description:</b></p> <p>Overall, the method of delivery is small group instruction; one-to-one tutoring conducted during the school day. The length of these sessions varies from 20 minutes to a full period (45 minutes) and occurs three to five times a week/per student. The instruction is provided by classroom teachers, classroom paraprofessionals and the Academic Intervention Teacher.</p> <p><b>Core Libraries and Primary Supplemental Resources:</b> The Core Libraries are a compilation of social studies books that reflect the social studies curriculum. Books contain nonfiction readings that engage students in learning about their history and current events. The primary sources (maps, letters, photographs, poster telegrams, cartoons, etc.) help bring historical people and events to the classroom with authentically recreated documents, making social studies come to life. These sources provide teachers with ready to use lessons, extensive background information and connected library activities.</p> <p><b>New York City Social Studies Coach:</b> NYC Social Studies Coach supports classroom instruction with thorough review of the NYS Social Studies Curriculum. This instructional strategy is accelerated prior to the testing schedule for the administration of all standardized assessments.</p> <p>skills</p> <p><b>Cooking Around the World:</b> Children were introduced to dishes from around the world within their SS context.</p> <p><b>UniTyV:</b> project based learning experience where students use the concepts from social studies curriculum to create a final project using technology.</p> <p><b>Apple Lap Top Carts</b> Use of Apple laptops to motivate students to investigate topics in all subject areas. Complete research, strengthen reading and writing skills, assist in math practice.</p> <p><b>NYS Coach Social Studies Test Prep</b> Use of drills, content review, vocabulary review and test practice exercises</p> <p><b>Exit Projects:</b> Social Studies research practice and report development to increase social studies awareness</p> <p><b>News-2-You:</b> Web based weekly current event news letter to increase student academic skills(reading comprehension, math practice, social studies and science awareness) as well as community awareness</p> <p><b>Weekly Reader (NYSAA):</b> A weekly magazine that helps students develop learning skills and gain an understanding of their world. The weekly reader magazine supports the development of academic in vocabulary, reading comprehension, writing skills and fluency for all learners in all content areas.</p> <p><b>Roads to Success:</b> a college and careers program for grades 7-12.</p> <p><b>Career Zone:</b> assessment to determine future career options.</p> <p><b><a href="http://www.themint.org/teens">www.themint.org/teens</a>:</b> provide basic information about starting a business, earning and spending monies, saving and investing in your future.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Guidance Counselors provide individual and group counseling according to IEP mandates. They also conduct social skill lessons, participate in PPT meeting, oversee PBIS programming and work with parents to build home school connections.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	School Psychologists provide individual and group counseling according to IEP mandates. They also conduct social skill lessons, participate in PPT meeting, oversee PBIS programming and work with parents to build home school connections.
<b>At-risk Services Provided by the Social Worker:</b>	Social Workers provide individual and group counseling according to IEP mandates. They also conduct social skill lessons, participate in PPT meeting, oversee PBIS programming and work with parents to build home school connections.
<b>At-risk Health-related Services:</b>	Nurses provide services to students as per IEP mandates (i.e. medication, etc.) and participate in PPT meetings as needed.

**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.

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Arthur Fusco</b>	District <b>75</b>	Borough <b>Queens</b>	School Number <b>256</b>
School Name <b>75Q256</b>			

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

Principal <b>Oswaldo Roman</b>	Assistant Principal <b>Susan McNulty</b>
Coach <b>Lori Masticovo</b>	Coach
Teacher/Subject Area <b>Alexandra DePasquale</b>	Guidance Counselor <b>Elizabeth Kaufman</b>
Teacher/Subject Area <b>type here</b>	Parent <b>James Hiller</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Donna Tuffour</b>
Related Service Provider <b>type here</b>	Other <b>Jeannine Gomez</b>
Network Leader	Other <b>type here</b>

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

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### D. School Demographics

Total Number of Students in School	<b>479</b>	Total Number of ELLs	<b>38</b>	ELLs as Share of Total Student Population (%)	<b>7.93%</b>
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## Part II: ELL Identification Process

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

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

P256Q follows several steps in order to identify all ELL students. We begin with the administration of the HLIS (Home Language Identification Survey) through an informal, oral interview with the parent of a new student, if this protocol has not been followed at the CSE. All ELL's are served as per their IEP. This informal, oral interview is conducted in English and in the Native Language. All ELLs are served as per their IEP. This survey is completed within ten days of admission into the New York City School System. If it is determined that the child's home language is a language other than English and the child is an ELL (English Language Learner) we review the child's records and information in the ATS system to confirm whether or not the LAB-R was given. If the student needs to receive the LAB-R, the ESL teacher administers it. If students whose native language is Spanish, do not pass the LAB-R, they are administered the Spanish LAB. The LAB-R is only given in the event that the CSE has not followed procedural protocols for new ELL admits that receive ESL or Bilingual services and are District 75 special education students. Ms. Alexandra DePasquale, a licensed, certified, New York State, English as a Second Language Teacher, conducts all initial screenings, HLIS interviews, the formal initial assessment, the LAB-R and the NYSESLAT. In order to annually evaluate ELL students we use the results of the NYSESLAT. To determine NYSESLAT eligibility ATS reports, such as, the RLER, which provides a report that lists students that are eligible to take the LAB-R and/or the NYSESLAT, the RLAT, which provides a list of students' score for the last three years on the NYSESLAT and LAB-R, or the RNMR, which provides a list of modality breakdowns in the areas of listening, speaking, reading, and writing on the NYSESLAT. The ESL teacher makes sure that all four components of the NYSESLAT are administered by using a checklist. These results describe the students' English language performance level based on scores from four modalities; Listening, Reading, Speaking, and Writing. Students' scores on this exam assist us in determining each student's progress toward English proficiency. Based on the raw scores from the NYSESLAT, all ELLs, including "X" coded students (students who are served as per their IEP) are categorized as either: Beginner, Intermediate, Advanced, or are deemed proficient in the target language.

Options for children placed in District 75 in Special Education that are English Language Learners are discussed with parents at the Educational Planning Conference at the CSE (Committee on Special Education), where the initial IEP is written. Parent choice letters are not applicable in District 75. Mrs. Donna Toffour, our Parent Coordinator, explains the procedure to parents with the assistance of a staff member that speaks their native language, if necessary. The program choices in NYC for ELLs are explained to parents by the CSE. It is explained to them that the New York City Department of Education offers English Language Learners; TBE, Dual Language, and Freestanding ESL, however based on current CSE recommendations, our school is only able to provide freestanding ESL. Parent outreach is done by our parent coordinator, Ms. Donna Tuffour. All correspondence is disseminated to parents in their Native Language. As stated above, since options are discussed with parents at the CSE level, entitlement letters, parent surveys, and program selection are not typically used at the school level. At the CSE planning meeting the parent is provided with interpretation services in their native language, as needed. As stated, program discussions are made at the CSE level in conjunction with the parents. Therefore, the trend is meeting the physical and cognitive needs of the students, because this is typically the principal concern of the both the CSE and the parents.

The Committee on Special Education and the Placement Officer at District 75 determine placement with the parent by offering tours of

schools that are available for children with disabilities and offer Bilingual classes or ESL services. The sites chosen for touring depend on what kind of program the student has been placed in based upon his or her disability.

The parents' choice of sites are not solely based on their child's English Language needs. Parents predominantly choose a site that addresses the needs of their child as it pertains to their disability. Program models are offered based on the student and his or her educational needs as per their IEP mandates. The program models are aligned with the CSE evaluation of what the student needs most. Since our school does not have any bilingual classes, students whose IEP recommends TBE, TBEs are provided with ESL services by an ESL teacher and an Alternate Placement Paraprofessional that speaks English and the Native Language.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	0	2	2	3	3	3	2	6	6	8	1	1	38
<b>Total</b>	1	0	2	2	3	3	3	2	6	6	8	1	1	38

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	18
SIFE	4	ELLs receiving service 4-6 years	14
		Special Education	38
		Long-Term (completed 6 years)	6

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	18	0	18	14	3	14	6	1	6	38
Total	18	0	18	14	3	14	6	1	6	38

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		2		2	1	3	2	5	5	4	1		26
Chinese														0
Russian														0
Bengali				1										1
Urdu														0
Arabic														0
Haitian						1			1	1	1			4
French														0
Korean														0
Punjabi				1		1								2
Polish					1						1			2
Albanian														0
Other											2		1	3
<b>TOTAL</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>6</b>	<b>6</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>38</b>

## 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?

Instruction is delivered using two different models. Our school does not offer any Bilingual classes at this time; therefore, the students mandated for Bilingual classes receive ESL services and are placed in a classroom with an Alternate Placement Paraprofessional that is fluent in the Native Language of the student and English. The ESL teacher uses the Push-In (Co-Teaching) model and the Pull-Out model when providing services. The groups are made up heterogeneously, in terms of their ESL requirements, but are homogeneous in terms of their cognitive needs.

In our model, the ESL teacher is required to provide a detailed schedule to the principal and assistant principals in order to ensure that the mandated number of instructional minutes are being provided in agreement with grade and proficiency levels. This is in accordance with CR Part 154 regulations. The classroom teachers are also given a copy of this schedule. Beginner and Intermediate level ELL's in grades K-8 receive 360 minutes per week. Advanced ELL students in grades K-8 receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week. Beginner level ELL's in grades 9-12 receive 540 minutes per week of ESL services. Intermediate ELL's in grades 9-12 receive 360 minutes of ESL instruction per week. Advanced ELL's in grades 9-12 receive 180 minutes of instruction in ESL and 180 minutes of instruction in ELA per week. For all grades and instructional levels the Push-In or Pull model is alternated daily.

The content areas are delivered in the Push-In model by using instructional approaches and methods like cooperative learning/group work, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, T.P.R. (Total Physical Response), Think-Pair-Share, Learning Experience Approach, Text Re-presentation, cooperative learning, and small group instruction to enrich language development. The ESL teacher accomplishes this with the assistance of the classroom teacher and the Alternate Placement paraprofessional when necessary in English and the native languages.

The content areas are delivered in the Pull-Out model by, using instructional approaches and methods like cooperative learning/group work, discovery, the Wilson Reading Program, expository learning, brainstorming, demonstration method, role play, differentiation, cooperative learning, and small group instruction to enrich language development. The ESL teacher accomplishes this with of the Alternate Placement paraprofessional when necessary in English and the native language.

Instruction is differentiated for all ELL subgroups through several method's which include, adapting materials for students in 12:1:4 and 6:1:1 populations (these are defined later in this document). SIFE students are taught by using a multi-sensory and multicultural approach. ESL materials are infused throughout all aspects of the instruction SIFE students receive. They have access to libraries that are aligned to

## A. Programming and Scheduling Information

the ELA Standards and contain supplemental materials in their native language. The libraries include a variety of books on all levels that support the backgrounds, strengths, and English language needs of our SIFE students. SIFE students work with the ESL teacher who alternates the push-in and pull-out models. The use of technology is also incorporated into the curriculum for all SIFE students. Goals are met by using instructional approaches and methods such as cooperative learning/group work, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, cooperative learning, and small group instruction in English and in their native language.

ELL students that have less than three years are subject to the same learning standards as non-ELL. In addition to meeting the ELA standards, ELL students will demonstrate cross-cultural knowledge and understanding by using culturally appropriate behaviors. They are expected to have knowledge of local and United States cultures and practices in their interactions with others while in their present environment. All ELL students with less than three years are expected to equally participate in all New York City Department of Education Standards for all subject areas. Our ESL teacher and instructional staff adapt the curriculum to meet the needs of ELLs. They modify the course work and their methods of instruction as needed. Goals are met by using instructional approaches and methods like cooperative learning/group work, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, cooperative learning, and small group instruction in English and in their native language.

All ELL students with less than three years of ESL services receive additional ELA Academic Intervention Services (AIS) instruction two times per week in order to prepare for the New York State ELA exam. The AIS instruction is given in English and in the native language when necessary. Additionally, because NCLB now requires ELA testing for ELLs after one year of receiving ESL services, all newcomers receive ESL and AIS.

ELL students that have been receiving ESL services for four to six years have received an extension of services. These students are subject to the same learning standards as non-ELLs. In addition to meeting the ELA, Math, Science, Social Studies and all standards, ELL students will demonstrate cross-cultural knowledge by using culturally appropriate behaviors. They are expected to have knowledge of local and United States cultures and practices in their interactions with others, while in their present environment.

All ELL students that have been receiving ESL services for four to six years are expected to equally participate in all New York City Department of Education Standards for all subject areas. Our ESL teacher and instructional staff adapt the curriculum to meet the needs of all ELLs. Instructional staff members modify the course work and their methods of instruction as needed. Goals are met by using instructional approaches and methods like cooperative learning/group work, discovery, the Wilson Reading Program, expository learning, brainstorming, demonstration method, role play, differentiation, cooperative learning, and small group instruction in English and in their native language as needed.

ELL students that have been receiving ESL services Long-Term (six years or more) are subject to the same learning standards as non-ELLs. In addition to meeting the ELA standards, ELL students will demonstrate an understanding of culturally appropriate behaviors. They are expected to have knowledge of local and United States cultures and practices in their interactions with others while in their present environment. All ELL students that have been receiving ESL services Long-Term (six years or more) are expected to equally participate in all New York City Department of Education Standards for all subject areas. They are also required to take all state exams in their mandated subject areas. Our ESL teacher and instructional staff adapt the curriculum to meet the needs of ELLs. They modify the course work and their methods of instruction as needed. Goals are met by using instructional approaches and methods like cooperative learning/group work, discovery, the Wilson Reading Program, expository learning, brainstorming, demonstration method, role play, differentiation, cooperative learning, and small group instruction in English and their native language when necessary.

ELL students with special needs (SWDs) make up all of our ELL's. They receive a modified, instructional, functional curriculum that is tailored to meet their ESL needs whether in a Least Restrictive Environment (LRE) or not that is developed to meet the diverse needs of all of our students. We use adapted materials, such as real life objects, TOBI's, Mayer-Johnson symbols, adapted books and workbooks. We adapt the directions/instructions in workbooks so they understand. Every child has their own individualized educational plan (IEP). We work on the academic goals described in the IEP for each ESL student. Some of our ELL students with special needs do not take Standardized Assessments. These students are considered NYSAA (New York State Alternate Assessment). They are required to use other assessment tools such as; the SANDI (NYSAA Inventory) and the New York State datafolio assessment. Both assessments are administered in English and the students' native language when necessary. The special needs students that have autism and receive ESL

## A. Programming and Scheduling Information

services have their own individualized schedule according to their academic level. Every part of the classroom is labeled. Classrooms are center oriented. Each child has a set time of one on one instruction with the teacher in order to focus on their IEP goals. Once a week, the one on one time is with the ESL, special needs child is spent with the ESL teacher, classroom teacher, and Alternate Placement paraprofessional when necessary. All ELA, math, science, and social studies instruction is done in small groups. We are in constant contact with their parents via a communication notebook. Communication is presented in the native language of the parent. Related Services providers meet daily with classroom and ESL teachers so that therapy goals can be integrated into the classroom and the ESL goals. Data is composed daily in all subject areas based on their progress. The data is collected through the use of data collection sheets, observation and student work. All these strategies and methodologies are implemented to accelerate english language learning.

### 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 (Antecedent-Behavior-Consequence) Get Ready to Learn (parent/teacher questionnaire, and SWISS (School wide Information System).	Transitional Bilingual Education (TBE)		
100%	In Response to the New York State citation, PS 256Q provides services to all English Language Learners as per their IEP. Our ESL Teacher, Alexandra DePasquale, provides services to all 28 ELL students, some of which are formally known as needed students.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

### Courses Taught in Languages Other than English

## B. Programming and Scheduling Information--Continued

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?

Our targeted intervention programs for ELL's in all subgroups (SIFE, newcomers less than three years of ESL services, three to six years of ESL services, six years and over of ESL services, and special needs) are Foundations, Wilson, Power-Up, Read 180, Achieve 3000, Weekly Reader, Brain Pop, and SMILE. These interventions are offered in English with the assistance of the ESL teacher and an Alternate Placement Paraprofessional when necessary.

ELL's that reach proficiency on the NYSESLAT will receive transitional support for two years. The support is offered in the form of Academic Intervention Services (AIS). The AIS instruction will be provided by a teacher in a small group two times per week.

## 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.
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Our school uses a variety of instructional materials to support our ELL students within all subgroups in ELA and Social Studies. For all ELL subgroups on the elementary and middle school level we use the Wilson Foundations Program, Wilson Reading System, New York

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

**C. Schools with Dual Language Programs**

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

Our school does not currently have a Dual Language Program.

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

**D. Professional Development and Support for School Staff**

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

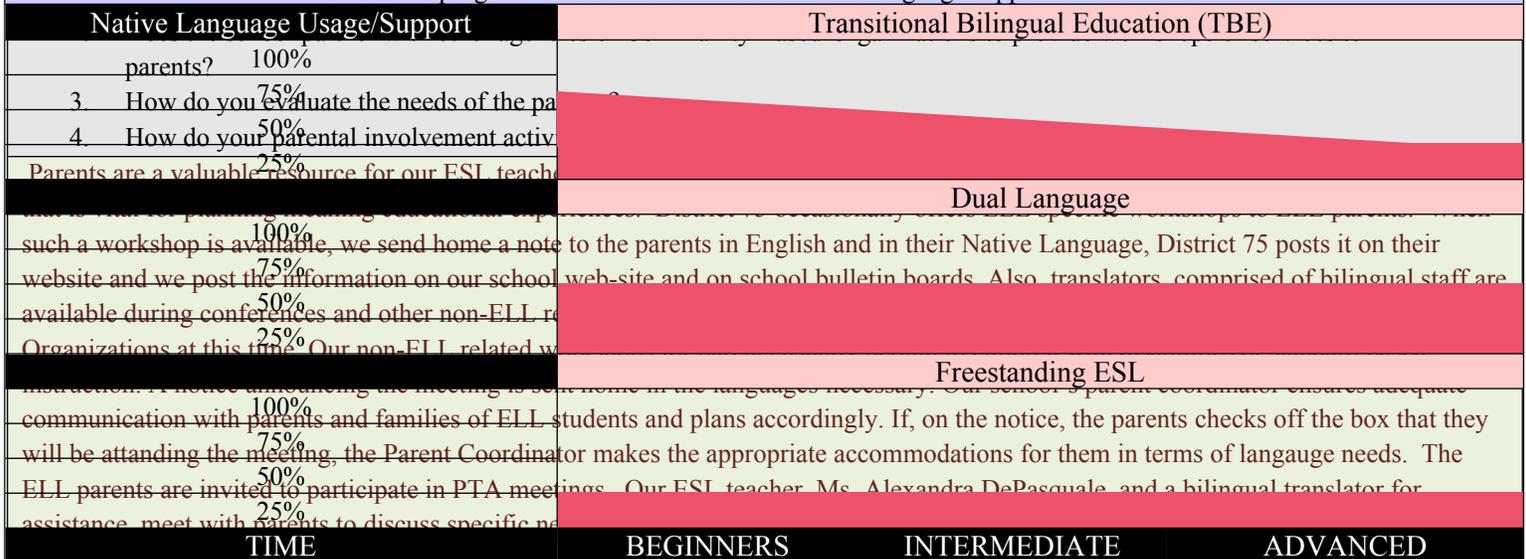
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**Native Language Usage and Supports**

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



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

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## B. Programming and Scheduling Information--Continued

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## 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

## C. Schools with Dual Language Programs

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## 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)	1	0	2	2	2	3	3		3	4	3		1	24
Intermediate(I)					1			2	2	1	3			9
Advanced (A)									1	1	2	1		5
Total	1	0	2	2	3	3	3	2	6	6	8	1	1	38

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1				1
5					0
6					0
7					0
8		1			1
NYSAA Bilingual Spe Ed			1	8	9

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1								1
5									0
6									0
7									0
8					1				1
NYSAA Bilingual Spe Ed					1		8		9

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

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	2		0	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

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

To assess the early literacy skills of our ELLs our school uses ECLAS-2 for our elementary school students in grades K-3 and periodic assessments such as Acuity Predictive and Performance Series for grades 3-8. These tests are used with our standardized assessment students. To assess the early literacy skills of our NYSAA students in grades K-8 we use the SANDI (NYSAA inventory) and classroom data collection sheets. With the information we obtain based on the results of the aforementioned assessments we can conclude that our ELL students should remain in the small, structured, special education class they are placed in so that they can continue to work on their early literacy skills. The assessments we use identify students that have been flagged with an indicator of “At Risk” and we adjust our school’s instructional plan accordingly. This information helps us provide immediate support in the students’ low performing areas. With this data, we can review the ELL’s individual progress during common planning periods and preset strategies can be implemented. Two of our 38 ELL students are in grades 3-8 and participate in Standardized Assessment. Both showed little or no improvement in all areas of their periodic assessments. One of these students was flagged as “At Risk” by the periodic Performance Series evaluation. Nine of our 38 ELL students participate in the New York State Alternate Assessment (NYSAA). Of the nine, all exhibited improvement in their ELA

## 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:** 256Q

**School DBN:** 75Q256

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Oswaldo Roman	Principal		11/15/11
Susan McNulty	Assistant Principal		11/15/11
Donna Tuffour	Parent Coordinator		11/15/11
Aexandra DePasquale	ESL Teacher		11/15/11
James Hiller	Parent		11/15/11
	Teacher/Subject Area		11/15/11
	Teacher/Subject Area		11/15/11
Lori Masticovo	Coach		11/15/11
	Coach		11/15/11
Elizabeth Kaufman	Guidance Counselor		11/15/11
	Network Leader		11/15/11
Jeannine Gomez	Other <u>ELL Liaison</u>		11/15/11
	Other		11/15/11
	Other		11/15/11
	Other		11/15/11

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

DBN: 75Q256

School Name: 256Q

Cluster: 4

Network: 4

**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**

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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.

We utilize the Home Language Identification Survey, Informal Oral Interview in English/Native Language and data from ATS reports, specifically the RDGS and RHLA to identify the different languages that are spoken in our students' homes.

Our Parent Coordinator is essential in the process of identifying the parent population that has Limited English Proficiency. The Parent Coordinator also ensures that parents have the opportunity to receive the necessary information for supporting their children academically in their Native Language.

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.

Our findings indicate that at present we have 38 students whom have been identified as LEP students. It is imperative for us to recognize that translation and interpretation services are not limited to parents of students identified as English Language Learners. There are 10 different languages spoken in our students' homes. 38 students need written and oral communication services. Of our student population of 479, the breakdown of the primary languages spoken in our students' homes is as follows:

English: 441; Spanish: 26; Haitian Creole: 4; Punjabi: 2; Bengali: 1; Polish: 2; Urdu: 1; Portuguese: 1; Karen: 1; and Darsi: 1.

At teacher conferences and Professional Development Trainings, we make our school community aware of these findings and discuss their implications.

## Part B: Strategies and Activities

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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.

Recognizing that the Translation and Interpretation Unit, located at 45-18 Court Square, provides NYC Department of Education schools with an internal resource for requesting written translation services, our school will make use of the services provided by the Unit. For instance, they can provide translation of critical documents such as Discipline Codes, Parent Handbooks, Parent Bill of Rights, Standard Letters from the school nurse, registration, application, and selection; standards and performance (e.g., standard text on report cards); conduct, safety, and discipline; special education and related services; and transfers and discharges.

Any personal note regarding, but not limited to; health, safety, legal or disciplinary matters; entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program shall be translated and interpreted by school staff or the Translation and Interpretation Unit .

Since the Translation and Interpretation Unit is only available for citywide and regional conferences and workshops, suspension hearings and impartial hearings, the Unit cannot meet all our written translation services. Therefore, we will make use of our bilingual, school staff and employ other strategies. We can offer per-session monies to school staff so that they may provide written translation services to parents who have limited English proficiency. This will permit us to conduct parent workshops that will be able to disseminate pertinent written information discussing various topics. Our staff can translate and interpretate in Spanish, Punjabi, Haitian-Creole, Darsi/Farsi, and Bengali. We will need oral translation and interpretation services for the languages; Turkish, Portuguese, Polish, and Karen.

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.

As above, the Translation and Interpretation Unit as well as school staff will provide oral interpretation services.

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

**Our Parent-Coordinator is essential regarding parental notification requirements for translation and interpretation services.**

## 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: 256Q	DBN: 75Q256
Cluster Leader: Gary Hecht	Network Leader: Arthur Fusco
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

### Overview of PS 256Q

PS 256Q is a special education school within the New York City Department of Education's District 75 program. PS 256Q consists of nine sites, located throughout the Rockaways in Queens with the main site located in Syosset, Long Island. Several inclusion programs operate within four of the nine sites. The school has a population of 479 students, 36 of which are English Language Learners, indicating that 7.52% of the school's population is ELLs. PS 256Q has a diverse population of students ranging in grades Pre-K through grade 12, which include students with disabilities such as: emotional disturbance, intellectual disability, autism, multiple disabilities, learning disability, and speech impairment, as described on each student's Individualized Education Plan. The classroom ratios at PS 256Q vary throughout the nine sites that include: 12:1:1, 8:1:1, 6:1:1, and 12:1:4. All students participate in New York State Standardized or Alternate Assessments. Thirty percent of our students participate in NYSAA and 70% of our students participate in Standardized Assessments. PS 256Q has 36 ELLs throughout the six sites at the Beginner, Intermediate, and Advanced English language proficiency levels according to the NYSESLAT and LAB-R. The following languages are spoken in the homes of the students at PS 256Q: Bengali, Darsi/Farsi/Persian, English, Haitian Creole, Karen, Polish, Portuguese, Punjabi, and Spanish. All ELL students participate in New York State Standardized or Alternate Assessments. Of our ELLs, 61% in standardized while 39% participate in NYSAA.

### Description of Supplemental Title III Language Instruction Program

PS 256Q will establish the Title III after school supplemental language instructional program for English Language Learners in the residential treatment program at the MercyFirst site in Syosset that will begin during the 2011 - 2012 school year. The program will run for 16 sessions on Tuesdays as follows: November 22 and 29, December 13 and 20, January 17 and 31, February 7 and 14, March 20 and 27, April 17 and 24, May 22 and 29, and June 5 and 12. The program will run from 3:00 to 5:00 PM. Instruction will be delivered in English using ESL methodologies. This supplemental language instructional program, titled "Crossing Cultures in the ESL Classroom: Building English Language Skills Through the Arts" focuses on supporting students who are reading below their grade level while fostering the acquisition of listening, speaking, reading, and writing skills in English. PS 256Q serves students in grades K – 12, however; the supplemental language instructional program will serve 12 students in grades 10 – 12 in a 12:1:1 setting to maintain the appropriate grade range and IEP ratio for participating students who are at the Beginner, Intermediate, and Advanced English proficiency levels according to the NYSESLAT.

## Part B: Direct Instruction Supplemental Program Information

“Crossing Cultures in the ESL Classroom: Building English Language Skills Through the Arts” was selected as the topic of the after school supplemental instructional program because of the benefits of using authentic materials and meaningful cultural experiences to support the development of ELLs reading, writing, listening, and speaking skills in the classroom. Additionally, the ESL teacher submitted a needs assessment to the principal after reviewing IEP goals, standardized assessment scores, student work, and NYSESLAT scores. Data based on the needs assessment showed that additional supplemental instruction across the four language acquisition areas: listening, speaking, reading, and writing, indicated that more instruction was needed. The following New York State Learning Standards will be addressed: English as a Second Language Standard 5: Cross-Cultural Knowledge and Understanding, English Language Arts Standard 4: Language for Social Interactions, The Arts Standard 4: Understanding the Cultural Contributions of the Arts, and Career Development and Occupational Studies Standard 3a: Universal Foundation Skills. The curriculum and lessons were developed to engage students in meaningful, authentic experiences where they can make connections to their native or adopted cultures using technology.

One certified ESL teacher will provide direct instruction to all ELL students who attend the Tuesday after school program with the assistance of a certified special education teacher and two bilingual paraprofessionals. The special education teacher will work collaboratively with the ESL teacher to accommodate the students who have an Individualized Education Plan and modify the activities for those students to meet their individual needs. Moreover, the special education teacher will provide the ESL teacher with behavior management techniques for working with students who have challenging behaviors. The one bilingual paraprofessional will be employed in the program to provide additional support to the students, the ESL teacher, and the special education teacher. An additional bilingual crisis intervention paraprofessional is needed to assist the ESL teacher with the students who are classified with an Emotional Disturbance. The assistant principal and bilingual school principal will supervise the Tuesday after school program and act as facilitators to instruction bringing their own cultures into the program. There are a total of 16 sessions in the after school supplementary language instructional program. The assistant principal will supervise the first 8 sessions and the principal will supervise the last 8 sessions.

The supplemental language instruction program will be divided into 3 parts where the ESL teacher will differentiate her instruction. Each student will be given headphones, a binder, and a pen to use throughout the program. The first part will start with students participating in an activity related to the cultural unit of study for the week designed to enhance their knowledge of subjective cultural elements for 20 minutes. Students will increase their cultural awareness with the assistance of the teachers and paraprofessionals and practice using their reading, writing, listening and speaking skills (ESL Standard 5). For the second part of the program, the students will participate in communicative language learning centers (ELA Standard 4 and The Arts Standard 4) with a small group of 2-3 students for 30 minutes that address the objective elements of culture (Art, Music, and Dance). Students will rotate to each center every 10 minutes with their group. The art center will address visual learners using images of famous works of art printed from the Internet. The music center will address auditory learners using the iPad, headphones, and iPad stereo docking station. The dance center will address kinesthetic/tactile learners using the iPad and keyboard to access videos of dances from around the world as well as respond to

## Part B: Direct Instruction Supplemental Program Information

discussion questions. The third part of the program will address the cuisine of the selected culture. Students will focus on developing their vocational skills by participating in a cooking lesson (Career Development and Occupational Studies Standard 3a). Students will learn how to read a recipe and increase their awareness of appropriate kitchen safety and food handling practices. The teachers will deliver lessons that are meaningful, age appropriate, and motivating for the students while using cooperative learning, the multi-sensory approach, and technology integration to support the development of the student's reading, writing, listening, and speaking skills. The ESL teacher will utilize an array of ESL methodologies such as Total Physical Response, the Language Experience Approach, and Communicative Language Teaching. The teachers will use technology-based hardware such as the Apple iPad and manipulate multimedia and Mac software applications to deliver instruction.

### Description of How Supplemental Services Compliment Mandated Services

The after school supplemental language instructional program will support the mandated ESL instruction services provided to ELLs during the school day by allowing students to have the opportunity to reinforce their reading, writing, listening, and speaking skills in English, and applying those skills in their content area classes. The students will also be able to use their acquired English skills with their peers in the school community as well as in their home environment with their families.

### Description of Scientifically Based Research for Supplemental Instructional Program

The theme of the Tuesday after school program is "Crossing Cultures in the ESL Classroom: Building English Language Skills Through the Arts. Research supports the use of communicative, meaningful situations where the ELL student can use authentic language to make connections to learning (Oxford, et. al, 1989). Students will participate in activities where they will be able to communicate with their peers as well as make connections from their native and adopted cultures through the use of art, music, and dance. According to James Lee (2003), communication is not only oral expression but also the ability to express, interpret, and negotiate meaning in the classroom as well as in their communities. The students in this supplemental language instructional program are in treatment programs where the goal is to provide the students with the appropriate communication skills necessary to return to their communities. Moreover, in order to build relationships with students and their families, it is essential for educators to possess knowledge of their own cultural beliefs and understand that their beliefs may conflict with the beliefs of other cultures. Research supports the need for professionals in the field of education to develop awareness of certain cultural elements and assumptions that underlie their decision-making practices. Beth Harry (1992) states, "it has been recommended that, for professionals working with culturally diverse populations, cultural self-awareness is a prerequisite to developing collaborative relationships with families" (p. 347).

### Description of Assessments Used to Determine Success of Support

The following assessments will be used to monitor student progress in the supplemental language instructional program: Summative Assessment - NYSESLAT; Formative Assessments – WRAT 4, teacher-made assessments (checklists and rubrics), and the Scantron Performance Series Test.

### Part C: Professional Development

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

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

Begin description here:

The ESL teacher, Alexandra DePasquale, will provide professional development to one special education teacher, two bilingual paraprofessionals, one assistant principal, and one principal. The assistant principal and principal will attend the last hour of the four PD sessions. The objective of the PD is to increase cultural awareness, differentiate between cultural similarities and differences, acquire an understanding of cultural elements and how they relate to language, and develop skills to determine which cultural elements affect communication with ESL students. The participants of the PD will keep a journal throughout the six sessions. Participants will answer discussion questions from the book as well as reflect on their experiences throughout the supplemental language instructional program.

The PD will take place on four Tuesdays for two hours over the course of eight months (November 15, January 10, March 6, and May 1) from 3:00 to 5:00 PM.

The PD will be a book study pertaining to cross-cultural awareness in the classroom. The book titled, "Crossing Cultures in the Language Classroom", by Andrea DeCapua and Ann Wintergerst will be used for the six PD sessions. The book study will reinforce how culture plays a role in education and the belief that ESL students have two cultures, their native and adopted cultures. The topics to be covered in the PD are elements of culture, individualistic vs. collectivistic cultures, polychronic and monochronic time, face, societal roles, nonverbal behavior, pragmatics and communication, and culture shock.

### 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 supplemental language instructional program is taking place at MercyFirst, a residential treatment program in Syosset. The students are admitted to MercyFirst for a variety of reasons that include placement in the foster care program, Abuse/Prevention program, or the Non-Secure Detention Services program. Some of the students in our program do not have contact with their parents/guardians;

**Part D: Parental Engagement Activities**

therefore, while at MercyFirst they are assigned a case manager or “surrogate parent”. Throughout the program, the case managers will participate in the cultural activities alongside their clients. Participation in the cultural activities will strengthen the case manager/client relationship.

The case managers will be invited to the 16 sessions (November 22 and 29, December 13 and 20, January 17 and 31, February 7 and 14, March 20 and 27, April 17 and 24, May 22 and 29, June 5 and 12).

The case managers will be able to enhance their knowledge of the subjective and objective cultural elements of their client’s native/adopted cultures. Participation of the case managers in the supplemental language instructional program will also increase their cultural awareness and instill an understanding of why it is essential during the treatment of their clients while at MercyFirst.

The case manager of each student will receive two Title III notification letters (NYCDOE Website) from the ESL teacher, Alexandra DePasquale. The letter will include information about the supplemental language instructional program in English and in the preferred language of the student's parent/guardian. The case manager will then forward the Title III notification letter to the parent/guardian where appropriate. The ESL teacher will distribute flyers each month inviting the case managers to participate in the cultural activities with their clients.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$7,870.04	Support  $1 \text{ secretary} \times 10 \text{ hours} \times 30.74 = 307.40$  Instructional Program  $1 \text{ principal: } 8 \text{ days} \times 1 \text{ hour} \times 52.21 = 417.68$  $1 \text{ assistant principal: } 8 \text{ days} \times 1 \text{ hour} \times 52.21 = 417.68$  $2 \text{ teachers} \times 16 \text{ days} \times 2 \text{ hours} \times 49.89 = 3192.96$  $2 \text{ paraprofessionals} \times 16 \text{ days} \times 2 \text{ hours} \times 28.98 = 1854.72$  Professional Development

**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.
		<p>1 principal x 4 days x 1 hour x 52.21 =208.84</p> <p>1 assistant principal x 4 days x 1 hour x 52.21 =208.84</p> <p>2 teachers x 4 days x 2 hour x 49.89 = 798.24</p> <p>2 paraprofessionals x 4 days x 2 hour x28.98 = 463.68</p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<p>??????</p>	<p>N/A</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<p>\$2,369.96</p>	<p>General Supplies (code 100)</p> <p>Professional Development</p> <p>Journal Notebooks (1.73 X 6 = 10.38)</p> <p>Pens (3 box of 12 x 13.23= 39.69)</p> <p>Crossing Cultures in the Language Classroom by Andrea DeCapua, Ed.D., and Ann C. Wintergerst, Ed.D. (28.50 x 6 + 8.94 shipping and handling = 179.94)</p> <p>Instructional Program</p> <p>iTunes Gift Card (150.47)</p> <p>iPad Covers (39.00 x 2 = 78.00)</p> <p>Binders ( 1 box of 12 = 85.99)</p> <p>Folders (1 box of 25 = 25.10)</p> <p>iPad (2 x 484.00 = 968.00)</p>

**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.
		iPad Dock (1 x 199.95 = 199.95) iPad Keyboard (2 x 69.00 = 138.00) Headphones (4.30 x 12 = 51.60) Parental Involvement Copy Paper ( 31.87 x 4 = 127.48) Ink for Lexmark x646e laser printer (1 x 298.98 = 298.98) Journal Notebooks (6 x 1.73 = 10.38) Correction Pen (12 x.50 = 6.00)
Educational Software (Object Code 199)		N/A
Travel		N/A
Other	\$960.00	Instructional Program Food for Cooking 560 Parental Involvement Refreshments for Case Managers 400
<b>TOTAL</b>	<b><u>\$11,200.00</u></b>	<b><u>\$11,200.00</u></b>