



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ANNING S. PRALL INTERMEDIATE SCHOOL 27

THE MAGNET SCHOOL FOR APPLIED LEARNING WITH TECHNOLOGY INTEGRATION

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R027

PRINCIPAL: TRACEY KORNISH EMAIL: TKORNIS@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINA 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
Tracey Kornish	*Principal or Designee	
Meredith Fogelman	*UFT Chapter Leader or Designee	
Claudette Petrillo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Christopher Ortiz	Member/Chairperson	
Michelle Iacobelli	Member/Teacher	
Melanie Sepulveda	Member/Teacher	
Bette Hansen	Member/Teacher	
Kathleen Elhathat	Member/Parent	
Tabitha Parker	Member/Parent	
Charlotte Martin	Member/Parent	
Ellen Nicoll	Member/Parent	
Dorothy Urbanski	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June, 2012, Black or African American, Hispanic or Latino, Students with Disabilities, and Economically Disadvantaged student subgroups will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Levels 1, 2, 3, and 4 on the New York State ELA assessment.

Comprehensive needs assessment

- After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed increases in performance on the NYS English Language Arts assessment, except for Black or African American, Hispanic or Latino, SWD, and Economically Disadvantaged student subgroups, which have underperformed all other student groups for the past three years. As a result, we have made progress for our Black or African American, Hispanic or Latino, SWD, and Economically Disadvantaged subgroups a priority for the school year.

Instructional strategies/activities

- Professional Development:
 - PD will be given on the Pearson Literacy Program with special emphasis on successful strategies for Black, Hispanic , SWD, and Economically Disadvantaged student subgroups
 - Development of Curriculum maps
 - Development of Unit Plans
 - Benchmark assessments to monitor and revise curriculum maps
 - Development of literacy performance tasks that are aligned to Common Core State Standards
 - Development of Literacy Data Binder
 - Use of rubrics with the language of the Common Core State Standards to provide specific feedback to students regarding their work
 - Use of student data to plan and set goals
 - Further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning
 - Scheduling of Collaborative Meetings in lieu of the Thursday extended day period on a rotating basis for: Department Meetings, Inquiry Team Meetings, Grade Content Meetings, and Academy Meetings
- Target Population(s): All teachers instructing Black or African American, Hispanic or Latino, SWD, and Economically Disadvantaged

student subgroups.

- Responsible Staff Members: Administration, Teachers, CFN Support Group, and Staff Developers (internal and external).
- Implementation Timeline: September, 2011 through June, 2012

Strategies to increase parental involvement

- Prior to monthly PTA meetings, workshops and information sessions are held for parents. For example ARIS Parent Link, Bullying and Anti- Violence, Foreign Language Fair, Book Fair, Acuity, and Parent Teacher Conferences. The workshop materials used is translated and interpretation support is provided in the dominant languages spoken by parents in the school.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.
- Interim Progress Reports are distributed in the middle of each marking period. Parents are notified if they should contact the school.
- Acuity assessment reports are available to parents online.
- Parent/teacher outreach through school messenger.

Strategies for attracting Highly Qualified Teachers (HQT)

We attract Highly Qualified Teachers by canvassing the Open Market New Teacher Finder, the CFN Human Resources Liaison, and local colleges. We hire only Highly Qualified Teachers for new vacancies. We retain HQT's by providing opportunities for content center collaboration. Mentors are assigned to newly appointed teachers and Professional Development is provided to staff members.

Service and program coordination

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

Programs used to enhance the activities – strategies included in the plan are:

- Sports and Arts 21 Century After School Program
- Urban Advantage Science Program
- Civic Kids
- Reading Rainbow Collaboration with the YMCA
- Supplemental Education Services
- C.H.A.M.P.S. Sports Program
- Violence Prevention Anti-Bullying Program

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title1 School-Wide Program School, Conceptual Consolidation will allow us to combine Federal and Local Funds such as : Title 1, Title 111, and Fair Student Funding (Tax. Levy). Targeted instruction is funded by: Contracts for Excellence, Grant Allocations, SINI Allocation, and Citywide Instructional Expectations Allocations. These funds will implement the Action Plan from September, 2011 to June, 2012.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June, 2012, Hispanic or Latino, Students with Disabilities, English Language Learners, and Economically Disadvantaged student subgroups will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Levels 1, 2, 3, and 4 on the New York State Math assessment.

Comprehensive needs assessment

- After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed increases in performance on the NYS Math assessment, except for Hispanic or Latino, SWD, and Economically Disadvantaged student subgroups, which have underperformed all other student groups for the past three years. As a result, we have made progress for our Hispanic or Latino, Students with Disabilities, English Language Learners, and Economically Disadvantaged subgroups a priority for the school year.

Instructional strategies/activities

- Professional Development:
 - PD will be given on the Pearson Mathematics Common Core Program with special emphasis on successful strategies for , Hispanic or Latino, Students with Disabilities, English Language Learners, and Economically Disadvantaged student subgroups
 - Development of Curriculum maps
 - Development of Unit Plans
 - Benchmark assessments to monitor and revise curriculum maps
 - Development of Math performance tasks that are aligned to Common Core State Standards
 - Use of rubrics with the language of the Common Core State Standards to provide specific feedback to students regarding their work
 - Use of student data to plan and set goals
 - Further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning
 - Scheduling of Collaborative Meetings in lieu of the Thursday extended day period on a rotating basis for: Department Meetings, Inquiry Team Meetings, Grade Content Meetings, and Academy Meetings
- Target Population(s): All teachers instructing Black or African American, Hispanic or Latino, SWD, and Economically Disadvantaged student subgroups.
- Responsible Staff Members: Administration, Teachers, CFN Support Group, and Staff Developers (internal and external).

- Implementation Timeline: September, 2011 through June, 2012

Strategies to increase parental involvement

- Prior to monthly PTA meetings, workshops and information sessions are held for parents. For example ARIS Parent Link, Bullying and Anti- Violence, Parental Training on Common Core State Standards, Foreign Language Fair, Book Fair, Acuity, and Parent Teacher Conferences. The workshop materials used are translated and interpretation support is provided in the dominant languages spoken by parents in the school.
- The Parent Coordinator, Administration and pedagogical staff will attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.
- Interim Progress Reports are distributed in the middle of each marking period. Parents are notified if they should contact the school.
- Acuity assessment reports are available to parents online.
- Parent/teacher outreach through school messenger.
- PTA school website.

Strategies for attracting Highly Qualified Teachers (HQT)

We attract Highly Qualified Teachers by canvassing the Open Market New Teacher Finder, the CFN Human Resources Liaison, and local colleges. We hire only Highly Qualified Teachers for new vacancies. We retain HQT's by providing opportunities for content center collaboration. Mentors are assigned to newly appointed teachers and Professional Development is provided to staff members.

Service and program coordination

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

Programs used to enhance the activities – strategies included in the plan are:

- Sports and Arts 21 Century After School Program
- Urban Advantage Science Program
- Civic Kids
- Reading Rainbow Collaboration with the YMCA
- Supplemental Education Services
- C.H.A.M.P.S. Sports Program
- Violence Prevention Anti-Bullying Program

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title1 School-Wide Program School, Conceptual Consolidation will allow us to combine Federal and Local Funds such as : Title 1, Title 111, and Fair Student Funding (Tax. Levy). Targeted instruction is funded by: Contracts for Excellence, Grant Allocations, SINI Allocation, and Citywide Instructional Expectations Allocations. These funds will implement the Action Plan from September, 2011 to June, 2012.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June, 2012, all students, including Black or African American, Hispanic or Latino, Students with Disabilities, English Language Learners, and Economically Disadvantaged student subgroups will meet or exceed AYP in Science.

Comprehensive needs assessment

- After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed increases in performance on the NYS Science assessment and as a result we must continue to maintain the Safe Harbor advantage.

Instructional strategies/activities

- Professional Development:
 - Urban Advantage
 - Monthly Uniform Labs
 - Common Core State Standards Reading and Writing activity.
 - Development of Curriculum maps
 - Development of Unit Plans
 - Benchmark assessments to monitor and revise curriculum maps.
 - Use of rubrics with the language of the Common Core State Standards to provide specific feedback to students regarding their work.
 - Use of student data to plan and set goals.
 - Further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning
 - Scheduling of Collaborative Meetings in lieu of the Thursday extended day period on a rotating basis for: Department Meetings, Inquiry Team Meetings, Grade Content Meetings, and Academy Meetings
- Target Population(s): All teachers instructing Black or African American, Hispanic or Latino, SWD, English Language Learners, and Economically Disadvantaged student subgroups.
- Responsible Staff Members: Administration, Teachers, CFN Support Group, and Staff Developers (internal and external).
- Implementation Timeline: September, 2011 through June, 2012

Strategies to increase parental involvement

- Prior to monthly PTA meetings, workshops and information sessions are held for parents. For example ARIS Parent Link, Bullying and Anti- Violence, Foreign Language Fair, Book Fair, Acuity, and Parent Teacher Conferences. The workshop materials used is translated and interpretation support is provided in the dominant languages spoken by parents in the school.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.
- Interim Progress Reports are distributed in the middle of each marking period. Parents are notified if they should contact the school.
- Acuity assessment reports are available to parents online.
- Parent/teacher outreach through school messenger.

Strategies for attracting Highly Qualified Teachers (HQT)

We attract Highly Qualified Teachers by canvassing the Open Market New Teacher Finder, the CFN Human Resources Liaison, and local colleges. We hire only Highly Qualified Teachers for new vacancies. We retain HQT's by providing opportunities for content center collaboration. Mentors are assigned to newly appointed teachers and Professional Development is provided to staff members.

Service and program coordination

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

Programs used to enhance the activities – strategies included in the plan are:

- Sports and Arts 21 Century After School Program
- Urban Advantage Science Program
- Civic Kids
- Reading Rainbow Collaboration with the YMCA
- Supplemental Education Services
- C.H.A.M.P.S. Sports Program
- Violence Prevention Anti-Bullying Program

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title1 School-Wide Program School, Conceptual Consolidation will allow us to combine Federal and Local Funds such as : Title 1, Title 111, and Fair Student Funding (Tax. Levy). Targeted instruction is funded by: Contracts for Excellence, Grant Allocations, SINI Allocation, and Citywide Instructional Expectations Allocations. These funds will implement the Action Plan from September, 2011 to June, 2012.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	195	130	195	195	0	0	0	0
7	170	147	170	170	0	0	0	0
8	214	164	214	214	0	0	0	0
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • The extended day is offered to all students. These services are offered 3 times weekly for 37.5 minutes. • Instructional materials are used to differentiate and target deficiencies of individual students. • Skills intervention is used during the day to support curriculum in small groups. • Small group instruction focusing on ELA during after school program. □
Mathematics	<ul style="list-style-type: none"> • The extended day is offered to all students. These services are offered 3 times weekly for 37.5 minutes. • A variety of instructional materials are used to differentiate and target deficiencies of individual students. • Skills intervention is used during the day to support curriculum in small groups. • Small group instruction focusing on math during after school program.
Science	<ul style="list-style-type: none"> • Students who require additional support will work on strategies to achieve success in Science will be targeted during 37.5 minutes. • Teachers will incorporate literacy strategies using multi level informational texts based on content concepts.
Social Studies	<ul style="list-style-type: none"> • Students who require additional support will work on strategies to achieve success in Social Studies will be targeted during 37.5 minutes. • Teachers will incorporate literacy strategies using multi level informational texts based on content concepts.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Group, individual, and/or family counseling is provided during the school day to students who have been identified as needing counseling to help deal with issues that may impact upon academic success. • The SAPIS worker provides small group counseling to students at risk for drug or alcohol abuse.
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • The School Psychologist provides at risk services to the students who are identified by the Pupil Personnel Team (PPT) during monthly meetings.

At-risk Services provided by the Social Worker	<ul style="list-style-type: none">• The school Social Worker meets with students on an individual basis to address issues that have an impact on their academic performance.
At-risk Health-related Services	N/A

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

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

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

IS 27
School Parent Compact

Anning S. Prall Intermediate School 27, The Magnet School for Applied Learning with Technology Integration, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2006-07.

Required School-Parent Compact Provisions
School Responsibilities

Anning S. Prall Intermediate School 27, The Magnet School for Applied Learning with Technology Integration, will:

- provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Anning S. Prall Intermediate School 27 will provide high quality instruction to all students. The school is divided into three Academies. Each Academy follows the city and state curriculum and scope and sequence for academic instruction area. Each Academy has an Assistant Principal, Dean, Guidance Counselor, and Academy Leader for student support to ensure the learning environment meets the needs of each student. In addition to content specific instruction, we also provide additional theme based and arts based learning opportunities. Our before and after school programs extend learning opportunities to our students.
- hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Parent Teacher Conferences will be held twice a year: November and February.
- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Progress Reports are an interim report of success that is distributed in the middle of each marking period. Parents are notified if they should contact the school.

- Report Cards are distributed 4 times a year.
 - ARIS Parent Link (APL) provides academic information about your child and your child's school.
 - Acuity assessment reports are available to parents online .
- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.
 - provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.
 - The School Leadership Team has 50% parent members.
 - The Parent Coordinator escorts parent visitors.
 - Chaperon school trips
 - involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - involve parents in the joint development of any School wide Program Plan (for SWP schools), in an organized, ongoing, and timely way.
 - hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 - provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 - provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 - on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 - provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
 - provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

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

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - providing an environment conducive for study;
 - making sure that home is completed;
 - monitoring the amount of television my children watch;
- ⇒ volunteering in my child's classroom;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ participating in school activities on a regular basis;
- ⇒ promoting positive use of my child's extracurricular time.
- ⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement;
- ⇒ attend monthly PTA meetings;
- ⇒ attend Parent Teacher Conferences.

Student Responsibilities

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

- Attain a Level 3 or 4 in all content areas.
- Do homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give all notices and information received from school to my parents and guardians.
- Follow the behavior matrix as outlined in Prall Behavior Incentive System.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 31R027 **School Name:** Anning S. Prall Intermediate School 27

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The identified students fall far below the standard in Writing. The June, 2010 JIT recommended a School-Wide Writing Program.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The school will purchase the Pearson-Prentice Hall Writing and Grammar Handbook Edition.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

10% of Title 1 funds are used for Coaching / Mentoring.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The teacher-mentoring program follows the NYC Guidelines. The mentors work with the new teacher two times per week and records progress online.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school will notify parents about the school's identification for school improvement by a letter distributed December 1, 2011 and by a presentation and explanation at the December 13, 2011 PTA Meeting.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Cluster 6/ Jose Ruiz	District 31	Borough Staten Island	School Number 027
School Name Anning S. Prall			

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

Principal Tracey Kornish	Assistant Principal Marie Grandner
Coach	Coach type here
ESL Teacher Daisy Olivencia	Guidance Counselor type here
Teacher/Subject Area Maria Puglia/Social Studies	Parent Claudette Petrillo
Teacher/Subject Area	Parent Coordinator Cathy Mayo
Related Service Provider Tina Bolger Speech Pathologist	Other Freddy Posadas/Bilingual Psych
Network Leader Richard Gallo	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1070	Total Number of ELLs	64	ELLs as share of total student population (%)	5.98%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here 1.

The following identification and assessment instruments to determine ELL eligibility are completed within ten days as per CR Part-154;

- Home Language Identification Survey. At enrollment, a trained pedagogue Tina Bolger, Marilyn Linksy, Maria Puglia, Timmy Klobocista, or Daisy Olivencia) meets with parents to fill out and administer HLIS survey (translated in nine languages). Parents are interviewed and an informal oral interview in English is given to student. A trained pedagogue may need to conduct an informal interview in the native language Marilyn Linsky-French and Spanish, Tim Klobicista-Arabic, Daisy Olivencia - Spanish. Translation services are also available through the translation unit during the ELL identification process.

- Language Assessment Battery-Revised. Once a licensed pedagogue collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R) a test determining if a student is in need of bilingual education or English as a Second Language (ESL) services within ten days of enrollment as per CR-154. Students that score below the cut score on the LAB-R become eligible for state-mandated services for ELLs. In order to determine language dominance, the Spanish LAB is administered to students who speak Spanish at home and score below proficiency level on LAB R.

- New York State English as a Second Language Achievement Test (NYSESLAT). In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. Before the beginning of the next school year, parents are notified of the NYSESLAT outcomes and program eligibility. ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. ELL score at or above proficiency are no longer entitled to ELL services through state funding and can enter all English monolingual classes. Students who transition to all English monolingual classes can receive ESL support for up to a year, supported by state funds, according to CR Part 154.

2. The following structures are in place to ensure that parents understand all three programs choices. (Transitional Bilingual, Dual Language, and Freestanding ESL).

- An Entitlement letter in the student's home language, which contains the students LAB-R score and the choice of services to which the student is entitled, is sent to parents. Within the Entitlement letter the parents are invited to attend a formal Parent Orientation session, where each program will be explained and parents can ask questions. If parents are unable to attend the Parent Orientation, we offer them one-on-one conferences throughout the school year. These Parents sessions both formal and informal are conducted by a licensed pedagogue.

- Parents attending have the opportunity to view the Parent Orientation DVD in their Native Language, receive information about each program, and ask questions or discuss any concerns they may have about their child's education. The DVD is conducted in several languages. However, if the Native Language is not on the DVD, arrangements are made for a translator to be available. In addition, parents are informed of their child's right to placement in a bilingual class. If none available parents have the option to transfer their child to another school within the district. If they do not choose to transfer their child, he or she will be placed in a

Freestanding English as a Second Language program for the entire school year.

3. Distribution of entitlement letters

Parent Survey and Program Selection Forms are distributed during the Parent Orientation. They have the option of completing the forms during the orientation session or taking them home to fill out and returning them as soon as possible. Parents are informed that if they do not return the selection form then by default, (as per CR Part 154) the child will be placed in a Transitional Bilingual program.

4. The criteria used and the procedures followed to place identified ELL's at IS 27 are as follows:

Once ELL's are identified, administration of the Language Assessment Battery (LAB-R) is done within ten days of enrollment. Based on their LAB-R score Beginner/Intermediate ELL's receive 360 minutes of ESL

Advance ELL's receive 180 minutes of ESL as per CR Part 154. In the spring, the NYSESLAT is administered to determine English proficiency.

Lastly, parents are given a Placement Letter, in their home language that informs them of the program in which their child was placed. Copies of these letters are kept.

In order to have well-informed and active parental involvement, we also provide orientation workshops on the assessment, school expectations and general ESL program requirements. All sessions are conducted in English and in the native language of the child's parent or guardian. Parents are given a Continued Entitlement Letter to select the ESL program of their choice for the following year.

5. Trend in Program Choices:

In reviewing the Parent Survey and Program Selection forms for the past few years, we noticed the trend in program choice to be ESL. Parents are clearly indicating and selecting ESL services for their children. In 2010 - 2011, we had four newly enrolled ELLs entitled to services and all four of the parents chose to place their child into the ESL program. IS 27 continues to provide ongoing orientation meetings for parents in order to assist them with the decision-making process for selecting an appropriate program for their children.

6. The program model offered at IS 27 is aligned with parent request.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
	<input checked="" type="radio"/> 6	<input checked="" type="radio"/> 7	<input checked="" type="radio"/> 8	<input checked="" type="radio"/> 9	<input checked="" type="radio"/> 10	<input checked="" type="radio"/> 11

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% →)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							2	2	2					6
Push-In														0
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	21
SIFE	9	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	21

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	19	8	5	24	1	14	21	0	14		64
Total	19	8	5	24	1	14	21	0	14		64

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

C. Home Language Breakdown and ELL Programs

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

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
TOTAL	0													

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: _____	Asian: _____
Native American: _____	White (Non-Hispanic/Latino): _____
	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							14	11	20					45
Chinese								3						3

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
Russian														0
Bengali								1						1
Urdu									1	2				3
Arabic								1	1					2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish									1					1
Albanian							1							1
Other							3	4	1					8
TOTAL	0	0	0	0	0	0	18	20	24	2	0	0	0	64

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1a. The organizational model for ELL instruction at Anning S. Prall is a Freestanding ESL pull out program.

1b. Our freestanding ESL program consists of twelve ungraded homogenous proficiency leveled classes based on the Spring 2011 NYSESLAT. ESL students are registered in multiple classes.

2. To ensure that the mandated number of instructional minutes is provided according to proficiency level in our Freestanding ESL

A. Programming and Scheduling Information

program there are two fully certified and highly qualified TESOL teachers.

2a. Students in the freestanding ESL program receive all instruction in English with native language support through multicultural libraries, bilingual dictionaries and we have a buddy system. Students are grouped homogeneously and receive the mandated number of instructional minutes as per CR-154. All of our ESL Beginners and Intermediate level students have minimum of 352 minutes pull out for ESL instruction. Our Advanced ESL have a minimum of 220 minutes of pull out ESL instruction. Our student teacher ratio per ESL class is always under the 16 to 1 maximum with the average ratio being under ten to 1.

3. In our freestanding ESL program all ELL students are taught in English and mainstreamed into all subjects throughout the day. English language Arts is taught using both ESL and English language arts methodologies. Content areas are taught using ESL strategies such as extensive use of visuals, repetition to promote oral language development. Scaffolding strategies is infused into the instruction of our ELL students. Native language support such as the use of bilingual dictionaries, materials in native languages, and strategic homogeneous linguistic grouping is provided. All ESL students are mainstreamed with content area specialists in Science, Social Studies, Math and other contents. All advanced ESL students are mainstreamed for Language Arts.

4. At I.S. 27 we evaluate ELL students using a Bilingual Psychologist and the DOE Cascade if student language is not available. The following assessments are used; WISC4 for cognitive development, and the Woodcock Johnson 3 Munoz for academic intervention. If the student's language is not available we contract out to different agencies or use the DOE Translation Unit.

5. At Anning S Prall we differentiate instruction for ELL subgroups:

5a. Instructional Plan for SIFE:

- Literacy and Content courses that are thematic coordinated and encourage transfer of learning across content areas.
- Follow up on content and skill development provided by double period ESL programs.
- Small classes, individualized attention from ESL teachers.
- Title III- Saturday Success Academy
- Extended Day

5b. Instructional Plan for Newcomers 0-3 years:

- ELL newcomers are given same language buddies as soon as they enter our school.
- Small group instruction
- Title III Saturday Success Academy
- Bilingual and Picture Dictionaries
- ESL curriculum aligned with ELA pacing calendar, which adheres to New York State ELA and ESL standards.
- Extended Day
- Technology: Smart board, Read 180

5c. Instruction Plan for ELL's receiving service 4 to 6 years:

- Small group instruction
- Title III Saturday Success Academy
- Bilingual and Picture Dictionaries
- ESL curriculum aligned with ELA pacing calendar, which adheres to New York State ELA and ESL standards.
- Extended Day
- AIS services
- Technology: Smart board, Read 180

5d. Instruction Plan for ELL's receiving service for more than 6 years:

- Small group instruction
- Title III Saturday Success Academy
- Bilingual and Picture Dictionaries
- ESL curriculum aligned with ELA pacing calendar, which adheres to New York State ELA and ESL standards

A. Programming and Scheduling Information

- Extended Day
- AIS services

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100% Literature and Reality Central support which offers a variety of opportunities for ELL's to produce language, and dig deeper into critical vocabulary and comprehension skills. This is not only for ELA but Math also.	100%		
75%			
50% 7. ELL's-SWD's are mainstreamed in their minor classes provided with extended day and services before and afterschool.			
25%			
100%			
75%			
50%			
25%			
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. Our target interventions for ELLs are offered in English only: In Science for Title III, ELA and Math for Long term ELLs and the Extended Day. We employ the following programs: Pearson Literature Adapted for ELLs, Read 180, Classroom Libraries in English and Native Languages, Destiny Program in the school library provides fiction and non-fiction ebooks in English and Native Languages

9. Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is to provide them with one period a week of transitional support and testing accommodations for the first year, and testing accommodations for the second year.

10. Read 180 is a new program for Ells-SWD's that is a research-based reading intervention program which provides struggling readers with intensive, differentiated skills practice. One improvement that will be considered for the upcoming school year is to targeting long term Ells on their ELA, Math and Science skills. Reality Central and Writing Central are also used in the program. Pearson is the foundational ESL literacy and math program.

11. In order to meet New York City and New York Staten benchmarks, Achieve 3000 will be discontinued and Read 180 will be

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?

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11. In order to meet New York City and New York State benchmarks, Achieve 3000 will be discontinued and Read 180 will be implemented. Achieve 3000 did not effectively improve language acquisition for our students.
12. All ELL's are afforded equal access to all school programs through school wide announcements, letter correspondence and teacher-parent communication. Afterschool programs such as Sports and Arts are offered to all students in the building. Supplemental services such as the Saturday Success Academy targets ELLs.
13. The use of technology such as smart boards and laptop carts are readily available for ELLs. Our freestanding ESL program along with content- area classrooms uses the Workshop model. Read 180 a research-based reading intervention program which builds phonemic awareness, phonics, fluency, vocabulary, is used for our ELL's and SWD's. Other materials used are:
- Brain Pop ESL
 - Empire State NYSESLAT Prep Books
 - High Point Series Hampton Brown Publishing
 - Bilingual Dictionaries
 - Picture Dictionaries
 - ESL and Multicultural Libraries
 - Accelerating English Language Learning by Scotts Foresman Publishing
 - Making Connection 1 and 2 an Integrated Approach to learning English Heinle and Heinle Publishing
 - Prentice Hall/Pearson Literature Language Central, Pearson Literature and Reality Central
14. Native language support is provided through multicultural libraries, bilingual dictionaries and materials. The Office of Translation Services and Multilingual Handouts support native languages. Native language is provided when the need is identified. Bilingual glossaries (Spanish, Arabic, French) are available to all teachers in Math, Social Studies and Science. Teachers group students together of the same language for certain activities so that they can assist each other and respond in their native language.
15. In correspondence to ELLs age and grade levels required services and support are delivered by ELL personnel observing NYSESLAT scoring. If ELL personnel observes through the NYSESLAT reports that after three years a student has demonstrated a lack of significant progress then the student is recommended for further evaluation.

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.
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 - Bilingual Dictionaries
 - Picture Dictionaries
 - ESL and Multicultural Libraries
 - Accelerating English Language Learning by Scotts Foresman Publishing
 - Making Connection 1 and 2 an Integrated Approach to learning English Heinle and Heinle Publishing
 - Prentice Hall/Pearson Literature Language Central, Pearson Literature and Reality Central
14. Native language support is provided through multicultural libraries, bilingual dictionaries and materials. The Office of Translation Services and Multilingual Handouts support native languages. Native language is provided when the need is identified. Bilingual glossaries (Spanish, Arabic, French) are available to all teachers in Math, Social Studies and Science. Teachers group students together of the same language for certain activities so that they can assist each other and respond in their native language.
15. In correspondence to ELLs age and grade levels required services and support are delivered by ELL personnel observing NYSESLAT scoring. If ELL personnel observes through the NYSESLAT reports that after three years a student has demonstrated a lack of significant progress then the student is recommended for further evaluation.

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

Beginning

Intermediate

Advanced

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)?

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

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here .

1. The following personnel are involved in receiving professional development through Office of ELLs, ESL Coordinator, Manhattan/SI-BETAC or ELL Compliance Specialist; Assistant principals, common branch teachers, guidance counselors, special education teachers, secretaries, and parent coordinator.

Professional Development opportunities will be available such as the following:

- Identifying ELL data through ARIS
- Understanding the NYSESLAT exam
- QTEL - scaffolding instruction
- LAP - ELL case studies
- Looking for writing responses for NYSESLAT and NYS ELA

Our professional development plan for all ELL personnel will be ongoing and the following:

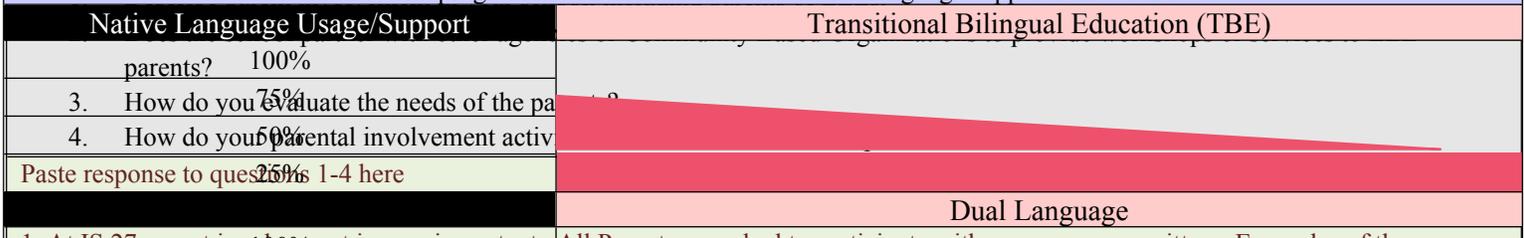
- Making content comprehensible for ELLs
- Demonstrating strategies to use with ELLs, including Native Language support
- Enhancing sensitivity and understanding of our ELLs in order to foster academic and social growth

2. ESL teachers coordinate with administrators, team leaders, guidance counselors, and magnet specialists to notify teachers of 6th and 8th graders who are receiving ESL services. We also discuss the subgroup of each student (SIFE, Long-Term ELL, newcomer, and SWD's) and the affect it may have on their transition from 5th to 6th and from 8th to high school. IS 27 has several information nights from the different feeder schools. Guidance counselors of ELLs remain in contact with the teachers to share information about personal problems these students may have with their transition.

3. The teaching staff at Anning S. Prall is given many opportunities to attend professional development, pertaining to ELLs, throughout the school year. Training by the ESL teachers and ELL specialists is ongoing. A portion of our teachers have their mandated 7.5 hours of ESL training. All ESL PD attended by ELLs personnel is then turn-keyed to team leaders and assistant principals, who are able to relay the information to the rest of the staff through academy and team meetings. Minor teachers are encouraged to infuse these strategies and insights gained. Teachers are required to bring in completed documentation of workshop if out of the building. A certification of completion is then given. This information is kept on file in the main office. .

Native Language Usage and Supports

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



E. Parental Involvement

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

Paste response to questions 1-4 here

1. At IS 27 parent involvement is very important. All Parents are asked to participate with numerous committees. Examples of these are Hospitality – parents are asked to set up refreshments for meetings and activities. Also there is a Title1 committee – parents discuss ways they feel funds would be useful and or helpful to the families in our school community. Fundraising – parents look into different ways to bring funds into the school so our students don't have to be burdened with as many fees/expenses. We also ask parent to volunteer there time to help with the school book fair when it fits their individual schedules. Parent volunteers also translate at Parent Teacher Association meetings.

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This position focuses on creating a welcoming environment for parents. The Parent Coordinator will identify parent and related school/community issues and work with the principal to see they are addressed in a timely manner

Increases parent involvement in the school by working closely with all school, parent and community organizations

Serve as a a facilitator for parent and community concerns, issues including, for example, school policies or facilities issues

Conduct outreach to engage parents in their children's education.

Assist parents to navigate the Department of Education system.

Provide parents with resources.

Convene regular parent meetings and events around topics of key concerns to parents

Attends parent meetings along with principal where appropriate

Works with the school parent association where needed to provide assistance in establishing by-laws, holding elections and conducting their affairs in accordance with Chancellor's Regulation A-660

Serve as a school liaison to Central and Field based parent support staff

Maintain ongoing contact with community organizations that are involved with providing services to the school's educational program

Organize events to increase parental and community involvement and create a welcoming school environment to parents. See attachment A

2. Every month there is a PTA meeting where information is given to let parent and students know what is going on in the community we also put that same information on our school website so parents who are unable to come will get the same information. At these meeting we also focus on a specific topic for the month. Example for the month of November we will be focusing on how to access your Aris account, (we will have teachers and lap tops available for parents to get hands on help). In the month of December we usually have a fire safety Topic, (an Officer from the FDNY comes and discuss all of the house hold do's/don'ts). Tutoring providers (SES) have bilingual staff.

3. Families usually let us know their needs or if they are having any concerns. We also send out several surveys to get input from families who may not want to speak face to face. We offer workshops on family issues and concerns. See attachment B1.

4. The activities that we do are usually ones that are informational and help bring our school community closer. An example of this is our International Night. We ask parent to bring in different foods from their country/heritage and tell a little about it, this brings a better understanding of all of the different cultures in our school community. It also help parent that are new to the school socialize and that make a better school community. Based on responses from survey and from individual requests, workshop are presented. B2.

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.

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?

Paste response to questions 8-17 here

8. Our target interventions for ELLs are offered in English only: In Science for Title III, ELA and Math for Long term ELLs and the Extended Day. We employ the following programs: Pearson Literature Adapted for ELLs, Read 180, Classroom Libraries in English and Native Languages, Destiny Program in the school library provides fiction and non-fiction ebooks in English and Native Languages
9. Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is to provide them with one period a week of transitional support and testing accommodations for the first year, and testing accommodations for the second year.
10. Read 180 is a new program for ELLs-SWD's that is a research-based reading intervention program which provides struggling readers with intensive, differentiated skills practice. One improvement that will be considered for the upcoming school year is to targeting long term ELLs on their ELA, Math and Science skills. Reality Central and Writing Central are also used in the program. Pearson is the foundational ESL literacy and math program.
11. In order to meet New York City and New York State benchmarks, Achieve 3000 will be discontinued and Read 180 will be implemented. Achieve 3000 did not effectively improve language acquisition for our students.
12. All ELL's are afforded equal access to all school programs through school wide announcements, letter correspondence and teacher-parent communication. Afterschool programs such as Sports and Arts are offered to all students in the building. Supplemental services such as the Saturday Success Academy targets ELLs.
13. The use of technology such as smart boards and laptop carts are readily available for ELLs. Our freestanding ESL program along with content- area classrooms uses the Workshop model. Read 180 a research-based reading intervention program which builds phonemic awareness, phonics, fluency, vocabulary, is used for our ELL's and SWD's. Other materials used are:
- Brain Pop ESL
 - Empire State NYSESLAT Prep Books
 - High Point Series Hampton Brown Publishing
 - Bilingual Dictionaries
 - Picture Dictionaries
 - ESL and Multicultural Libraries
 - Accelerating English Language Learning by Scotts Foresman Publishing
 - Making Connection 1 and 2 an Integrated Approach to learning English Heinle and Heinle Publishing
 - Prentice Hall/Pearson Literature Language Central, Pearson Literature and Reality Central
14. Native language support is provided through multicultural libraries, bilingual dictionaries and materials. The Office of Translation Services and Multilingual Handouts support native languages. Native language is provided when the need is identified. Bilingual glossaries (Spanish, Arabic, French) are available to all teachers in Math, Social Studies and Science. Teachers group students together of the same language for certain activities so that they can assist each other and respond in their native language.
15. In correspondence to ELLs age and grade levels required services and support are delivered by ELL personnel observing NYSESLAT scoring. If ELL personnel observes through the NYSESLAT reports that after three years a student has demonstrated a lack of significant progress then the student is recommended for further evaluation.

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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)?

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
 5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here Some of the assessments tools our schools use to assess literacy skills.

- Scantron Ed Performance
- Fontas and Pinnell
- Workshop Model
- Acuity
- Pearson's Periodic Assessment
- ARIS
- NYSESLAT scores

2.The data patterns show that across grade levels the students were more proficient in Listening and Speaking and less proficient in Reading and Writing.

3.Based on the NYSESLAT modalities we need to continue our emphasis on reading and writing. ELA and ESL teachers collaborate on instructional planning.

4a. Patterns show that a majority of our ELL students scored at level 1 and 2 in both math and ELA. Our ELL-SWD's scored a level 1 on both Math and ELA.

4b. The ESL teachers meet with the inquiry team to review results of ELL Periodic Assessments and plan lessons collaboratively. Teachers work on Thursdays to review results and implementation.

4c. Based on the Item Analysis of the Periodic Assessments ELL weaknesses are in reading and writing. Native Language is used in conjunction with our Multicultural libraries which have language specific books. By examining the Periodic Assessment we have learned that ELL's require more instruction in reading and writing. We plan to establish programs to support our ELL's. ie – after school small group instruction using ESL and ELA as team teachers.

5.N/A

6.We evaluate the success of our program for ELLs by looking at the scores on the NYSESLAT quantifiable means of gauging student progress and by dynamic assessment in classroom which measures overall functional performance levels. We are constantly evaluating the success of our program for ELL's. To obtain data, resources and progress from year to year we use ARIS, NYSESLAT Acuity, NYStart to emphasize developing student strengths and weaknesses and looking at student work.

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 this form. This form does not allow graphics and charts to be pasted.

Attachment A -

I.S. 27 / ANNING S. PRALL

The Magnet School of Applied Learning with Technology Integration

Parent Involvement Survey

Cathy Mayo, Parent Coordinator - 718 727-8936

September 2011

Welcome Back to School. It will be an exciting new year.

Please take a few minutes to answer these questions so that I can provide informative workshops for you in the school year.

(Please Print Clearly)

Name: _____ Telephone # _____

Email Address: _____ @ _____

Best way to reach you: ___ Telephone or ___ Email

Child's Name & Grade _____

skills, professions, talents, and/or Languages spoken:

Times I could attend workshops: (List at least 2) _____ / _____

The days I could attend attending workshops: (at least 2) _____ & _____

Workshops: (Please check all that you are interested in attending)

___ Parenting (tips/strategies) ___ Health/Nutrition ___ Resume/job search

___ Teenage topics (adolescence) ___ Grand Parenting issues ___ Single Parent issues

___ Homework Help ___ Project Help/Skills ___ Study Skills

___ Computer Skills ___ Math/Literacy ___ Crafts

*Topics not listed, but are interested in : _____

I have attended PTA meetings: ___ yes no ___ Why? _____

What resources/translations do you need to help you to become involved at school?

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.

Paste response to questions 1-3 here .

1. The following personnel are involved in receiving professional development through Office of ELLs, ESL Coordinator, Manhattan/SI-BETAC or ELL Compliance Specialist; Assistant principals, common branch teachers, guidance counselors, special education teachers, secretaries, and parent coordinator.

Professional Development opportunities will be available such as the following:

- Identifying ELL data through ARIS
- Understanding the NYSESLAT exam
- QTEL - scaffolding instruction
- LAP - ELL case studies
- Looking for writing responses for NYSESLAT and NYS ELA

Our professional development plan for all ELL personnel will be ongoing and the following:

- Making content comprehensible for ELLs
- Demonstrating strategies to use with ELLs, including Native Language support
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Role and Responsibilities

Parent Coordinator is a part of the administrative team working under the supervision of the principal. Parent Coordinator will engage with and involve parents in the school community by working with the principal, teachers, schools staff, school leadership team, parent/teacher association, community groups and parent advisory councils.

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Increases parent involvement in the school by working closely with all school, parent and community organizations

Serve as a facilitator for parent and community concerns, issues including, for example, school policies or facilities issues

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2. Every month there is a PTA meeting where information is given to let parent and students know what is going on in the community we also put that same information on our school website so parents who are unable to come will get the same information. At these meeting we also focus on a specific topic for the month. Example for the month of November we will be focusing on how to access your Aris account, (we will have teachers and lap tops available for parents to get hands on help). In the month of December we usually have a fire safety Topic, (an Officer from the FDNY comes and discuss all of the house hold do's/don'ts). Tutoring providers (SES) have bilingual staff.

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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)							3	3	11					17
Intermediate(I)							5	8	13					26
Advanced (A)							10	11	12					33
Total	0	0	0	0	0	0	18	22	36	0	0	0	0	76

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	0	0				
	I							4	0	2				
	A							9	5	10				
	P							7	24	23				
READING/ WRITING	B							3	0	9				
	I							4	9	7				
	A							10	12	9				
	P							3	0	8				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	11	1	0	19
7	10	2	1	0	13
8	15	8	0	0	23
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6	1		14		6		0		21
7	9		9		0		1		19
8	16		6		1				23
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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5.N/A

6.We evaluate the success of our program for ELLs by looking at the scores on the NYSESLAT quantifiable means of gauging student progress and by dynamic assessment in classroom which measures overall functional performance levels. We are constantly evaluating the success of our program for ELL's. To obtain data, resources and progress from year to year we use ARIS, NYSESLAT Acuity, NYStart to emphasize developing student strengths and weaknesses and looking at student work.

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 this form. This form does not allow graphics and charts to be pasted.

Attachment A -

I.S. 27 / ANNING S. PRALL

The Magnet School of Applied Learning with Technology Integration

Parent Involvement Survey

Cathy Mayo, Parent Coordinator - 718 727-8936

September 2011

Welcome Back to School. It will be an exciting new year.

Please take a few minutes to answer these questions so that I can provide informative workshops for you in the school year.

(Please Print Clearly)

Name: _____ Telephone # _____

Email Address: _____ @ _____

Best way to reach you: ___ Telephone or ___ Email

Child's Name & Grade _____

skills, professions, talents, and/or Languages spoken:

Times I could attend workshops: (List at least 2) _____ / _____

The days I could attend attending workshops: (at least 2) _____ & _____

Workshops: (Please check all that you are interested in attending)

___ Parenting (tips/strategies) ___ Health/Nutrition ___ Resume/job search

___ Teenage topics (adolescence) ___ Grand Parenting issues ___ Single Parent issues

___ Homework Help ___ Project Help/Skills ___ Study Skills

___ Computer Skills ___ Math/Literacy ___ Crafts

*Topics not listed, but are interested in : _____

I have attended PTA meetings: ___ yes no ___ Why? _____

What resources/translations do you need to help you to become involved at school?

Part VI: LAP Assurances

School Name: <u>Anning S. Prall</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tracey Kornish	Principal		10/17/11
Marie Grandner	Assistant Principal		10/17/11
Cathy Mayo	Parent Coordinator		10/17/11
Daisy Olivencia	ESL Teacher		10/17/11
Claudette Petrillo	Parent		10/17/11
Tina Bolger/ Speech Pathologis	Teacher/Subject Area		10/17/11
Maria Puglia/ Social Studies	Teacher/Subject Area		10/17/11
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Freddy Posadas	Other <u>Bilingual Psychologi</u>		10/17/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R027 **School Name:** Anning S. Prall Intermediate School

Cluster: 6 **Network:** CFN 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

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.

To ensure that all parents are provided with appropriate and timely information in a language they understand, we

- Examine the HLISs (Home Language Instruction Survey) completed upon admission
- Check and enter language preference on ATS.

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

We found an overwhelming majority of our parents require written translation and oral interpretation in Spanish. These findings have been communicated to the school community at:

- Faculty Meetings
- Department Meetings
- Inquiry Meetings
- Grade Content Meeting
- Academy Meetings
- LAP Meetings
- Guidance Meetings
- Safety Meetings
- Pupil Personal Team Meetings
- PTA Meetings

- School Leadership Team Meetings.

Translation Services are available through the DOE website, Over- the- Phone Interpretation Services, and DOE Cascade. School announcements are sent to the parents through the School Messenger in different languages and all written notices are translated.

Part B: Strategies and Activities

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

Written translation services are provided by the Department of Education Translation Services. The required two weeks notice is provided so that we receive the translated documents in a timely fashion. Spanish English Phrase guide for Parent Teacher Conferences.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation services are provided in-house by school staff and where appropriate, by a student translation team. The Department of Education Translation Services and Over-the-Phone Translation Services are also used.

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>.

All the requirements of Section VII of the Chancellor's Regulations A-663 regarding notification requirements for translation and interpretation services are reviewed each year to ensure that they are in place.

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: IS 27	DBN: 31R027
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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 24
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 2
of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The supplemental program will target long term Spanish speaking ELL's in 6, 7, and 8th grade. The rationale of the program is to train students so that they meet the New York State level of proficiency in English. The students will meet for one hour three times a week. Topics to be covered include Listening, Writing, Reading, and Speaking. The language of instruction is English with translation in Spanish as needed. Two ESL teachers and four certified teachers in the following contents: English, Math, Science, and Social Studies. Materials used to support ESL instruction will include a variety of fiction and nonfiction books, technology and software. New York State English Language Arts preparation books and classroom supplies to support the program will be purchased.

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:

ELL Inquiry Group: Six teachers and a supervisor will meet for 6 sessions once a week for one hour to evaluate ELL student work to develop strategies to improve student proficiency. Parents will be invited to the PD sessions through oral and written translated communications/fliers.

Part D: Parental Engagement Activities

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

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

Begin description here:

The rationale is to include ELL parents in the academic success that will impact higher achievement for ELL's. The topics covered are scheduled according to need and interest.

Part D: Parental Engagement Activities

- Language Acquisition Services for Parents
- PTA Meetings with interpreter
- LAP Meetings
- ARIS Parent Link
- Proposed for January 2012 ESL Adult Education Program
- New York State Association for Bilingual Conference

The parents will be notified through oral and written translated communications.

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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

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.
Travel		
Other		
TOTAL		