



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : LEARNERS AND LEADERS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q305

PRINCIPAL: LYNN BOTFELD EMAIL: LEARNERSANDLEADERS@GMAIL.COM

SUPERINTENDENT: MADELENE TAUB-CHAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Lynn Botfeld	*Principal or Designee	
Deborah Sherlock	*UFT Chapter Leader or Designee	
Tania Torres	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Rosie Vargas-Charneco	Member/	
Kathleen Zomer	Member/	
Irene Sprung	Member/	
Rossy Vaquero	Member/	
	Member/	
	Member/	
	Member/	

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.
Students will show progress in completing open ended tasks. 40% of second graders will complete open-ended tasks by using thinking maps to demonstrate content knowledge and understanding.

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.

Data collected during observations and learning walks of administrators and network specialists indicated that teachers assigned many closed tasks and activities. During discussions we realized that teachers needed more tools and training to provide students with open ended tasks. Thinking maps help students' organize their thinking as well as provide numerous opportunities for engaging in open-ended tasks.

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,
 - shared writing
 - modeling during mini-lessons
 - social studies – vocabulary, concept webs,
 - science - vocabulary, concept webs
 - b) staff and other resources used to implement these strategies/activities,
 - All classroom teachers as well as ESL and cluster teachers are trained in using Thinking Maps in instruction.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - During grade meetings and faculty conferences teachers will be invited to participate in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - Thinking Maps trainers (network specialists) to provide at least 3 follow-up training sessions with second grade teachers
 - Teachers to introduce Thinking Maps after training and follow-up sessions.
 - Timeline – introductory training in 8 Thinking Maps Sept – Nov. All maps to be introduced to students during that time
 - monthly follow-up training for teachers in Dec – Apr as teachers continue to use Thinking Maps in classrooms
 - Teachers and trainers to analyze and discuss teacher and student generated maps to determine student understanding and next steps.
 - Students will complete Thinking Maps as pre and post unit assessments in science and social studies.
 - Student responses on Thinking Maps will improve at least 20% from pre to post unit assessments
 - Inform parents of student progress and performance three times this year

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.
 - At parents' request the school will provide parents with workshop on Thinking Maps
 - Parents agree to - Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the NYC Department of Education either received by my child or by mail and responding, as appropriate
 - School agrees to –
 - Provide meaningful teaching and learning activities in which students can work and learn together with and from the teacher, books, materials, and peers.
 - Expect high levels of student performance and teach students to use a variety of modalities for demonstrating knowledge and learning.
 - Teach students to develop lifelong habits so they pay attention to schoolwork and think about what they are asked to learn.
 - Empower students to generate questions and wonderings and provide training, resources and opportunities for uncovering/discovering answers and reporting findings.

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 becomes highly qualified, in order to achieve this goal.
All teachers are working in their licensed areas. New hires will all be licensed in the area in which they are teaching.

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.

NA

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.
 - Allocate funding for substitute teachers to cover teachers during Thinking Maps training full day training, then 3x in Oct. 2x month Nov, 1x every other month Dec/Feb/Apr
 - Allocate funds for Thinking Maps resources i.e. A Language for Learning binder
 - Adjust schedule to accommodate coverage for teachers to participate in training
 - Create teacher groups based on grades, specialization (i.e. ICT and self-contained) and ELL classes

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.

Teachers will participate in professional development opportunities including teacher teams engaged in evaluating lesson effectiveness mid-unit

First grade teachers will meet twice to evaluate the effectiveness of a social studies or science unit of study and adjust the unit in response to student performance mid-unit

- Teachers will plan and implement instruction of a social studies and/or science unit of study.

- Teachers will develop an instrument they can use to evaluate student progress and performance mid unit.

- Teachers will meet to evaluate student progress and performance up to the mid-unit assessment and use the data to adjust plans to ensure that students meet stated learning outcomes.

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

First grade students will demonstrate a 20% improvement in scores from mid-unit to post unit assessments.

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 planning teachers and administration realized that we would be better able to evaluate unit planning and improve student learning if we evaluated mid-unit so that we could identify challenges within the unit and make changes before the end of the unit.

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,
plan unit of study with pre/mid and post assessment
teachers to analyze data from observations and pre and mid assessments
teachers use analysis to modify the unit to improve student performance
 - strategies to include – differentiation, grouping, enrichment,
 - b) staff and other resources used to implement these strategies/activities,
classroom teachers to meet to evaluate data throughout the unit
use data to revise unit based on data analysis
research based resources to support planning and evaluation include Everyday Math, Teachers College, reading and writing units of study, Teachers College Continuum of Narrative Writing, Teachers College Benchmark Assessments, Fountas and Pinnell Benchmark Assessments, Fountas and Pinnell Leveled Literacy Intervention, FOSS kits, Houghton Mifflin
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Administration requests staff to provide feedback on professional development through reflection tool, discussions at faculty conferences and grade

meetings

Teachers share feedback and learning during scheduled grade meetings

d) timeline for implementation.

Beginning of month teachers plan unit of study and identify pre, mid and post assessments

Mid unit – teachers administer mid unit assessment and meet to analyze student performance

Teachers revise and adjust unit plan in response to data provided in performance analysis

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.
 - Parents agree to - Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the NYC Department of Education either received by my child or by mail and responding, as appropriate
 - School agrees to –
 - Provide meaningful teaching and learning activities in which students can work and learn together with and from the teacher, books, materials, and peers.
 - Expect high levels of student performance and teach students to use a variety of modalities for demonstrating knowledge and learning.
 - Teach students to develop lifelong habits so they pay attention to schoolwork and think about what they are asked to learn.
 - Empower students to generate questions and wonderings and provide training, resources and opportunities for uncovering/discovering answers and reporting findings.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All teachers are working in their licensed areas. New hires will all be licensed in the area in which they are teaching.

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.

NA

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.
 - Allocate funding for substitute teachers to cover teachers during mid-unit evaluations which will take place twice this year
 - Allocate funds for materials that would supplement unit planning in response to data analysis
 - Adjust schedule to accommodate coverage for teachers to participate in unit evaluation

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.-
Improve teacher effectiveness by developing a shared understanding of instructional excellence.
 - The principal and AP will conduct at least 2 informal observations for each teacher and provide written and verbal feedback based on a shared understanding of instructional excellence.

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.
As the school adopts the common core standards, works with Teachers College and integrates Thinking Maps in the curriculum, we will be raising the rigor and levels of student performance. In order to ensure a school wide understanding of instructional excellence we recognize the need to develop a school wide set of clear expectations

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 –

Inquiry teams will identify target student groups and implement strategies to raise reading comprehension and the level of critical thinking of each group. We will use the data to organize and develop teaching and planning for each grade. Content specialists will work together to align planning and instruction across grade levels and content areas.
 - b) staff and other resources used to implement these strategies/activities,-
Individualized professional development provided by network specialists and Teachers College
Inter-visitations between classes
Grade meetings
Content specialists teams
Inquiry
Feedback from formal and informal observations by principal and assistant principal
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teachers elected to work with Teachers College to support us in improving reading and writing instruction and student performance
 - Teachers will select a content area and meet twice this year in the middle of a unit to reflect on strategies taught and revise plans as necessary.

- d) Timeline for implementation.
 - Classroom teachers will work with consultants from Teachers College in cycles, consisting of 3-4 weeks for each cycle
 - Twice this year, teachers administer mid unit assessment and meet to analyze student performance and revise plans as necessary
 - Network specialists will work to support implementation of Thinking Maps monthly

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.
 - Teachers will provide a parent workshop on how to support reading development at home in English and non-English speaking homes.
 - Parents agree to - Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the NYC Department of Education either received by my child or by mail and responding, as appropriate
 - School agrees to –
 - Provide meaningful teaching and learning activities in which students can work and learn together with and from the teacher, books, materials, and peers.
 - Expect high levels of student performance and teach students to use a variety of modalities for demonstrating knowledge and learning.
 - Teach students to develop lifelong habits so they pay attention to schoolwork and think about what they are asked to learn.
 - Empower students to generate questions and wonderings and provide training, resources and opportunities for uncovering/discovering answers and reporting findings.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- All teachers are working in their licensed areas. New hires will all be licensed in the area in which they are teaching.**

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.
- NA

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.
 - Allocate funding for substitute teachers to cover teachers while meeting with consultants from Teachers College
 - Allocate funding for substitute teachers to cover teachers during mid-unit evaluations which will take place twice this year
 - Allocate funds for materials that would supplement unit planning in response to data analysis
 - Adjust schedule to accommodate coverage for teachers to participate in unit evaluation



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.
Teachers will begin to adjust their curriculum and instruction to help all students move toward the higher expectations of the Common Core 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.
 - As the school adjusts instruction to adopt the Common Core Standards we recognize the need to develop a shared understanding of common language, expectations and instructional excellence. Through discussions with teachers and visiting classrooms it was observed that we need to develop common practices for supporting students in developing improved comprehension and critical thinking skills in all content areas.

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,
 - Grade level teacher teams will adjust planning to incorporate instruction aligned with Common Core Learning Standards and include multiple entry points for all learners including student with disabilities and English language learners.
 - Teacher teams will look closely at resulting work of students in identified subgroups to evaluate the effectiveness of planning and instruction.
 - b) staff and other resources used to implement these strategies/activities,
 - Network specialists will introduce and analyze math performance tasks with teacher teams and math liaisons who will turnkey their learning to their colleagues
 - Teacher teams will explore sample performance tasks in network and team meetings in the school and provide resources and support for grade level teachers
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teachers will meet with network specialists to revise lesson planning to incorporate higher level instruction aligned with the common core standards.
 - Teachers will team up to turnkey training in common core and open ended tasks
 - d) timeline for implementation.
 - Fall – introduction to Teachers College program, common core standards and open ended tasks
 - Winter – collaborative planning and instruction to incorporate common core standards and open ended tasks/unit evaluation and revision
 - Spring - collaborative planning and instruction to incorporate common core standards and open ended tasks/unit evaluation and revision/planning for next

steps

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.
 - Parents agree to - Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the NYC Department of Education either received by my child or by mail and responding, as appropriate
 - School agrees to –
 - Provide meaningful teaching and learning activities in which students can work and learn together with and from the teacher, books, materials, and peers.
 - Expect high levels of student performance and teach students to use a variety of modalities for demonstrating knowledge and learning.
 - Teach students to develop lifelong habits so they pay attention to schoolwork and think about what they are asked to learn.
 - Empower students to generate questions and wonderings and provide training, resources and opportunities for uncovering/discovering answers and reporting findings.
-

Strategies for attracting Highly Qualified Teachers (HQT)

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

All teachers are working in their licensed areas. New hires will all be licensed in the area in which they are teaching.

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.

NA

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.
 - Allocate funding for substitute teachers to cover teachers while meeting with consultants from Teachers College
 - Allocate funding for substitute teachers to cover teachers during mid-unit evaluations which will take place twice this year
 - Allocate funds for materials that would supplement unit planning in response to data analysis
 - Adjust schedule to accommodate coverage for teachers to participate in unit evaluation



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.

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.

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.

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.

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.

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.

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.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	15	N/A	N/A			10	
1	55	15	N/A	N/A			15	
2	50	15	N/A	N/A			15	
3	40	30	N/A	N/A			15	
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Twice a week during the morning hours we offer Extended Day tutoring. We use Foundations and Fountas & Pinnell Leveled Literacy Intervention.
Mathematics	Extended Day small group tutoring.
Science	n/a
Social Studies	n/a
At-risk Services provided by the Guidance Counselor	Early Bird group twice a week for targeted at-risk students with a social worker.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

We at PS 305Q, Learners and Leaders School, and the families of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) , agree that this compact outlines how the parents, school staff, and the students will share the responsibility for improved student academic achievement and how the school and families will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the school year 2011 -2012

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:

Learners and Leaders will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
2. Hold parent-teacher conferences at least two times a year during which this compact will be discussed as it relates to the individual child's achievement.
 - Specifically, those conferences will be held twice a year with hours offered in the afternoon and evening
3. Provide parents with frequent reports on their child's progress.
 - Specifically, the school will provide Report cards three times a year, progress reports and smart goals several times throughout the year.
4. Provide parents with reasonable access to staff.
 - Specifically, staff will be available for consultation with parents as follows: Pre-K and Kindergarten Orientation, Parent-Teacher conferences and parents may also meet with teachers upon request as needed. In addition, through Parent Teacher Association meetings, ongoing conferences between teachers, administrators, and parents, and school newsletter which provide parents of upcoming events and reminders.
5. Provide parents with opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents can train to become Learning Leader volunteers and help in the classroom or around the school as needed, parents are welcomed into the classroom to read to children, help serve students during breakfast and Lunch, assist staff during outdoor recess, or they can accompany their child's class on trips.
6. Begin meaningful instruction early each day with lessons designed to meet the learning needs of every student.
7. Provide healthy breakfasts and lunches for every child in a safe, clean and cheerful environment.
8. Train students to be prepared in the early grades and build on that training as they grow.
9. Provide meaningful teaching and learning activities in which students can work and learn together with and from the teacher, books, materials, and peers.
10. Expect high levels of student performance and teach students to use a variety of modalities for demonstrating knowledge and learning.
11. Teach students to develop lifelong habits so they pay attention to schoolwork and think about what they are asked to learn.
12. Empower students to generate questions and wonderings and provide training, resources and opportunities for uncovering/discovering answers and reporting findings.
13. Assign homework that supports student learning and student achievement.
14. ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
15. creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
16. supporting parental involvement activities as requested by parents;

17. 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;

II. Parent/Guardian Responsibilities:

We, as parents, will support our child's learning in the following ways:

- Monitoring attendance and tardiness
- Complying with the school uniform policy
- Making sure that homework is completed
- Monitoring amount of television our children watch
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the NYC Department of Education either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School Improvement Team, the Title I Policy Advisory Committee, the School Leadership Team or the Parent Teacher Association

III. Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Arrive to school on time and having good attendance.
- Wearing my school uniform and or gym clothes every day.
- Eat a healthy breakfast and lunch which are available at school.
- Come to school prepared with materials
- Come to school ready to work and learn in collaboration with classmates and peers
- Use listening skills throughout the day to follow directions and think deeply about the subjects they are learning.
- Use lots of resources to discover/uncover answers to questions – conversations with classmates and teachers, explorations using classroom materials, technology, references materials, and books
- Show learning and knowledge in different ways such as conversation, dramatization, writing, visual representation (graphs, tables, drawing) technology and other media.
- Do our homework everyday and ask for help when needed
- Read at least 10-30 minutes everyday outside of school time.

- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from school every day.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website.

Parental Involvement Policy

It is our desire to create a warm and nurturing learning environment for our early childhood students. We hope to stimulate learning using age appropriate techniques to inspire success. We acknowledge that as outlined in Section 1118 of Title 1 Part A of the No Child Left Behind Act, the school is responsible for creating and implementing a parent involvement policy to strengthen the connection and support student achievement. Parent involvement is essential to the success of our young students and we encourage collaboration between families and staff in a wide variety of aspects of school life.

Our school is committed to having our families as partners in an ongoing meaningful dialogue with the staff involving academics and other school activities. We embrace the diversity of our community while planning for our common goals for our students.

We provide a welcoming environment with signs and notices posted in the lobby and throughout the school building in multiple languages. Visitors and callers are greeted politely and can easily obtain information in English or their native language. Administrators, teachers and staff are easily accessible.

Our School supports parents and families of Title 1 Students by

- Having an active School Leadership Team
 - Offering the Learning Leaders program
 - Offering parent workshops on such topics as Asthma, Personal Finance, Health Care, Nutrition, immigration, PBS Workshop, Physical Education, Science, and Summer Reading
 - Having monthly PTA meetings including school staff and others as guest speakers where information is shared about school issues and activities in languages the parents understand
 - Scheduling free weekend trips to cultural venues with families.
 - Planning activities such as Attendance Celebration, Saturday Arts & crafts, and individual classroom performances, allow parents to celebrate their child's achievements
 - Engaging parents in the ongoing process of the school's application for grade reconfiguration to include 4th and 5th grade. Letter writing campaign to local politicians engaged many families last year. Ongoing meetings will be held to provide information and encourage more parents to become involved with this issues
-
- Providing a free on-site after school program currently offered by the Ridgewood YMCA
-
- Providing professional development opportunities for school staff to improve outreach, communication and cultural competence

Building Relationships between Families and Teachers

- Pre-K and Kindergarten student and parent orientation in English and translated into Spanish.
- ESL classes for families are currently being offered
- Class newsletters and posters announce special events and request parents participation in class activities.
- Teachers will send home newsletters outlining class assignments and performance expectations for the class
- Parent-Teacher Conferences, Progress Reports, Report Cards and Smart Goals keep communication open between parents and the school.

- Parents encouraged to accompany students on class trips
- Parents welcomed to join students for classroom activities

- Principal speaks at PTA meetings keeping parents informed as to what their children are learning and promote high standards
 - Administrators, Teachers and Staff are accessible and available if needed throughout the day.
 - Survey parents and teachers regarding specific ways parents can and would like to be involved in the classroom and the school

This policy was compiled by a committee of parents, teachers and administrators and is based on a careful assessment of the needs of all parents/guardians of English Language learners and students with disabilities. It will be reviewed every year for content and effectiveness and will be updated and revised as needed.

**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 Peggy Miller	District 24	Borough Queens	School Number 305
School Name Learners and Leaders			

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

Principal Lynn Botfeld	Assistant Principal Nicholas Bologna
Coach type here	Coach type here
ESL Teacher ESL/Margaret Skelly	Guidance Counselor Lili Feldman
Teacher/Subject Area ESL/Melissa Evans	Parent type here
Teacher/Subject Area ESL/Margaret Padua	Parent Coordinator Michelle Lopez
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	342	Total Number of ELLs	87	ELLs as share of total student population (%)	25.44%
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Part II: ELL Identification Process

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

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

1. When parents enroll their children at Learners and Leaders, one of the certified ESL teachers assists in the completion of the HLIS in English and their native language. A licensed ESL teacher administers the LAB-R and the Spanish LAB-R to those students who qualify. Students not passing the LAB-R exam, as determined by the ESL pedagogue, will receive ESL services. To evaluate students growth using the NYSESLAT, the ESL team works together to ensure that all four components of the NYSESLAT are administered to all eligible students. An ESL provider prints the RLAT ATS Report to determine who needs to take the NYSESLAT. The ESL team creates a testing schedule to ensure these students are scheduled to take all parts of the NYSESLAT. We then create an initialed checklist to ensure all four modalities are completed within the testing window. Students are pulled from their classrooms by grade level, into a separate classroom where they take each section of the NYSESLAT. No student completes more than one section of the NYSESLAT in a single day.

2. We then set up a Parent Orientation within ten days of the student's enrollment. We send home letters in the family's home language and also send home a flyer as a reminder in their home language with visual supports. The meeting is held and the parents are shown the orientation video in their home language to explain the three program choices. A group discussion is then held to allow ESL teachers to answer all questions and concerns. Parents are made aware that all programs are available to their children and if the numbers allow for a particular model, the school will create a classroom to meet their program selection. If there is any further support needed the ESL providers Melissa and Margie will meet individually with families to help support their program selections. An additional parent orientation is scheduled for for parents who were unavailable for the original presentation.

3. We ensure that all students who are tested into ESL by the LAB-R receive entitlement and continued entitlement letters in their home language. ESL teachers produce these letters and distribute them to classrooms, placing them in student take-home folders. Copies of every entitlement letter sent home are kept both electronically and hard copied. To ensure completion of parent survey and program selection forms, we make phone calls to each family with the support of Michelle, our parent coordinator, to set up one-on-one conferences if necessary. If a parent did attend the orientation but chose to take their program selection form home to complete, we follow up with that family.

4. We administer the LAB-R and Spanish Lab-R (if needed) and then if the student is eligible for ESL services we begin communication with families in their native language. A Parent Orientation is set up and the program selection is made. Once a selection is made, Placement Letters are distributed to the students in their home language. Our Placement Letters are distributed by our ESL providers and placed in take home folders. The ESL providers Melissa and Margie then tally the results of the program selection form and ensure all students are placed in the instructional program of choice. Continued entitlement letters and Non entitlement letters in the students' native language are produced by the ESL team and distributed to classrooms where they are placed in take-home folders. All letters are copied and placed in a binder for our records.

5. The trend for the past four years has overwhelmingly been in favor of the Freestanding ESL Program. The 2011-2012 current parent choice results show that 9 parents request free standing ESL as their first choice, 2 parents request Bilingual, and 1 parent requests Dual Language. For the 2010-2011 school year 19 parents chose free standing ESL and 1 parent chose Dual Language. There were 0 requests for Bilingual Education.

6. Yes, our program model is aligned with our parent requests, as we offer Freestanding ESL for grades kindergarten through third grade.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained		1												1
Push-In	13	17	21	15										66
Total	13	18	21	15	0	0	0	0	0	0	0	0	0	67

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	85	Newcomers (ELLs receiving service 0-3 years)	68	Special Education	21
SIFE	0	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	68	0	12	17		6				85
Total	68	0	12	17	0	6	0	0	0	85

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	28	14	14										71
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2	1	2	2										7
Haitian														0
French														0
Korean														0
Punjabi		1												1
Polish	1	3												4
Albanian														0
Other		1		1										2
TOTAL	18	34	16	17	0	0	0	0	0	0	0	0	0	85

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. Learners and Leaders is using a Push In model that allows for collaborative teaching and is also departmentalized for ESL through Drama and Art. During Push In, the ESL teacher is able to model specific strategies for working with the ELLS so the classroom teacher can incorporate them during other times. Where possible there are co-planning periods for the teachers to meet in order to maximize English language acquisition for the ELLs. Students that scored at the beginner and intermediate level on the LAB-R are receiving 360 minutes per week and our advanced students are receiving 180 minutes. The program models are heterogeneous.
At Learners and Leaders, we have one self contained ESL class in the first grade. This class is taught by one of our certified in ESL providers.
2. Learners and Leaders has four fully licensed ESL providers who collaborate to meet the mandated number of minutes through push-in, co teaching, Drama and Art. During our push-in and co-teaching we work on language through reading and writing. The Drama teacher addresses the ESL standards by involving the students in small skits and reenacting characters in literature and theatre that relate to themes in the Social Studies Scope and Sequence. Drama focuses on engaging students through a variety of collaborative activities to create and respond to literature connected to the Social Studies Scope and Sequence. She presents text both orally and in written form.
3. Our ESL providers Margie, Melissa, and Maggi push-in to service our ELL students during various content areas. In addition to pushing-in, Maggi and Margie provide and Drama and Art to our students that incorporate the Social Studies Units for each grade. All providers use multiple strategies including visual support and total physical response (TPR).
At Learners and Leaders, we have one self-contained ESL class in first grade. This class is taught by one of our certified in ESL providers, Katie. Katie provides instruction in all content areas, incorporating ESL methodologies and pedagogy throughout the day. To best serve this large group of ELLs, Melissa provides additional push-in support one period daily, during the writers' workshop.
4. At Learners and Leaders, all Spanish-speaking students receive the Spanish Lab-R at the time of registration from a licensed ESL teacher who is fluent in Spanish. In regards to our Special Education protocol, all of our ELLs that are being evaluated for support services (i.e.- speech, OT, counseling, etc.), are assessed both in their home language and in English.
- 5) a) N/A
b) Given that our school is an early childhood school, the vast majority of our ELL population has been in US schools for less than three years. Given their lack of exposure to English, we provide them with extra visual support, opportunities to build academic vocabulary, and exposure to cultural stories, song and traditions. We aim to provide these supports throughout all content areas.
c) As of October 2011, we have seventeen students who have been receiving ESL services for more than three years. Of these seventeen students, eight have IEPs. Given the results of the 2011 NYSESLAT and other assessment, these students are receiving focused instruction on their particular areas of need, reading and writing.
d) N/A
- 6) Teachers at Learners and Leaders use a variety of methods to support ELL-SWD through the content areas. To support literacy, we have implemented the use of Imagine Learning, a computer-based program that builds gateway literacy skills through a variety of modalities. To support writing development and Social Studies content, teachers are using Picturing America. Picturing America is a teaching tool that exposes our students to American History and traditions through art. Finally, our comprehensive implementation of

A. Programming and Scheduling Information

Thinking Maps supports our ELL-SWD by providing a consistent representation of thinking through all contents, including literacy, physical education, etc.

7) In an effort to provide our ELL-SWD with language support in different content areas, our school provides students with Drama and Art classes taught by ESL-licensed teachers. In Drama and Art, our students are able to use the dramatic and visual arts to explore social studies themes and at the same time build their English-language skills.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	

B. Programming and Scheduling Information--Continued

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

8. Our targeted intervention programs for ELLs includes a school-wide implementation of Thinking Maps. Thinking maps provide ELLs with visual supports for their thought processes. We are implementing them throughout the school to provide consistency for our ELLs and students with special needs. In addition, we have recently purchased the literacy intervention program, Imagine Learning. This program provides personalized literacy intervention for students.

9. Students who recently reached proficiency on the NYSELAT will receive transitional support by being placed in classrooms with mandated ELLs which allows for the children to receive support when needed from our Push-In ESL Program. ESL teachers scaffold and continue to use ESL methodologies with all children in the classroom. All students including ELLs are eligible to attend the YMCA afterschool program which offers additional guidance to complete homework and build language.

10. Having been successful with a small target group last year, Thinking Maps will now be used on all classes. Furthermore, we have started a new partnership with the New Victory Theatre, to provide our students with further cultural exposures. Finally, our second grade class will be receiving weekly swimming instruction.

11. In an effort to provide additional Science support to our entire school population, our Dance cluster position has been replaced by a Science cluster position. Our first and third grades will continue to receive dance instruction through our partnership with the New York City Ballet.

12. Every program in our school is open to all children including our ELLs and Special Education students. We have the YMCA afterschool program and an afterschool NYSELAT Test Prep. We also have family activities on the weekend that invite all of our students with their extended family and siblings to engage in art or take trips to cultural landmarks, museums, and attractions in New York City.

13. The instructional materials that are used to support ELLs include Everyday Math Differentiation Handbook, Houghton-Mifflin Social Studies Program for Grade K-2 (which include lessons designed specifically for ELLs), and FOSS Science for Grades K-3. These are in addition to the many teacher-created tools, which include many visual and language supports. We also have SmartBoards and Elmos available to all teachers to create interactive lessons that contain media such as graphics, video, and sound clips. Every classroom is equipped with computers for all students to utilize throughout the school day.

For native language support, our FOSS Science program has materials available in Spanish for both instruction and assessment. Our Science cluster is a fluent Spanish speaker.

14. Native language support is provided through our newly purchased program Imagine Learning. In this program, teachers have the option of allowing students to hear instructions in both English and their native language. This program is used in our freestanding ESL program, including our push in and self-contained classes. Our school does not have dual-language nor a transitional bilingual program. Many of the teachers, paraprofessionals and support staff in Learners and Leaders speak Spanish, which is the main home language of our student population.

15. As an early childhood school community with grade kindergarten to grade three all staff and resources are aligned with ELLs ages and grade levels. As a staff we strive to make sure every student, including our ELLs, have the resources they need to progress academically, socially and emotionally.

16. N/A

17. None

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?

D. Professional Development and Support for School Staff

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

1. Professional Development at Learners and Leaders is an ongoing part of our goal to grow as professionals and ensure we learn how to meet the needs of all students. The ELL providers have participated in many professional developments this school year including Thinking Maps, Teachers' College, and common core standard professional developments. All information learned at any professional development is turn-keyed between all of the ELL providers and the classroom teachers. All content-areas are supported by our involvement in the Thinking Maps program. Thinking Maps are being used in every content area to support comprehension and processing. For literacy, we are partnering with Teachers' College Reading and Writing project. All staff including teachers of non-ELLs will be receiving training from the Teachers' College ESL specialist and Giuvela our Network specialist. For Math, our network specialist Liz Fischer will be working with our classroom teachers to create open-ended tasks to build math language. Please see the attached calendar for the specific dates of these workshops.

2. Our school arranges a visit to PS 81, the school that the majority of our students will attend for fourth grade.

3. At Learners and Leaders we offer continued ELL training for all faculty members during our monthly planning periods and faculty conferences. We also offer support during professional development days where we turn key new strategies learned during ELL professional workshops.

This year all teachers, including non-ELL teachers at Learners and Leaders will receive the 7.5 hours of ELL training from two sources. Giuvela our ESL Network Specialist and our ESL Specialist from Teachers College will be providing professional development throughout the year. Each day they are scheduled to work with us, every teacher will receive 2 periods of training, which is 1 hour and 40 minutes of training. We have the following dates scheduled:

Giuvela- ESL Network Specialist 11/3/2011...more dates to be scheduled

Teachers College ESL Specialist 12/19/2011, 1/10/2012, 4/24/2012, 6/4/2012...with one more day to be scheduled.

We currently have 5 dates set up totaling over 8 hours of professional development to be offered for all staff including non-ELL teachers.

E. Parental Involvement

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

1. To foster parental involvement in our school we have an open door policy for all parents. All parents are welcomed and encouraged to participate and be familiar with all content instruction and add to their child's learning goals by offering at home and in school support. Specifically, we offer parent workshops in literacy to help our parents build their literacy skills at home. Parents are strongly encouraged to attend field trips. We provide family weekend outings organized by our ESL teachers, to help our families explore and learn about areas outside our community. We hold Art and Crafts Saturdays at our school where families can come to our school and participate in an arts activity. Translation is always provided in all of our parent involved activities, either through fluent speakers of Spanish on our staff or through the use of the Department of Education Translation phonenumber.

2. We also partner with Community Based Organizations to support our ELL families. We currently partner with Citizens for a Better Ridgewood and the YMCA. The YMCA program provides a free after-school program to all students who register. The members of the Citizens for a Better Ridgewood and the YMCA staff are available for all parents, including ELLs, to offer information and support to gain access to our Ridgewood community and their support programs. This year our school proudly offers to all members of our community an adult ESL program. This program is offered through the NYCDOE Office of Adult Education.

3. We evaluate the needs of our parents by keeping open communication through individual meetings, letters home and parent meeting with parents of ELLs. The classroom teachers also communicate with both the parents the ELL providers regarding any questions or concerns. During parent-teacher conferences the classroom teacher will refer the ELL parents to the ELL providers for additional information about their child's ESL progress. School administration and the staff use the data provided by the NYC DOE Parent Survey to determine the effectiveness of our current parent programs and communications. In addition to the normally scheduled parent-teacher conference, we provide two additional evenings for parents to visit our classrooms and learn about our programs. One evening is specifically for the classroom teachers, in which parents are informed about their child's upcoming school year and given an opportunity to ask questions. The other evening is for our out of classroom teachers to discuss the school's programs and supports outside the classroom. The parent coordinator Michelle has the parent room open daily for all parents and will call an ELL provider when an ELL parent has a specific language concern. The parent room provides internet access to all parents for their individual needs including researching ELL

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4. We evaluate the needs of our parents by keeping open communication and encouraging individual meetings between parents and teachers of ELLs. The classroom teacher also communicates with both the parents and the ELL providers regarding any questions or concerns. During parent-teacher conferences the classroom teacher will refer the ELL parents to the ELL providers for additional information about their child's ESL progress. School administration and the staff use the data provided by the NYC DOE Parent Survey to determine the effectiveness of our current parent programs and communications. In addition to the normally scheduled parent-teacher conference, we provide two additional evenings for parents to visit our classrooms and learn about our programs. One evening is specifically for the classroom teachers, in which parents are informed about their child's upcoming school year and given an opportunity to ask questions. The other evening is for our out of classroom teachers to discuss the school's programs and supports outside the classroom. The parent coordinator Michelle has the parent room open daily for all parents and will call an ELL provider when an ELL parent has a specific language concern. The parent room provides internet access to all parents for their individual needs including researching ELL information from the DOE website. For all parent events, we have fluent Spanish speakers available for translation assistance in addition to the NYC DOE translation phoneline.

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)	7	15	7	1										30
Intermediate(I)	8	15	5	9										37
Advanced (A)	3	4	4	7										18
Total	18	34	16	17	0	0	0	0	0	0	0	0	0	85

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0										
	I	7	2	0										
	A	12	11	4										
	P	15	3	13										
READING/ WRITING	B	15	7	0										
	I	14	5	9										
	A	4	2	7										
	P	1	2	1										

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

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

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

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

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

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

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

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q** School Name: **Learners and Leaders P.S.305**

Cluster: **207** Network: **Children First Network**

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

Part A: Needs Assessment Findings

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

Learners and Leaders data analysis indicates that students come from diverse linguistic backgrounds. According to our most recent school demographics, our enrollment has increased to 392 students with a home language breakdown consisting of 48 % English, 45% Spanish, 2% Polish, 3% Arabic, and 2 % of our students having languages of Pilipino, Pashto, Malayalam, Urdu, Vietnamese, Punjabi, Hindi, and Italian.

In order to assess the needs for written translation and oral interpretation of our parents the school staff utilizes numerous sources which includes ATS, the Home language Survey, office staff registering students, teachers, Parent Coordinator and school nurse.

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

We found that 52% of the parents who do not speak English as their dominant home language, as identified by their Home Language Identification Survey, need translation and interpretation support to read or speak in English. The findings indicate that the school needs to translate all documents from English to Spanish, since we have 45% of our families who speak Spanish as their dominant home language. The teachers of students with a language other than Spanish and English have been made aware of the DOE translation and interpretation services and use this service when necessary. All teachers and parents have also been made aware that interpreters are always available for meetings and conferences.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

In order to meet the needs of our students and parents as identified in Part A, all school communications will be sent home in English and Spanish. Written translation is provided in-house by a school staff member or by the DOE Translation Unit. The school will provide timely translations and distribution of important communication in both Spanish and English. To ensure that materials are translated in a timely manner, in-house staff will translate all English materials to be sent home into Spanish. Both the English and Spanish document will be sent home at the same time with all students. A folder will be maintained of all translated materials and will be reviewed by the Principal to ensure that materials are distributed in a timely manner.

For our students and parents who speak/read a language other than English and Spanish we will offer translation services for all documents by attaching in their native language a document that states "To obtain a translation of this document in [language] please see a staff member."

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.

Oral interpretation in Spanish will be available at all PA meetings, Parent-Teacher Conferences, parent workshops, parent orientation meetings, parent phone calls, student performance and individual conferences with parent/teachers requested by either the parent or teacher to insure that parents receive and understand important information about their child's educational needs. This oral interpretation will be provided by in-house school staff. In the event that a staff member is not available, the DOE Translation Unit will be contacted on a timely basis to request their services.

For students from homes where another language is spoken (other than English or Spanish), classroom teachers work with the parents to explain all important messages about upcoming events, curriculum, etc. Typically, classroom teachers use the DOE over-the-phone translation services or parent volunteers to assist in communicating these important messages.

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>.

Learners and Leaders will fulfill the Chancellor's regulations A-663 for translation and interpretation services by posting signs at the Main Entrance of the school in all languages provided by the DOE Translation and Interpretation Unit support materials. The posted signs will explain to the parents the availability of translation services that will be provided by the DOE.

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: 305	DBN: 24Q305
Cluster Leader: Charles Admunsen	Network Leader: Peggy Miller
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 72 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 7 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 3

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:

This year Learners and Leaders will have a ten week afterschool program to prepare our students for not only the NYSESLAT but for all of their literacy goals in reading, writing, listening and speaking. The first five weeks of the program we will be working in small groups using data from the school day and the previous years NYSESLAT test scores to guide our instructional goals. For the remaining five weeks of the program we will continue our small group work and begin test prep as well. Students will become familiar with the format the test is given in and the rubrics used to grade their work. We have decided that Kindergarten will meet one day a week for 1.5 hours and Grade 1 and Grade 2 will meet two days a week, each day for 1.5 hours totaling 3 hours. Students will be grouped based on their academic needs. Since all of our ELL students are in the ESL Program, instruction will be given in English.

The program will consist of a thematic unit of study in a high interest topic (Oceans, Rainforest, Plants). We have decided to create these units of study to build background knowledge and schema while supporting nonfiction literacy. With the emphasis on nonfiction literature in the Common Core Standards we felt this important to incorporate into our Title III Program for ELLS. The materials we will be utilizing are literature from leveled libraries, videos tied to our theme, poems and songs, Foundations, books on cd, NYSESLAT Test Prep workbooks and other resources and realia that support early literacy development. Our students will also use our new Imagine Learning program, which can be used in both English and the home language. This program will help track the student's progress in each skill. There will be six teachers involved in this program and four are fully ELL licensed. The teachers who are not ELL certified are coteaching with two of our ELL certified teachers to allow for more opportunities for small group instruction.

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 four ELL providers will be training the other two Title III Program teachers throughout the ten week

Part C: Professional Development

program. We will meet initially to review the goals of both the program and explain the NYSESLAT exam. Topics that will be covered are the components of the NYSESLAT test, Rubrics used when grading them, which skills to focus on based on their group's current data from both their classroom teacher and their previous years NYSESLAT scores. Then half way through the program we will meet again and revisit the student's goals and make a plan to effectively reach their individual goals while using test prep materials. There will be two training sessions of one hour, as well as other meetings as needed for the coteachers to plans their lessons.

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 four ELL providers will also work together to plan for three separate parent workshops. We will hold separate workshops for families of Kindergarten, Grade 1, and Grade 2. Each parent workshop will be 1.5 hours. Just like the professional development with the teachers, we will review with parents the goals for their children for reading, writing, listening and speaking. We will offer strategies for the parents to assist them when working on these goals at home. The parent workshops will have a translator. Half way through the program, after meeting with the teachers we will hold a second parent workshop to revisit their child's progress and new goals.

We also have an Arts and Crafts Saturday program throughout the school year, where all students are invited to join us with a family member to complete craft activities. The activities are used to help build vocabulary and language. Teachers volunteer to come support the children and their families in completing the projects. We always have an amazing turn out. Pizza and refreshments are served for lunch after the craft activities are completed. The students and families enjoy engaging in conversation with the staff while completing a fun hands on project.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for		

Part E: Budget

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

Allocation Amount: \$

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