



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** PUBLIC SCHOOL 13/MARGARET LINDEMAYER SCHOOL

DBN : 31R013

PRINCIPAL: PAUL MARTUCCIO      EMAIL: PMARTUC2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. ERMININIA CLAUDIO

**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
Paul Martuccio	*Principal or Designee	
Lillie Ogieste	*UFT Chapter Leader or Designee	
Lorri Woods	*PA/PTA President or Designated Co-President	
Carol Caputo	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	
Stephanie Paulicelli	Member/Parent/Grade 3 Student	
Glennys Chau	Member/Parent/Grade 5 Student	
Marisol Rios	Member/Parent/Grade 5 Student	
Suzanne Dennie	Member/Teacher/Grade 5	
Carolyn Santarpia	Member/Teacher/Grade 3	
Renee Turner	Member/Teacher/Grade 3	
	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

### **Annual Goal #1**

- By June 2012, 28 students (30%) out of 92 students in Grades 3 through 5 will average 65% or higher on the multiple choice activities presented with each news article. Those 28 students will attain a lexile growth equivalent to at least one year reading level growth as defined by Achieve3000 (Example: In November, a student's lexile score is equivalent to approximately a 2.1 reading level, in June the student will attain a lexile score equivalent to at least a 3.1 reading level).
- Achieve3000's Chart translating Lexile scores to reading levels:

Lexile Score	Approximate Reading Level*
0-250	BR
251-335	2.1
336-425	2.2
426-500	3.1
501-575	3.2
576-638	4.1
639-700	4.2
701-763	5.1
764-825	5.2
826-888	6.1

\* Please Note: A reading level ending with a .1 indicates beginning of the grade, while .2 indicates end of the grade

### **Comprehensive needs assessment**

- Historically, our data show that our students' scores are lower on test items based on informational passages as opposed to items based on fictional passages on the ELA State Test.
- Data results show a discrepancy when comparing the Teachers College Assessment results to the New York State Test results with our students performing at higher levels on the TRCWP assessments. We attribute this to the fact that Teachers College running records are based solely on fictional material while the state test incorporates non-fictional as well as fictional passages. Although our Balanced Literacy Program has strongly been in place for the past 9 years, we initiated the Achieve3000 Supplemental Program to minimize the stated inconsistency as we strive to have a stronger correlation in the results of Running Record Levels to the Common Core Standards and State Testing.
- It has been determined that more effective and rigorous supplemental programs must be undertaken to effectively improve student performance due to the initiation and implementation of the new Common Core Standards, higher benchmark levels set by Teachers College, updated NYS ELA exam criteria and scoring based on higher standards, technological advancements in teaching and learning, and the rising rate for accountability under the No Child Left Behind Act.

### **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:** 92 (25%) of 368 students in grades 3 through 5 will complete at least 1 Achieve3000 news article and its supplementary multiple choice activity. Achieve3000 assesses, individualizes, reassesses and provides reports to teachers and administrators. The diagnostic data enables individualized intervention and remediation for the entire student community: General Education, Special Needs, Title I, and ELL students. In addition, to accommodate those students who do not have access to a computer at home, an after-school Laptop Library will be made available to those students 2 days per week from December through April.
  - b) **Staff and other resources used to implement these strategies/activities:** Classroom teachers, Administrators, AIS providers, Coach, Data Specialist, and Parent Coordinator are responsible for implementing these strategies and activities. Funding from Staten Island Foundation will also provide additional professional and parental workshops about the program as well as allowing us to expand the program to our Grade 2 students.
  - c) **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:** A series of 4 Professional Development workshops, facilitated by an Achieve3000 professional, will be provided throughout the course of the school year to: demonstrate and review all aspects of the program; assuage all professional concerns; and, complete a survey as to the effectiveness of the program.
  - d) **Timeline for implementation:** Sept. 2011 through June 2012. Some strategies for implementation are as follows:
    - 1) Schedule 4 Professional Development workshops: 2 sessions have been facilitated; 3<sup>rd</sup> session has been scheduled; 4<sup>th</sup> session to be scheduled shortly
    - 2) Set up classes on-line for early September start
    - 3) Administer Pre-test LevelSet to all Grade 3 to 5 students within the first two weeks of school, administer the interim LevelSet in January, and, administer the Post-test LevelSet in June.
    - 4) November 2011 through June 2012, supervise student usage and performance
    - 5) Provide workshops for parents to inform them of the program and procedures to bon-in at home
    - 6) Establish opportunities during our After-school Program for student to access Achieve3000 on-line assisted by staff members trained in the program

### **Strategies to increase parental involvement**

- 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 written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- 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.
- translate all critical school documents and provide interpretation during meetings and events as needed;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- facilitate a session on the benefits and expectations of Achieve3000 during a Family Fun Night

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- To ensure that current staff become highly qualified, in order to achieve this goal, the school will provide professional development workshop opportunities throughout the year facilitated by an Achieve3000 expert and our in-house staff.
- Professional Development with workshops facilitated by Instructional Specialists from CFN

**Service and program coordination**

- Professional Development facilitated by Achieve3000 expert
- Parental workshop facilitated by Achieve3000 expert
- Positive Discipline Program – allows time for conversation on completion of tasks
- Respect for All Week – facilitated by Guidance Counselor
- Professional Development - CFN

**Budget and resources alignment**

- \$2,402.50 – NYSTL Software
- \$16,047.50 – Fair Student Funding: Achieve3000
- \$2,675.00 – Fair Student Funding: Professional Development
- \$10,000 – Staten Island Foundation Grant: addition of 2<sup>nd</sup> Grade onto program, after-school Laptop Library, and Parental Workshops
- Human Resources – Administration, Data Specialist, Coach

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

- By June 2012, there will be at least 5 opportunities for parents to attend **informative workshops** which detail how parents can work directly with their children on learning activities **at home**.

### **Comprehensive needs assessment**

- Decades of research show that when parents are involved in their child's education, students have higher grades and test scores, better school attendance, increased motivation, and lower suspension rates. Last school year, we successfully built a school community where parents felt welcome and respected and, in turn, had an increase in the number of parents in attendance at highly participated events, such as, Writers Celebrations and Family Fun Nights. We will expand this outreach by providing guidance and learning materials to parents to actively involve them in their children's learning at home.

### **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:** Parental workshops on the following topics will be scheduled: ARIS (how to log-in, retrieve information, understand testing results); Positive Discipline (suggestions on how to reinforce this program at home); Bullying and Cyber Bullying Prevention; Literacy and Math Night (learn math and literacy games to use at home); Test Preparation (how to prepare your child for the ELA and Math State Tests); Follett Book Shelf (tips on how to "borrow" books from this website); and Achieve3000 (supporting the five-step literacy routine, understanding lexile reading levels, promoting conversation with your child about Achieve3000 articles, and monitoring your child's progress)
  - b) **Staff and other resources used to implement these strategies/activities:** Administrators, Parent coordinator, Coach, School Leadership Members, and outside specialists (from Achieve3000, NY Public Library, Positive Discipline, etc.)
  - c) **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:** Parental surveys will be administered at the end of each workshop. School Leadership Team members will have the opportunities to review the evaluations and, based on the results, make modifications on subsequent workshops.
  - d) **Timeline for implementation:** Sept. 2011 through June 2012

### **Strategies to increase parental involvement**

- 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.
- 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;
- 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;
- 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;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- supporting or hosting Family Day events;
- 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;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Professional Development with workshops facilitated by Instructional Specialists from CFN

**Service and program coordination**

- Facilitation of parental workshop by Achieve3000 expert
- Parental learning opportunities through Health Plus and Sylvan Learning Center
- ESL parental workshops through the J.C.C.
- New York Public Library – distribution of library cards by visiting librarian
- Professional Development - CFN

**Budget and resources alignment**

- \$4,789.00 – Title I SWP
- Human Resources – Administration, School Leadership Team, Coach, Parent Coordinator

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

- By June 2012, all classroom teachers will participate in weekly scheduled meetings in order to develop lessons aligned to the Common Core Standards. Success will be defined by the creation of at least 3 Common Core units of study in Reading.

#### **Comprehensive needs assessment**

- Thematic reading units with a strong focus on social Studies curriculum aligned with Common Core Learning Standards are in the process of being developed by the staff. After updating and completing these reading units, educators will convene weekly to collaborate on writing lessons and performance tasks, which will be related to the already developed reading units. The purpose of these sessions is to improve student performance in writing that reaches the expectations of the Common Core Learning Standards. These sessions will be formulated so that stimulating discussions will occur among inter-class and intra-class teachers. This will ensure a lateral cohesiveness within the grade as well as coherent progression across grade levels.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) **Strategies/activities that encompass the needs of identified student subgroups:** Decide how the writing standards are to be met; provide opportunities to delve deeply into the Common Core Learning Standards for Writing; have teachers examine student work to develop and plan instruction; continue revisions of curriculum maps; devise lesson plans to tailor instruction to the individual needs of each student; and, design a writing rubric which aligns with the Common Core Learning Standards
  - b) **staff and other resources used to implement these strategies/activities:** Administrators, Classroom and out-of-classroom teachers, Coach, Lead Common Core teachers/Grade 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 are responsible for creating the writing rubric which aligns with the Common Core Learning Standards
  - d) **Timeline for implementation:** Sept. 2011 through June 2012

#### **Strategies to increase parental involvement**

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- 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;

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- To ensure that current staff become highly qualified, in order to achieve this goal, the following strategies will take place:
  1. Provide weekly lessons to all students in Visual Arts and Social Studies facilitated by substitute cluster teachers in order to afford teachers additional team meetings
  2. Continue with Monday morning Common Core Sessions in lieu of Student Extended Day Sessions as outlined in the Chancellor's SBO recommendations

3. Pending funding, schedule additional team meetings weekly to allow time for teachers to plan and develop curriculum/performance tasks
  4. Provide occasions for teachers to reflect on units of study
- Professional Development with workshops facilitated by Instructional Specialists from CFN

**Service and program coordination**

- UFT Teachers Center – provides support on the Depth of Knowledge initiative
- Professional Development - CFN

**Budget and resources alignment**

- \$33,474.00 – Title I SWP: one-day-per-week clusters
- \$10,228.00 – Title ISWP: Professional Development
- Human Resources – Administration, Coach, In-house and Out-of-house Professionals

**ACADEMIC INTERVENTION SERVICES (AIS)**

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	8	0	N/A	N/A	6	as-needs basis	as-needs basis	7
<b>1</b>	10	2	N/A	N/A	19	as-needs basis	as-needs basis	10
<b>2</b>	38	4	N/A	N/A	8	as-needs basis	as-needs basis	10
<b>3</b>	135	135	N/A	N/A	25	as-needs basis	as-needs basis	11
<b>4</b>	116	116	116	116	3	as-needs basis	as-needs basis	6
<b>5</b>	113	113	113	113	11	as-needs basis	as-needs basis	7
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

**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
<b>ELA</b>	<p><b>Differentiated Instruction:</b> Grades 2-5; the utilization of the web-based program, Achieve3000, provides Social Studies passages with activities based on the reading levels of each student. The program assesses and reassesses student lexile gains/losses, then adjusts the reading level passages to conform to the student's abilities.</p> <p><b>Soar to Success:</b> Grades 4 – 5; small group instruction (groups of up to 10) in school by Title 1 teacher 2x a week</p> <p><b>Early Success:</b> Grade 3; small group instruction (groups of up to 6) in school by Title 1 teacher 3x a week</p> <p><b>Foundations:</b> Grades K – 2; 30 minutes per day in K - 2, Extended Day program for Grades 1 and 2</p> <p><b>Extended Day:</b> All students in grades 3 through 5 and select students in grade 2; small group instruction 3x a week</p>
<b>Mathematics</b>	<p><b>Small Group Remediation:</b> Grades K-2; 5-6 students per group; 20 min. per day for 15 weeks</p> <p><b>NYS Test Coach:</b> Grades 4-5; small group instruction incorporating partner and/or independent activities followed by whole group sharing; 5x per week for 20 min per day during regular school hours.</p> <p><b>Extended Day:</b> All students in grades 3 through 5; small group instruction 3x a week</p>
<b>Science</b>	<p><b>Differentiated Instruction:</b> Science Clusters service each class 2x per week (Grade 4 is serviced 3x per week) allowing for conferencing and inquiry model lessons in Science; Cluster teachers assign individualized schoolwork to the struggling Level 1 and 2 students; differentiated instruction is planned and developed according to student performance; partnership has been forged with the Green Apple Corps in order to provide lower achieving students hands-on experiences to deepen student understanding of standards</p>
<b>Social Studies</b>	<p><b>Differentiated Instruction:</b> A Social Studies Cluster services Grades K through 3 on an average of 1x per week allowing for conferencing and workshop model lessons in Social Studies. In addition, the utilization of the web-based program, Achieve3000, provides Social Studies passages with activities based on the reading levels of each student.</p> <p><b>Social Studies through Art Program:</b> Arts program is scheduled 1x per week to integrate art into the Social Studies curriculum affording our Level 1 and Level 2 students the opportunity to participate in hands-on curriculum based art work; Social Studies curriculum-based art projects reinforce topics covered by the Social Studies Cluster weekly providing a multi-sensory approach to the Social Studies curriculum.</p> <p><b>Guided Reading –</b> 2x per week minimum in every class K-5 due to the acquisition of leveled guided reading books in the content area</p> <p><b>Book of the Month (1 per month ) –</b> incorporate lesson throughout the course of the month with emphasis on student comprehension evidenced via student writing, student projects</p>

<b>At-risk Services provided by the Guidance Counselor</b>	One period a week is scheduled to discuss social/emotional issues, such as, responsibility, respect and tolerance in a whole class setting. Meets with small groups and individual students on an as needed basis throughout the day.
<b>At-risk Services provided by the School Psychologist</b>	Crisis Intervention services for all AIS students on an as needs basis
<b>At-risk Services provided by the Social Worker</b>	<input type="checkbox"/> Crisis Intervention services for all AIS students on an as needs basis
<b>At-risk Health-related Services</b>	<input type="checkbox"/> <b>Open Airways:</b> Grades 3 – 5; small group instruction led by school nurse for students with a health history for Asthma meeting 6X a year <b>The Diabetic Children:</b> Grades K – 5; nurse meets with each diabetic child on an as needs basis <b>Nutrition Club:</b> Grades K – 5; dietician meets 1x per month with small group of students to discuss proper nutrition

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

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

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Jose Ruiz/Richard Gallo</b>	District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>013</b>
School Name <b>M. L. Lindemeyer</b>			

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

Principal <b>Paul Martuccio</b>	Assistant Principal <b>S. Taylor and B. McCue</b>
Coach <b>Danielle Nola</b>	Coach
ESL Teacher <b>Gina Cicero/ESL</b>	Guidance Counselor
Teacher/Subject Area <b>Stefanie Castelli/ESL</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Alice DeJesus</b>
Related Service Provider	Other <b>Joann Toto, Data Specialist</b>
Network Leader	Other

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

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

Number of certified ESL teachers	<b>3</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>796</b>	Total Number of ELLs	<b>120</b>	ELLs as share of total student population (%)	<b>15.08%</b>
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## Part II: ELL Identification Process

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

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

1. An HLIS form is provided for each new admit at our school in English or their native language at the parents' request by the school secretary. The ELL teachers, Ms. Cicero and Ms. Castelli, conduct an informal oral interview with the parent and student and assist the parent in completing the home language survey. Both of our ESL teachers are TESOL certified. They are responsible for conducting the initial screening and administering the HLIS and the LAB-R. A staff member or upper grade student who speaks in the same native language assists in the oral interview if necessary. If the student qualifies, they are given the LAB-R exam by either of the ELL teachers. If the student is an ELL, the Spanish LAB is also administered. ELL teachers complete the testing with the help of a Spanish translator. Next, if the student is deemed an ELL the parent's are notified in their native language using the provided letters from the EPIC kit. A parent orientation is scheduled utilizing the bilingual staff and our parents are given the opportunity to learn about the choices and make informed decisions. The initial screening, testing, and meeting are held within the first ten days of school. In order to annually assess our ELL students the NYSESLAT is administered by the ELL teachers. The results are utilized to differentiate instruction based on the reading, writing, listening, and speaking subgroups.

2. Parents at our school are given many opportunities to understand the three program choices that are available to them. Letters and brochures are distributed in the parent's native language at our ELL Parent Orientation. Pedagogues and staff within our building who speak other languages also attend the parent orientation. They assist parents in understanding the information that has been presented to them by the ELL teachers, parent coordinator, and the video from the EPIC kit. The first meeting takes place within the first 10 days of school and subsequent meetings follow.

3. Our school ensures that entitlement letters are distributed by having the ESL service providers distribute letters to all entitled children. If parents do not attend the parent workshop a second letter is sent or a call to the house is made to schedule a make-up session. Our school ensures that parent surveys and program selection forms are returned by collecting the majority of the forms at the initial parent orientation. If parents don't attend the orientation, the ELL teachers hold a meeting with the parent to discuss their options and collect the form. A checklist is kept in the HLIS Compliance binder to keep an accurate record of received forms.

4. We ensure that the students are placed in the correct program by parent choice. Parents are given program selection surveys at the parent orientation. They fill out the form with the help of the ELL teachers and bilingual staff members. The parent coordinator and other translators work closely with the parents who are filling out the appendix D forms to ensure that the parents accurately understand their choices. We compile the information into a chart to view the data and decide if it is necessary to open a bilingual class.

5. After reviewing the parent survey and program selection forms for the past few years the main trend for parents remains Freestanding English as a Second Language. In 2011-2012, 99% of the parents chose Freestanding English as a Second Language and 1% chose dual language. In 2010-2011 100% of our parents chose Freestanding English as a Second Language. In 2009-2010, 86% chose Freestanding English as a Second Language, 7% of the parents chose dual language, and 7% of the parents chose Transitional bilingual. A checklist to track the information is kept in the HLIS Compliance binder.

6. The program models offered at our school are aligned with the parent requests. At our school the parent choice is predominantly Freestanding ESL.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

Transitional bilingual education program	Yes●	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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>			2											2
<b>Push-In</b>	4	3		2	2	2								13
<b>Total</b>	4	3	2	2	2	2	0	0	0	0	0	0	0	15

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	120	Newcomers (ELLs receiving service 0-3 years)	86	Special Education	14
SIFE	0	ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			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	86	0	9	33	0	4	1	0	1	120
Total	86	0	9	33	0	4	1	0	1	120

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
<b>TOTAL</b>	<b>0</b>													

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

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

**Number of ELLs by Grade in Each Language Group**

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_\_

Asian: \_\_\_\_\_

Hispanic/Latino: \_\_\_\_\_

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	16	10	19	8	4	8								65
Chinese	3	2	5	1	2	2								15
Russian		1												1
Bengali														0
Urdu	1		1	1										3
Arabic	4	2	1											7
Haitian			1	2										3
French														0
Korean														0
Punjabi														0
Polish	2	2	1											5
Albanian		4	1	4		1								10
Other	2	2	1	2	2	2								11
<b>TOTAL</b>	<b>28</b>	<b>23</b>	<b>30</b>	<b>18</b>	<b>8</b>	<b>13</b>	<b>0</b>	<b>120</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

1.

a. The organizational model primarily utilized in our school is Push-In, or co-teaching. However, when necessary our program includes some pull-out periods. The Push-In program is being used in grades k, 1, 3, 4, and 5. The ELL teacher and classroom teacher work collaboratively to plan and implement engaging lessons that meet the needs of all learners. Pull-out periods are used to meet the mandated minutes for ELLs with IEPs who are in CTT, 12:1, or SETSS classes. In addition to these programs, we also have one self-contained ESL class on grade two.

Sample Student Schedule: 1st Grade Beginner/Intermediate ELL

Extended Day	AIS	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
		ESL	ESL	Writing	Lunch	Math	Math	Art

Sample Student Schedule: 1st Grade Advanced ELL

Extended Day	AIS	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
		ESL	ELA	Writing	Lunch	Math	Math	Art

b. Our school uses heterogenous grouping across all grade levels. Within each class the teacher has the ability to make small heterogenous or homogenous groups based on the needs of the student within each content area.

2. The principal and assistant principals require copies of the ELL program to monitor that all the ELL students are receiving the required number of minutes of instruction. There are three ELL teachers facilitating the ELL program. All Beginning and Intermediate ELL students are receiving 360 minutes per week of ESL instructional minutes. All Advanced ELL students are receiving 180 minutes per week of ESL instructional minutes. To ensure that the mandated number of minutes are provided we had organized our classes in June and placed our ELLs into the same class on each grade level. This enables our ELL teachers to facilitate the push-in program efficiently and effectively. Additionally, we have a self-contained class on grade 2 to meet the minutes of our second grade ELLs.

3. Since our school uses a Freestanding English as a Second Language program, content area subjects are taught in English utilizing ESL strategies. Students are submerged in the English Language through Common Core Standard based Balanced Literacy Reading and Writing. The ELL teachers push-in to reading and writing period using a plethora of strategies to help scaffold instruction which is delivered in English. Such methods and instructional approaches include front loading vocabulary, incorporating picture support,

## A. Programming and Scheduling Information

deconstructing academic language, leading small groups (guided reading/strategy lessons), accountable talk, and higher order thinking questions.

4. Newly enrolled ELLs who speak Spanish at home are tested using the Spanish LAB. The ELL teachers use translators to assist in accurately administering the exam.

5. The ELL teachers differentiate instruction to meet the needs of all ELL subgroups:

a. SIFE: n/a

b. We have 28 Kindergarteners who are newcomers as well as 1 first grader, and 1 fifth grader. These children are placed in ELL classroom where they receive additional support from the ELL teachers. The ELL newcomers are engaged in small group instruction to learn a strategy and then work with a group or a partner to practice the particular skill taught. In addition, the students participate in workshop model lessons based on the core curriculum including Social Studies, Math and Science. Grade 3-5 newcomers come to extended day to work on test-taking strategies. We also invite these children to an after school program focused on improving skills in reading and math and improving test-taking strategies. These students also use technology throughout the day including laptops, smartboards, and web-based subscriptions. Some subscriptions include Achieve 3000, Raz-Kids, BrainPop, and Follett.

c. We have 33 ELLs who are currently in their fourth, fifth, or sixth year of service. These children receive their mandated minutes and work in small groups in order to meet their specific needs. If necessary we further evaluate their needs through our PPT team and offer them many of the interventions being used for our at risk population. Through an analysis of the BESIS extension of services, we have determined the need to focus on reading and writing skills with the targeted population. Running records are conducted to make sure that such students make appropriate use of our classrooms leveled libraries and reading for meaning at their appropriate levels while building their vocabulary. Achieve 3000 has been purchased and enables students to build reading and writing skills and stamina while reading articles and applying test taking strategies. Students also use a web subscription to Raz-Kids to build reading stamina. In addition, teachers can utilize Follet, an online lending library to provide their students with extra resources.

d. We currently have 1 long term ELL student who is in the fifth grade. This student is currently in a general education class but has been referred and also receives SETSS services. This students receives instruction specific to her weaknesses while working in small groups with the ELL teacher. Data is utilized to find deficient skills and lessons are differentiated using tactile and visual approaches. Scaffolding techniques such as graphic organizers are utilized to ensure success in completing academic tasks.

6. ELL students who have been identified as having special needs are placed on a special targeted list with the PPT team. Their general education progress can be monitored and addressed with various intervention strategies where necessary. ELL teachers of students with disabilities have access to and utilize grade level common core standards and common core curriculum in order to provide the students with academic content on their grade level. They provide this instruction by differentiating and scaffolding grade level lessons. The ELL teacher also utilizes ELL techniques and strategies such as front loading vocabulary, visual and tactile lessons, role-playing, realia, technology, and deconstructing language to accelerate English language development.

7. Our school uses a variety of curricular and instructional accommodations to meet the needs of our ELL students with disabilities. For example, we utilize an array of tactile and visual techniques to differentiate instruction. Technology in terms of laptops, web based subscriptions, and smartboards are used to appeal to the different learning styles and facilitate their learning.

### 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:

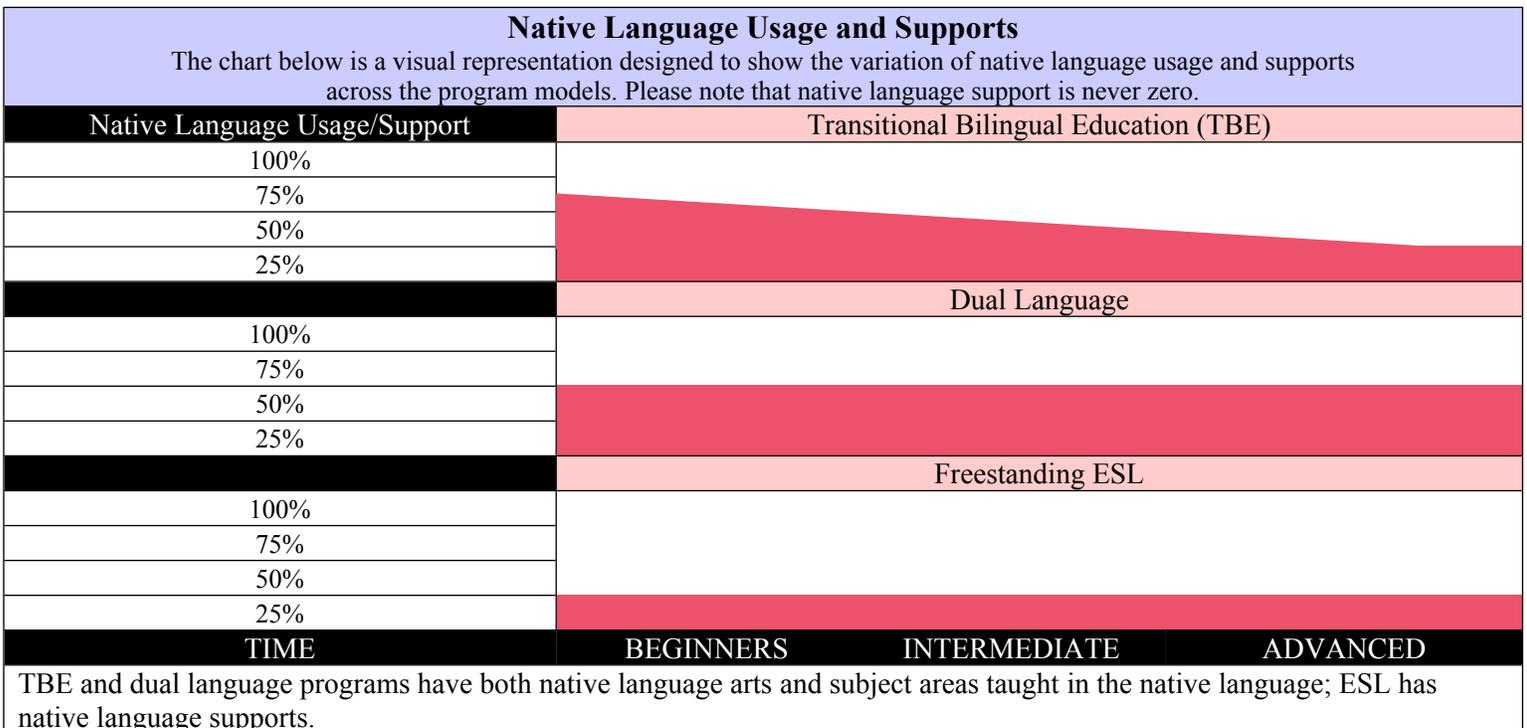
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		
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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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. Intervention programs are provided for all ELL students in math and ELA. An after school test prep program is in place for all ELL students in grades 3-5. These students also benefit from the use of Acuity. Acuity is used provide students with extra practice in areas where they are deficient. In addition, students in the lower grades have the opportunity to receive additional after school support that correlates with the NYSESLAT. Extended day is utilized to provide students with additional test-taking support in math and reading. The language of instruction is English. The new ELL students are encouraged to use their native language as a tool for learning. Materials are used to help transfer their native skills into English such as math resource books, picture dictionaries and various learning centers.

9. Support is provided for the ELL students reaching proficiency on the NYSESLAT by monitoring their progress within the classroom through conferencing and small group instruction. The ELL teacher meets with the classroom teacher during their common prep to discuss and monitor the proficient ELL students progress, and provide interventions if need be. Additionally, the ELLs reaching proficiency are invited to the ELL after school programs.

10. We plan on continuing our current programs for the upcoming school year. One improvement we will be implementing the Achieve 3000 program for all students in grades 3-5. This program will greatly improve the reading, writing, and listening skills of our ELLs.

11. We will continue to make improvements on the programs already being implemented for our ELLs. This year most of our ESL instruction is done in the push-in model where collaborative team teaching takes place.

12. Our title III funding will be used to run 3 after-school programs: one for math enrichment, one for ELA support, and one for NYSESLAT test prep. ELL students are invited to participate in these programs. Additionally, our school offers an after school cheerleading and basketball program, both of which our ELLs are invited to join.

13. Web based subscriptions are used to supplement the curriculum for our ELL students. Starfall.com, Razkids.com, Brainpop.com, and United Streaming.com have been purchased and utilized. These programs are used independently on classroom laptops or used during small group and whole class instruction with the use of Smartboards. Our school website also offers support as it has a translation tool. All correspondence sent home to parents can be viewed on the website in their native languages. We have developed a mobile library of supplementary ELL self correcting materials for teachers to utilize in the classroom with their ELL students. We also have a lending library of picture dictionaries and bilingual dictionaries to offer to our ELLs in their native languages. In addition our school has now purchased Achieve 3000. This program can be used at home and in school to help our students grow as readers. This website also provides a access to books in Spanish.

14. We currently have a Freestanding ESL program and due to the parent choice forms a Bilingual or Dual Language program has not been necessary. Native language is encouraged for students who are very new to this country. Since we have a large amount of students that are proficient, those students work with newly enrolled students to translate information. The emergent ELL students are encouraged to write in their native language and translate it into English through the translators, a translation web site, or a bilingual dictionary. In math, students and parents have access to translated materials. Correspondence with parents is provided in the native language of the parents. Additionally, our school website enables parent's to read about upcoming events in their native language.

15. All required services support the ELLs' ages and grade levels. Additionally, resources correspond to ELLs' ages and grade levels.

16. Newly enrolled ELL students are introduced to the ELL teachers before beginning their school year. The ELL teachers find a classmate of the newly enrolled ELL who can assist in translating if necessary.

17. Currently, the school does not offer language electives to ELLs.

## 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. Intervention programs are provided for all ELL students in math and ELA. An after school test prep program is in place for all ELL students in grades 3-5. These students also benefit from the use of Acuity. Acuity is used provide students with extra practice in areas where they are deficient. In addition, students in the lower grades have the opportunity to receive additional after school support that correlates with the NYSESLAT. Entended day is utilized to provide students with additional test-taking support in math and reading. The language of instruction is English. The new ELL students are encouraged to use their native language as a tool for learning. Materials are used to help transfer their native skills into English such as math resource books, picture dictionaries and various learning centers.

9. Support is provided for the ELL students reaching proficiency on the NYSESLAT by monitoring their progress within the classroom through conferencing and small group instruction. The ELL teacher meets with the classroom teacher during their common prep to discuss and monitor the proficient ELL students progress, and provide interventions if need be. Additionally, the ELLs reaching proficiency are invited to the ELL after school programs.

10. We plan on continuing our current programs for the upcoming school year. One improvement we will be implementing the Achieve 3000 program for all students in grades 3-5. This program will greatly improve the reading, writing, and listening skills of our ELLs.

11. We will continue to make improvements on the programs already being implemented for our ELLs. This year most of our ESL instruction is done in the push-in model where collaborative team teaching takes place.

12. Our title III funding will be used to run 3 after-school programs: one for math enrichment, one for ELA support, and one for NYSESLAT test prep. ELL students are invited to participate in these programs. Additionally, our school offers an after school cheerleading and basketball program, both of which our ELLs are invited to join.

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17. Currently there are no language electives offered.

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8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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17. Currently there are no language electives offered.

3. How do you evaluate the needs of the parents?

4. How do your parental involvement activities address the needs of the parents?

## 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. Our school has a large, active Parent Teacher Association. Our parent coordinator is very effective with involving the parents of our ELL students. She serves as a translator during P.T.A. meetings and parent teacher conferences. Various agencies come to our school to provide information to our parents to help their children in terms of health and academics. Adult English classes are also offered after school. Curriculum conferences are held to inform parents of what their child is learning in school and parent meetings are held throughout the year to inform them of their student's progress. Translators are provided at these meetings to ensure that the parents understand the information. In addition, parents are invited to visit the school and go into their child's classroom during reading, writing, and math celebrations. Parents are also invited to our numerous school-wide family nights, student of the month celebration and special assemblies showcasing our chorus and band. All invitations for our celebrations and family nights are sent home in numerous translated versions and can be found on the school website in the parents' native languages. This helps to ensure that all parents are involved.

2. The school partners with many agencies to provide workshops to our ELL parents. The parent coordinator works with the Jewish Community Center to provide an adult English class after school. Health Plus comes to our school once a month and provides workshops to our parents on various health topics. Additionally, Sylvan Learning Center hosts parent workshops at our school to teach parents ways to help their children academically.

3. The parents' needs are evaluated with the help of the parent coordinator, the teachers, and the administration. Parents are asked to come to members of the school community for support or with their concerns. We utilize the parent section of our school survey as a mode of gathering information on our parents' needs. We also gather data at ELL Orientation, parent teacher meetings, PTA meetings and SLT meetings. The HLIS also gives us information about the languages of the families in our school community. Additionally, a letter is sent home to the parents in the beginning of year introducing our parent coordinator and letting them know that she is available to assist them. The letter also notifies the parent that the parent coordinator can aide them with translation services. Translation services are utilized each day to help us have open communication with our parents who speak other languages. Our parent coordinator organizes monthly workshop through Health Plus and requests a bilingual facilitator. A translator is also present during our monthly PTA meetings. This helps our Spanish speaking population to feel involved in our school community. During parent teacher meetings we utilize translators to ensure that the parents are given accurate information about their child. With our bilingual staff we are able to meet the needs of the speakers of Spanish, Albanian, Arabic, and Chinese. If necessary we utilize the translation unit for additional languages.

4. Our parental involvement activities address the needs of the parents by helping them to be involved in their child's well being and academics. Additionally, the translation services assist in their understanding of this information. Many parents are interested in learning how to help their child at home. During curriculum conferences and parent meetings strategies are given to the parents to help their ELLs in their learning. Many workshops coordinated by the school are based on the needs of our parents.

## C. Schools with Dual Language Programs

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

## D. Professional Development and Support for School Staff

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

1. The ELL teachers have numerous opportunities for professional development. They attend meetings at the district office led by the ELL

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1. The ELL teachers have numerous opportunities for professional development. They attend meetings at the district office led by the ELL compliance specialist and/or an instructional specialist. In addition, the teachers attend workshops sponsored by BETAC and the United Federation of Teachers.

The ELL teachers turnkey the professional development during a series of teacher workshops held after school, during lunch and learn sessions, and during student non-attendance days. Assistant Principals, common branches teachers, paraprofessionals, bilingual coordinators, ESL teachers, guidance counselors, special education teachers, secretaries, and parent coordinators are all invited to attend.

This year's workshops are:

December 2011: Academic Literacy for ELLs Aligned to the Common Core State Standards: Reading and Writing Informational Text

January 2011: Team Teaching in the ESL Program

March 2011: Academic Language for ELLs in Content Areas

May 2011: Differentiating Instruction for ELLs

June 2011: Building Academic Language for English Language Learners

2. Our parent coordinator attends monthly meetings held by the Parent Support Office to assist her in carrying out her responsibilities. She facilitates a Fifth Grade Transition Meeting, with support from school leadership, at the school to assist our ELL students and families in the transition from elementary school to middle school. As usual translators are on hand. Our guidance counselor also offers her services to support ELLs who are in need of support as they transition to another school. Parents, staff, and students are invited to the receiving junior high schools to meet the new staff and learn about the programs offered in the junior high school. The parent coordinator informs the parents when and where the meetings are being offered. In addition, we provide translation services to families who need it. Also, some junior high schools host meeting at our school to inform the parents and students about their school and educational programs.

3. The aforementioned after school workshops are offered to teachers who need to receive 7.5 hours of ELL training. The training sessions assist teachers throughout the building in scaffolding and differentiating grade level work for their ELLs. We intend for all staff members to be able to incorporate ELL strategies in all facets of their teaching. Records are maintained in the school ELL compliance binder. Attendance is taken at workshops and kept on file. In addition, certificates of completion are distributed and added to each teacher's file.

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3. The parents' needs are evaluated with the help of the parent coordinator, the teachers, and the administration. Parents are asked to come

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## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	15	2	1	0	2	2								22

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

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

**Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	0	0	0	0	0	0							
	<b>I</b>	6	4	0	0	2	3							
	<b>A</b>	12	22	11	3	3	3							
	<b>P</b>	1	6	10	6	9	4							
READING/ WRITING	<b>B</b>	12	3	2	0	2	2							
	<b>I</b>	7	7	10	1	1	2							
	<b>A</b>	0	12	9	6	10	3							
	<b>P</b>	0	10	0	2	1	3							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	3	5	0	9
4	1	10	2	0	13
5	3	4	3	0	10
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	4	0	4	0	0	0	9
4	1	0	3	1	6	0	2	0	13
5	2	1	2	3	1	1	0	0	10
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	1	0	0	1	7	0	4	0	13
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**

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- 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.

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## Part VI: LAP Assurances

<b>School Name: Margaret L. Lindemeyer School</b>		<b>School DBN: <u>31R013</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paul Martuccio	Principal		11/10/11
Brigitte McCue	Assistant Principal		11/10/11
Alice DeJesus	Parent Coordinator		11/10/11
Gina Cicero	ESL Teacher		11/10/11
	Parent		
Stefanie Castelli/ESL Teacher	Teacher/Subject Area		11/10/11
	Teacher/Subject Area		
Danielle Nola	Coach		11/10/11
	Coach		
	Guidance Counselor		
	Network Leader		
Stephanie Taylor	Other <u>Assistant Principal</u>		11/10/11
Joann Toto	Other <u>Data Specialist</u>		11/10/11
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 31R13      **School Name:** P. S. 13 Margaret L. Lindemeyer

**Cluster:** 6      **Network:** 604

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

**Part A: Needs Assessment Findings**

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

In order to assess our school's written translation and oral interpretation needs, our school uses an array of methodologies. Some of the methodologies include, the Home Language Survey, The School Report Card, Parent Coordinator's survey, attendance in the ESL adult classes, a verbal survey of the staff, data provided by the ESL teacher, and the beginning of the year school survey.

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

Our current ELL population consists of 120 students. The native language breakdown of these students is as follows: 54% speak Spanish, 13% speak Chinese, 1% speaks Russian, 2% speak Urdu, 5% speak Arabic, 8% speak Albanian, 2% speak Haitian, 4% speak Polish, and 9% speak a language other than these. The findings are reported to the school community through the School Report Card, PTA newsletter and meetings, and correspondence from the Parent Coordinator.

From findings through the survey, it was determined that letters to the parents in their native language were necessary to involve the parents in their child's education. It is also necessary to translate the Parent Handbook. This can be done via our school's website. The translation tool allows parents to read and download information in every language. In addition, our staff must utilize the services of our translators on our staff and the Office of Language Translation and Interpretation to help facilitate translation of essential day-to-day information, such as, letters to the parents, trip slips, invitations to classroom activities, etc. We continue to use, our school website where teachers and administrators can post information for parents. Parents can select their language from a drop down menu and the entire site is translated into their language. This helps parents to receive important school news in a timely fashion in their own language.

## Part B: Strategies and Activities

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

The written translation services the school will provide are correspondence sent home in the Native Language of the parents, a workshop facilitated by our Parent Coordinator detailing how the ELL parents can use and browse the NYCDOE website, correspondence from the classroom teacher translated by either our Parent Coordinator or other staff members fluent in the native language of the child or the Office of Language Translation and Interpretation, and the appropriate Parent Involvement Policy translations downloaded and distributed to parents. We distribute the translated parent handbook to Spanish-speaking parents in our school. Our school website also ensures that parents can understand important school news since the information is available in their native languages.

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.

Translation services would be provided between the teacher and the parent in the school by either a member of the Department of Education; a paraprofessional; a teacher presently working at PS 13; or a teacher from another school, before or after school to discuss the educational concerns of the student and parent. These translation services will provide the parent with information about their child's academic performance and approaches to increasing achievement, especially during open school night. The translator can also provide information about supplemental services in the school.

Examples of oral interpretation services the school will provide are:

- Parent Coordinator arranging for a Specialist in Sign Language for parents in need of these services
- A number of bilingual staff members who can assist in the oral communication in several languages, such as, Spanish, Albanian, Chinese, Italian, Arabic, etc.
- A parent volunteer who translates Chinese

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

The school will fulfill the Chancellor's Regulations regarding parental notification requirements in the following ways:

- The school will provide a translation of any document that contains individual student specific information, such as, consent forms, and legal and disciplinary matters, etc.
- Signs posted throughout the school in various languages
- The school will provide oral interpretation through telephone calls
- The school will provide translations of communications in a timely manner in each of the covered languages
- All school members will utilize the on-line translation services of the Office of Language Translation and Interpretation
- The school website, e-cahlc, will provide parents with a tool for viewing important memos in their home languages

## 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: Margaret L. Lindemeyer School	DBN: 31R13
Cluster Leader: Jose Ruiz	Network Leader: Richard Gallo
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 checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input 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: 3
# of certified ESL/Bilingual teachers: 3
# of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

One of our After School Title III programs will begin in January for 90 minutes, twice a week and take place for 15 weeks. There will be three after school ESL classes. We will have 3 ESL certified teachers in the Title III program. Using the ESL methodology and the workshop model, we will instruct the 30-40 third, fourth, and fifth grade ELL students who are eligible for the program in English. The students will receive instruction in a cross curricular program that addresses the areas of weakness, namely writing and reading. Instruction will also be given in math with a focus on writing about math. Test-taking strategies will be incorporated throughout the program. Through shared reading, guided reading, interactive writing, and strategy lessons we plan to increase our students' level of proficiency in reading, writing, and math. The rationale of this program is based on the students' results on the NYSESLAT which has shown us that our ELLs speak and listen to English well but struggle in attaining proficiency in reading and writing. In addition, the state ELA and math exams contain academic language and writing responses that are challenging for our ELLs. With this program we plan to help our ELLs improve academically in those areas. Aside from addressing those low performance areas, using accountable talk and whole group sharing, we will help the children to continue to strengthen their listening and speaking skills.

Our other after school Title III program will begin in March for 90 minutes, twice a week and last for 5 weeks. There will be four after school ESL classes. We will have 3 ESL certified teachers and 1 common branch teacher co-teaching in the Title III program. Using the ESL methodology and the workshop model, we will instruct the 55 first and second grade ELL students who are eligible for the program in English. The students will receive instruction in a cross curricular program that addresses the areas of weakness, namely writing and reading. Instruction will also be given on test-taking strategies. Through shared reading, guided reading, interactive writing, and writing strategy lessons we plan to increase our students' level of proficiency in reading and writing. The rationale of this program is based on the students' results on the NYSESLAT which has shown us that for our ELLs are taking longer to attain proficiency in these areas. In addition to addressing those low performance areas, using accountable talk and whole group sharing, we will help the children to continue to strengthen their listening and speaking skills. Test-taking strategies will be incorporated to introduce our first and second graders to standardized testing.

Our programs are data driven and use teacher created materials. We will also incorporate Houghton Mifflin Teaching Resource Kits to conduct guided reading groups while providing language support. Test Prep books will be utilized to teach targeted strategies. Computers with language development programs will be utilized to support the students in their acquisition and understanding of English. In

### Part B: Direct Instruction Supplemental Program Information

In addition to Achieve 3000, Raz-Kids, United Streaming, and listening centers that will consist of a tape recorder and multiple headsets will be utilized. Consumable supplies for the ELL students to use in the program such as paper, pencils, marble notebooks, highlighters, etc will also be purchased with funding.

Students selected for this program were determined by using the data analysis of the information provided by the NYSESLAT scores.

The teachers in the program who are trained in ESL methodologies used running records, student work, student observations, turn and talks, student tasks, and standardized test scores to assess the success of the students.

Information is distributed to parents of ELLs in their home language whenever possible. These translations are available through written and oral communication done by in-house staff members as well as the NYCDOE website. We also utilize our school website to send parents information. The website is available in many different languages.

### 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 ELL teachers provide Title III Program teacher and new teachers with training in ELL strategies. Sessions of professional development devoted to ELL strategies are being planned for the Fall and Winter of 2011-2012. All other teachers can voluntarily attend workshops.

The workshops will address:

- Academic Literacy for ELLs Aligned with the Common Core Standards
- Team Teaching in the ESL Program
- Academic Language for ELLs in Math
- Differentiating Instruction for ELL Students
- Building Academic Language for English Language Learners

In addition, we will have grade conferences, lunch and learn sessions, and workshops before school opens in September and on non-attendance days when teachers will be in attendance.

**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:

There are many parental engagement activities targeted toward our ELL parents. Our parent coordinator schedules workshops with Sylvan Learning Center and Health Plus and invites our parents to learn ways in which they can help their child at home. Translators are present to ensure that our parents understand the information. Parents are also invited to monthly family nights where they can participate with their students in learning activities. During these nights and parent teacher conference nights, workshops are held to explain different learning tools to our parents such as Achieve 3000, the online science textbooks, and our school's website which can be translated into different languages. Parents of ELLs are also invited to attend Writers's Celebration where they can watch their child present their finished pieces of writing.

**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 fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly</li> </ul>		

**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.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		