



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** \_\_\_\_\_ P.S./M.S. 004 CROTONA PARK WEST \_\_\_\_\_

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** \_\_\_\_\_ 09X004 \_\_\_\_\_

**PRINCIPAL:** \_\_\_\_\_ VINCENT RESTO \_\_\_\_\_ **EMAIL:** \_\_\_\_\_ VRESTO@SCHOOLS.NYC.GOV \_\_\_\_\_

**SUPERINTENDENT:** \_\_\_\_\_ DOLORES ESPOSITO \_\_\_\_\_

### 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
Vincent Resto	*Principal or Designee	
Victor Vargas	*UFT Chapter Leader or Designee	
Frank Abarca	UFT Member	
Ria Bush	*PA/PTA President or Designated Co-President	
Aisha Tolbert	CBO Representative, if applicable	
Jahaira Cepeda	Parent/PA Treasurer	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

**By June of 2012, Limited English Proficient (ELL) and Students with Disabilities (SWD) student groups will demonstrate progress towards achieving state standards as measured by a 3% increase in those subgroups scoring at Level 3 & 4 on the NYS ELA assessment.**

### **Comprehensive needs assessment**

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

After analyzing the performance data of these subgroups in English Language Arts from NYS Progress Reports, it was determined that these groups failed to meet Adequate Yearly Progress (AYP) for the past three years. As a result, we have made progress in English Language Arts for our ELL and SWD subgroups a priority for the 2011-2012 school year.

### **Instructional strategies/activities**

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

By June of 2012, the following strategies/activities and staff will support ELL and SWD subgroups:

#### **Activity #1:**

- Evaluation System: The development of a comprehensive evaluation tracking system to track student progress on ELA weekly quizzes and unit assessments in order to differentiate instruction and accelerate student progress in ELA.
- Target Population (s): ELL and SWD subgroups, Teachers servicing SWDs and ELLs and students within these two subgroups
- Responsible Staff Members: Principal, Assistant Principals, Data Specialist, General and Special Education Classroom Teachers
- Implementation Timeline: September 2011 to June 2012

#### **Activity #2:**

- Vocabulary Acquisition: Systemic vocabulary acquisition across all content areas through Word Work periods built into the instructional program, the use of vocabulary notebooks from K-8 and K-8 vocabulary quizzes that will be utilized as benchmarks to develop measurable goals for target populations
- Target Population (s): ELL and SWD subgroups, students demonstrating a pattern of scoring below 50% mastery on vocabulary assessments
- Responsible Staff Members: Principal, Assistant Principals, K-8 teachers responsible for teaching English Language Arts, Data Specialist
- Implementation Timeline: September 2011 to June 2012

**Activity #3:**

- Skills-based Programs: Targeted phonics programs will be implemented to develop a foundation in phonemic awareness, grammar, and decoding skills in students to include ELLs and SWD subgroups.
  - *Modern Curriculum Press* (Grades K-2)
  - *Simple Solutions* (Grades 3 and 4)
- Target Population (s): ELL and SWD subgroups, students in grades K-4
- Responsible Staff: Extended Day Teachers in Grades K-2, ELA teachers in Grades 3 and 4, Assistant Principals, Data Specialist
- Implementation Timeline: November 2011 to June 2012

**Activity #4:**

- Specialized Reading Instruction: The Wilson Reading Program will be provided to special education classes in order to support reading instruction by addressing kinesthetic, tactile, visual and auditory learning styles.
- Target Population (s): SWD subgroups
- Responsible Staff: Special Education Teachers, SETSS Teacher, Assistant Principals
- Implementation Timeline: December 2011 to June 2012

**Activity #5**

- Technology Integration: The Century 21 Technology Grant will be used to support SWD with state of the art technology tools, such as SmartBoards and Document Readers, in order for teachers to differentiate instruction, tasks, and provide engaging interacting lessons that maximize student achievement
- Target Population (s): SWD subgroups
- Responsible Staff: Classroom teachers, Assistant Principals, Data Specialist
- Implementation Timeline: September 2011 to June 2012

**Activity #6**

- Co-teaching Model: Co-teaching models are embedded during the extended day portion of the instructional day to allow for differentiation of tasks and small group instruction. In addition, there are three Collaborative Team-Teaching classes that target ELL and SWD subgroups through a CTT model.
- Target Population (s): ELL and SWD subgroups
- Responsible Staff: Classroom teachers and co-teachers
- Implementation Timeline: September 2011 to June 2012

**Activity #7**

- Data-based Holiday Academies: Three separate three-day instructional programs during December, February and April recesses will focus on targeted areas of need according to disaggregated data on in-house assessments.
- Target Population (s): ELL and SWD subgroups, Students identified as "At Risk"
- Responsible Staff: Participating teachers, assistant principals
- Implementation Timeline: December 2011, February 2012, April 2012

**Activity #8**

- Reteach Wednesdays: A reteach period is embedded every Wednesday for Math and ELA for teachers to reteach demonstrated areas of need as determined by the prior week's assessments.
- Target Population (s): ELL and SWD subgroups, Students identified as "At Risk"
- Responsible Staff: Participating teachers, assistant principals
- Implementation Timeline: December 2011, February 2012, April 2012

**Activity #9**

- Portfolios: Every student is designated a portfolio to contain published pieces on ELA units of study, rubrics to assess these pieces, and teacher and student reflections on the pieces. These portfolios are another data source to monitor student progress in ELA to include ELL and SWD subgroups.
- Target Population (s): K-8 students
- Responsible Staff: K-8 Classroom Teachers
- Implementation Timeline: November 2011-June 2012

**Activity #10**

- Curriculum Team: Teachers on the Curriculum Team are responsible for designing in-house assessments, identifying resources to support curricular units of study and creating model lessons to provide comprehensive instruction.
- Target Population (s): K-8 students
- Responsible Staff: Participating Teachers
- Implementation Timeline: September 2011-June 2012

**Activity #11**

- Thematic Units of Study: In alignment with Common Core and NYS Learning Standards, thematic ELA units and culminating projects will be developed from grades K-8 to promote in-depth understandings and higher order thinking.
- Target Population (s): K-8 students
- Responsible Staff: K-8 Teachers, Principal, Assistant Principals
- Implementation Timeline: September 2011-June 2012

**Activity #12**

- ELA Word Work Periods: Teachers in grades K-8 have two periods a week focused on vocabulary development and acquisition.
- Target Population (s): K-8 students
- Responsible Staff: K-8 Teachers, Principal, Assistant Principals
- Implementation Timeline: September 2011-June 2012

**Activity #13**

- Literature-based Extended Day Program: Teachers in grades K-2 will focus on phonics-based instruction for Extended Day. Teachers in grades 3-8 will focus on literature circles in order to build reading comprehension.
- Target Population (s): K-8 students
- Responsible Staff: K-8 Teachers, Principal, Assistant Principals
- Implementation Timeline: September 2011-June 2012

**Activity #14**

- After School Program: There will be an after-school academic enrichment program in grades K-8 two days a week. School Professionals is the partner organization for grades K-6. PS/MS 4 will develop its own after-school enrichment program in grades 7 and 8.
- Target Population (s): K-8 students
- Responsible Staff: K-8 Teachers, Principal, Assistant Principals, School Professionals Staff
- Implementation Timeline: November 2011-June 2012

**Steps for including teachers in the decision-making process:**

- Curriculum Team is comprised of a group of teachers from grades K-8 who are responsible for unit planning and assessment design in English Language Arts and Mathematics.
- A Professional Development Committee is comprised of teachers from grades K-8 to develop and implement a professional development plan.
- Teachers meet with assistant principals weekly in grade-level common planning meetings to include reviewing recent student data gathered from weekly assessments.
- Teachers review, discuss, modify and create assessments, disaggregate data and analyze student work in teacher teams during common planning and monthly faculty meetings.
- Teachers have an active role in observing best teaching practices to enhance their pedagogy by visiting colleagues through the school wide inter-visitation program. This program offers teachers an opportunity to observe a variety of teaching modalities to enhance differentiated practices that target student needs.
- Teachers will collaboratively participate in creating the school's new vision and mission statements.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Parent workshops in the content area of ELA and information sessions with parents will be created and conducted by the school's parent coordinator.
  - The school will host a Curriculum Night to inform parents of academic expectations as well as introduce a new ELA unit of study.
  - The Parent Coordinator will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
  - A Parent handbook will be created for parents to familiarize themselves with school policies and procedures.
  - Parents will be trained on how to use ARIS Parent Link and an ARIS computer station for parents to access will be created in the school's main office.
  - Parents are invited to participate in culminating celebrations for each ELA unit of study.
  - Teachers make weekly positive phone calls to parents as part of "Tell All Be All" Day, a school wide initiative to increase parental involvement.
  - A school attendance team meets weekly and is responsible for parent outreach and celebrations in relation to achieving 95% or better student attendance.

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
  - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers.
  - The principal and payroll secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
  - Struggling and unqualified teachers are closely monitored and placed on improvement plans to support their professional growth in collaboration with assistant principals.

**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.

- PS/MS 4 has a partnership with School Professionals and Champion to provide academic enrichment for students through after-school small group instruction and individual at-home tutoring. These after-school programs service students in grades K-8 to support their progress towards meeting and exceeding grade-level standards in ELA and Math.

**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 Title 1 School wide Program school, Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III, and human resources will implement this action plan from September 2011-June 2012 as indicated below:
    - Teacher per session (3 days per week) for participation in Curriculum Team and Holiday Academies
    - Supervisor per session (3 days per week) for supervision of Curriculum Team and Holiday Academies
    - Professional instructional materials to support curriculum development and units of study
    - Consumable instructional materials for use during extended day program
    - Professional teacher resources (e.g.: study group books)
    - Vocabulary notebooks (grades K-8)
    - Portfolios and data binders (grades K-8)

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

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

**By June of 2012, an authentic strategic evaluation system will be developed to improve teachers' pedagogy that tracks comprehensive information about the progress made by each student.**

**Comprehensive needs assessment**

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

This goal was developed after analyzing the recommendations from the 2011 JIT and the 2010-2011 Quality Review and is directly aligned to the Principal's 2011-2012 PPR goals.

The JIT findings were as follows:

- Although teachers are using data to group students by ability, they are not yet using the new information to effectively differentiate instruction to match identified learning needs. Currently, assessment information is not effectively used to raise achievement of all students in ELA.

The QR findings were as follows:

- The school uses data to develop curriculum with an emphasis on reading, writing and math, but it does not yet show evidence of good organizational tools thus limiting the effective tracking of trends in student performance in support of school-level decisions.

- Although, the school is working towards refining their assessments and infusing some of the elements of the Common Core Standards, it still does not have fully developed systems to organize the data so that student progress can be effectively monitored.

In response to these recommendations, the school has made the development and progress monitoring of an authentic evaluation system to track student achievement.

### **Instructional strategies/activities**

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

### **Activity #1**

- Data Specialist: A full-time data specialist is responsible for scanning individual student assessments, tracking their scores on spreadsheets and sharing this information with administration and teachers in order to target instruction. The data specialist will also work with administration to create an online tracking system for all classroom observations.
- Target Population (s): ELL and SWD subgroups, students identified as “At Risk”, K-8 Teachers
- Responsible Staff Members: Principal, Assistant Principals, Data Specialist, General and Special Education Classroom Teachers
- Implementation Timeline: September 2011 to June 2012

### **Activity #2**

- Informal/Formal Observations: Administration is responsible for conducting at least 10 informal and formal observations for each teacher in order to observe classroom instruction as related to various competencies to include differentiation and academic rigor. These observations include follow-up conversations around the use of data in connection to classroom instruction. These observations are logged online through a tracking system created by the data specialist, and the observation findings will result in appropriate feedback as well as professional development to improve teachers’ pedagogy.
- Target Population (s): K-8 Teachers
- Responsible Staff Members: Principal, Assistant Principals
- Implementation Timeline: September 2011 to June 2012

### **Activity #3**

- In-house Assessments: In-house assessments will be developed on a weekly basis to focus on specific performance indicators and demonstrated areas of need.
- Target Population (s): ELL and SWD subgroups, students identified as “At Risk,” K-8 Classroom Teachers
- Responsible Staff: Extended Day Teachers in Grades K-2, ELA teachers in Grades 3 and 4, Principal, Assistant Principals
- Implementation Timeline: September 2011 to June 2012

### **Activity #4**

- Data Binders: Every teacher and student is designated a data binder to house all assessments, as well as results from these assessments provided by the data specialist. These data binders provide evidence of ongoing progress monitoring to include ELL and SWD subgroups.

- Target Population (s): ELL and SWD subgroups, students identified as “At Risk,” K-8 Classroom Teachers
- Responsible Staff: K-8 Classroom Teachers
- Implementation Timeline: September 2011 to June 2012

#### **Activity #5**

- Professional Development: Progress monitoring through the evaluation system will be the focus of common planning sessions and faculty PDs to include data analysis, looking at student work and differentiated instruction.
- Target Population (s): ELL and SWD subgroups, students identified as “At Risk,” K-8 Classroom Teachers
- Responsible Staff: Extended Day Teachers in Grades K-2, ELA teachers in Grades 3 and 4, Principal, Assistant Principals
- Implementation Timeline: September 2011 to June 2012

#### **Activity #6**

- Curriculum Team: Teachers on the Curriculum Team are responsible for designing in-house assessments, identifying resources to support curricular units of study and creating model lessons to provide comprehensive instruction.
- Target Population (s): K-8 students
- Responsible Staff: Participating Teachers
- Implementation Timeline: September 2011-June 2012

#### **Steps for including teachers in the decision-making process:**

- Curriculum Team is comprised of a group of teachers from grades K-8 who are responsible for unit planning and assessment design in English Language Arts and Mathematics.
- A Professional Development Committee is comprised of teachers from grades K-8 to develop and implement a professional development plan.
- Teachers meet with assistant principals weekly in grade-level common planning meetings to include reviewing recent student data gathered from weekly assessments.
- Teachers review, discuss, modify and create assessments, disaggregate data and analyze student work in teacher teams during common planning and monthly faculty meetings.
- Teachers have an active role in observing best teaching practices to enhance their pedagogy by visiting colleagues through the school wide inter-visitation program. This program offers teachers an opportunity to observe a variety of teaching modalities to enhance differentiated practices that target student needs.
- Teachers will collaboratively participate in creating the school’s new vision and mission statements.

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

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Parent workshops in the content area of ELA and information sessions with parents will be created and conducted by the school’s parent coordinator.
  - The school will host a Curriculum Night to inform parents of academic expectations as well as introduce a new ELA unit of study.
  - The Parent Coordinator will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.

- A Parent handbook will be created for parents to familiarize themselves with school policies and procedures.
- Parents will be trained on how to use ARIS Parent Link and an ARIS computer station for parents to access will be created in the school's main office.
- Parents are invited to participate in culminating celebrations for each ELA unit of study.
- Teachers make weekly positive phone calls to parents as part of "Tell All Be All" Day, a school wide initiative to increase parental involvement.

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
  - The principal and payroll secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
  - Struggling and unqualified teachers are closely monitored and placed on improvement plans to support their professional growth in collaboration with assistant principals.

**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.
  - PS/MS 4 has a partnership with School Professionals and Champion to provide academic enrichment for students through after-school small group instruction and individual at-home tutoring. These after-school programs service students in grades K-8 to support their progress towards meeting and exceeding grade-level standards in ELA and Math.

**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 Title 1 School wide Program school, Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III, and human resources will implement this action plan from September 2011-June 2012 as indicated below:
  - Teacher per session (3 days per week) for participation in Curriculum Team and Holiday Academies
  - Supervisor per session (3 days per week) for supervision of Curriculum Team and Holiday Academies
  - Professional instructional materials to support curriculum development and units of study
  - Consumable instructional materials for use during extended day program
  - Professional resources for teachers (e.g.: study group books)

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

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

**By June of 2012, a comprehensive Professional Development program will be developed to cultivate best teaching practices in the area of differentiating instruction to meet the needs of the students within the various subgroups: SWDs, ELLs, etc.**

#### **Comprehensive needs assessment**

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

This goal was developed after analyzing the recommendations from the 2010-2011 Quality Review and is directly aligned to the Principal's 2011-2012 PPR goals.

One QR recommendation was as follows:

- Further develop teachers' capacity to differentiate instruction effectively, based on student achievement data so that they can effectively measure progress towards meeting interim- and long-term goals.

One JIT recommendation was as follows:

- School leaders should work with the Network to provide professional development (PD) on the workshop model, focusing particularly on improving student literacy skills to engage in interactive discussion such as turn and talk and small group discussions. School leaders should monitor classroom practice through observations and walkthroughs.

In response to this and the aforementioned recommendations, the school has made the development of a comprehensive Professional Development program to cultivate best teaching practices a priority.

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

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

#### **Activity #1**

- Needs Assessment: All teachers will complete a needs assessment survey designed by administration to be utilized in determining individual teachers' areas of need for professional development.
- Target Population (s): K-8 Teachers
- Responsible Staff: K-8 Teachers, Principal, Assistant Principal

- Implementation Timeline: October 2011

### **Activity #2**

- Curriculum Team: Teachers on the Curriculum Team are responsible for designing in-house assessments, identifying resources to support curricular units of study and creating model lessons to provide comprehensive instruction.
- Target Population (s): K-8 students
- Responsible Staff: Participating Teachers
- Implementation Timeline: September 2011-June 2012

### **Activity #3**

- Inter-visitation Program: K-8 teachers have built-in weekly inter-visitation periods into their instructional program. The program includes a sign-up form to visit other colleagues to enhance their pedagogy, as well as a Teacher Observation Tool, which is submitted immediately following an inter-visitation. These inter-visitations are tracked on a weekly basis and organized into inter-visitation binders per teacher. Administration is responsible for following up with teachers regarding this ongoing process.
- Target Population (s): K-8 Teachers
- Responsible Staff: K-8 Teachers, Assistant Principals
- Implementation Timeline: September 2011-June 2012

### **Activity #4**

- Professional Development Committee: A team of teachers from grades K-8 comprise a professional development committee that develops a professional development plan and works collaboratively to devise and execute differentiated professional development sessions for teachers. This committee will meet on a bi-weekly basis to discuss implementation of the professional development plan and how best to improve it based on teacher feedback.
- Target Population (s): K-8 Teachers
- Responsible Staff: Professional Development Committee, Principal, Assistant Principals
- Implementation Timeline: September 2011-June 2012

### **Activity #5**

- Study Groups: K-8 teachers participate in ongoing study groups during common planning sessions to support teacher pedagogy and practice.
- Target Population (s): K-8 Teachers
- Responsible Staff: K-8 Teachers, Assistant Principals
- Implementation Timeline: September 2011-June 2012

### **Steps for including teachers in the decision-making process:**

- Curriculum Team is comprised of a group of teachers from grades K-8 who are responsible for unit planning and assessment design in English Language Arts and Mathematics.
- A Professional Development Committee is comprised of teachers from grades K-8 to develop and implement a professional development plan.
- Teachers meet with assistant principals weekly in grade-level common planning meetings to include reviewing recent student data gathered from weekly

assessments.

- Teachers review, discuss, modify and create assessments, disaggregate data and analyze student work in teacher teams during common planning and monthly faculty meetings.
- Teachers have an active role in observing best teaching practices to enhance their pedagogy by visiting colleagues through the school wide inter-visitation program. This program offers teachers an opportunity to observe a variety of teaching modalities to enhance differentiated practices that target student needs.
- Teachers will collaboratively participate in creating the school's new vision and mission statements.

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Parent workshops in the content area of ELA and information sessions with parents will be created and conducted by the school's parent coordinator.
  - The school will host a Curriculum Night to inform parents of academic expectations as well as introduce a new ELA unit of study.
  - The Parent Coordinator will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
  - A Parent handbook will be created for parents to familiarize themselves with school policies and procedures.
  - Parents will be trained on how to use ARIS Parent Link and an ARIS computer station for parents to access will be created in the school's main office.
  - Parents are invited to participate in culminating celebrations for each ELA unit of study.
  - Teachers make weekly positive phone calls to parents as part of "Tell All Be All" Day, a school wide initiative to increase parental involvement.

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
  - The principal and payroll secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
  - Struggling and unqualified teachers are closely monitored and placed on improvement plans to support their professional growth in collaboration with assistant principals.

#### **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.
  - PS/MS 4 has a partnership with School Professionals and Champion to provide academic enrichment for students through after-school small group instruction and individual at-home tutoring. These after-school programs service students in grades K-8 to support their progress towards meeting and exceeding grade-level standards in ELA and Math.

#### **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 Title 1 School wide Program school, Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III, and human resources will implement this action plan from September 2011-June 2012 as indicated below:
  - Teacher per session (3 days per week) for participation in Curriculum Team and Holiday Academies
  - Supervisor per session (3 days per week) for supervision of Curriculum Team and Holiday Academies
  - Professional instructional materials to support curriculum development and units of study
  - Consumable instructional materials for use during extended day program
  - Professional teacher resources (e.g.: study group books)

### ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	0	0	N/A	N/A	1	0	1	0
<b>1</b>	7	6	N/A	N/A	2	0	1	0
<b>2</b>	18	17	N/A	N/A	3	0	2	0
<b>3</b>	19	15	N/A	N/A	3	0	5	0
<b>4</b>	1	0	0	0	1	0	5	0
<b>5</b>	3	0	0	0	1	0	1	0
<b>6</b>	10	5	0	0	2	0	0	0
<b>7</b>	10	10	0	0	9	0	1	0
<b>8</b>	16	10	0	0	24	0	1	0
<b>9</b>								
<b>10</b>								
<b>11</b>								

12								
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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"> <li>➤ The Extended Day program is focused on developing a phonemic and comprehension-based foundation in students. This program is implemented during the school day in a small group setting via two teachers in the classroom.</li> <li>➤ One-to-one paraprofessionals provide academic support to ELLs and SWDs.</li> <li>➤ The Wilson Reading program is used to meet the needs of SWD. It is implemented during the school day in a small-group setting by the SETTS teacher.</li> <li>➤ School Professionals and Champion provide small group and one-to-one tutoring for students in grades K-6.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>➤ Small-group instruction is provided during the instructional day by the classroom teachers via differentiated instruction embedded into a new school wide program from K-8: <ul style="list-style-type: none"> <li>○ <i>HSP Math (Grades K-5)</i></li> <li>○ <i>Holt Mathematics (Grades 6-8)</i></li> </ul> </li> <li>➤ The Extended Day program is focused on developing a process-based mathematical approach to instruction. This program is implemented during the school day in a small group setting via two teachers in the classroom.</li> </ul>
Science	<ul style="list-style-type: none"> <li>➤ Small-group instruction is provided during the instructional day by the classroom teachers via differentiated instruction.</li> </ul>

<b>Social Studies</b>	<ul style="list-style-type: none"> <li>➤ <b>Small-group instruction is provided during the instructional day via differentiated instruction.</b></li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	<ul style="list-style-type: none"> <li>➤ <b>Students receive one-to-one or small group counseling focused on specific social emotional goals during the instructional day, such as:</b> <ul style="list-style-type: none"> <li>-anger management</li> <li>-conflict resolution</li> <li>-crisis intervention</li> </ul> </li> </ul>
<b>At-risk Services provided by the School Psychologist</b>	<ul style="list-style-type: none"> <li>➤ <b>Students receive individual crisis counseling on a one-to-one basis as needed.</b></li> </ul>
<b>At-risk Services provided by the Social Worker</b>	<ul style="list-style-type: none"> <li>➤ <b>Students receive individual or small group counseling focused on specific social emotional goals during the instructional day.</b></li> </ul>
<b>At-risk Health-related Services</b>	<ul style="list-style-type: none"> <li>➤ <b>NYC Department of Education HIV/AIDS Curriculum: Classroom instruction provided during the school day.</b></li> </ul>

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

Parental involvement is an important aspect in the positive development of a child's view and value of his/her schooling.

In an effort to increase parental involvement a two-part plan will be implemented. The first initiative will be to increase articulation between the classroom teachers and the parents. This will be accomplished in the following manner:

- Teachers will participate in a "Back to School Curriculum Night" which will be held at the end of September. This event allows parents to meet the classroom teacher and become better acquainted with the curriculum program in which their child will be involved.
- A telephone messaging system will notify parents of vital information and upcoming school-wide events, in both English and Spanish. This system will keep parents better informed and ensure that parents receive information that will foster a stronger feeling of community.
- A series of three surveys will be issued: one to the students, one to staff members and one to parents in order to identify areas of concern and interest so that we may better service all of the PS/MS 4 school community. The needs identified through these surveys will be addressed so that each constituent will deeply feel part of the process.
- A goal of 100% parent return on the Learning Environment Surveys has been achieved for the past two years, and it is the goal for the 2011-2012 school year as well.
- The parent coordinator acts as the link that connects the school's administration, teachers, and staff to the parents. The parent coordinator will spearhead a sharpened outreach program that will draw parents to the school through varied and interesting programs whose topics are vital to the parents' interests. These topics will include those identified through the survey process to include
  - Parent workshops will be planned in coordination with the instructional calendar to support the school's instructional agenda and increase parental involvement.
  - A monthly parent newsletter will preview upcoming events of interest to parents and help gain active engagement between the school and the community.
  - A large version of the monthly calendar will be posted at the main door of ECC and Main building to ensure that parents entering the building are aware of upcoming events.
  - "Big Ticket" Raffle items will be offered at each meeting to draw more parents to each event.
  - Flyers will be created to advertise events and distributed to parents, in a timely fashion, 2 weeks before each upcoming event.
  - Flyers will be distributed to students in class and personally handed to parents at dismissal by our parent coordinator and administrators.
  - The parent coordinator will connect with parents 3 days a week, either in the morning as students are brought to school by family members or at dismissal when students are being picked up.
  - The parent coordinator will host periodic parent and staff breakfasts to increase and foster understanding and cooperation between home and school.
  - Monthly Parent Association meetings will be held before a well-advertised important school wide function. Events will be organized to include the following:
    - 8<sup>th</sup> grade High School Articulation/Application Workshop
    - Curriculum Night
    - Promotion in Doubt (PID) Conferences
    - Literacy and Math Celebrations
    - Perfect Attendance Celebration
    - Parent Surveys
    - ELA Workshops
    - Math Workshops
    - Parent-Teacher Conferences
    - Meetings with Parents of ELLs and SWD subgroups
    - Thanksgiving Food Drive

- Penny Harvest
  - Holiday Show
  - Parent/Teacher Thanksgiving Celebration
  - Parent Appreciation Perfect Attendance Dinner
  - Computer Training Classes
  - Family Day
  - Stress-Management Workshops
  - Anti-Bullying Workshops
  - Parent Volunteers
- **Assessment:**  
 PS/MS will be able to assess and measure our progress through a 10% increase in the number of parent volunteers and parent attendees at school functions and PA meetings. Periodic parent surveys will monitor parent satisfaction as well.

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

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

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

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

PS/MS 4 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - a. The staff of PS/MS 4 has created curriculum maps in the areas of literacy, mathematics, and social studies that are aligned with the New York State and Common Core Standards. Curriculum maps and instructional plans are continually revised as we are designing meaningful and purposeful instructional program. This includes the replacement of the Everyday Math Program from Grades K-5 to HSP Math, a more rigorous and streamlined math program for students.
  - b. All instructional staff at PS/MS 4 is adequately licensed and working under their license designated area. In addition, Professional Development provided to the staff is aligned with the State and City standards.
2. Hold parent-teacher conferences (bi-annually in elementary schools) during which this compact will be discussed as it relates to the period prescribed by the Department of Education.
  - a. The parent-teacher conferences at PS/MS 4 will be held twice yearly, morning and evening sessions in the fall and spring during the period prescribed by the Department of Education.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - a. PS/MS 4 provides parents with Quarterly Progress Reports in order to inform them of student progress.
  - b. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as per need and request.

- c. There is a Parent handbook that is provided to each student for their parents. At the conclusion of each school year this Parent Handbook is updated to include new pertinent information. In addition, this document addresses the following:
  - i. School Hours of Operation
  - ii. Telephone Directory
  - iii. Student Discipline Code
  - iv. School Policies and Procedures
  - v. Academic Resources
  - vi. Opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:
    1. Attend celebrations and special events sponsored by the school and the Parents' Association.

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

Parents will support our children's learning in the following ways:

- monitor children's attendance and call school when child is sick;
- ensure proper nutrition and rest of children
- check and assist my child in completing homework tasks, when necessary;
- read to children and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time children watch television or play video games;
- promote positive use of extracurricular time such as extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in school or assist from home
- participate, as appropriate, in the decisions relating to children's education;
- communicate with child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of PS/MS 4 students

## **III. Student Responsibilities:**

PS/MS 4 provides students with mindful guidance in order to improve academic achievement:

The Parent Handbook indicates clear expectations as to:

- attending school regularly and timely arrival
- completing homework and submitting all assignments on time;
- following school rules and taking responsibility for actions;
- showing respect and appropriate behavioral conduct



**RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)**

**School DBN:** 09x004    **School Name:** PS/MS 4 Crotona Park West

*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.

English Language Arts: According to the JIT, the specific academic issues that caused PS/MS 4 to be identified for English Language Arts are as follows:

- Teachers' limited ability to utilize a variety of instructional strategies.
- Students encounter difficulty with consolidating their language skills through writing and reading because teachers consider the instruction of reading, writing and word study as separate areas of the ELA curriculum.
- Teachers' limited ability to effectively differentiate instruction via appropriately assigned tasks specific to students' academic level.
- Teachers' limited ability to encourage higher order thinking skills by the use of effective questioning techniques.
- Limited opportunities for students to engage in research activities, which did not provide for the development of academic language skills in context or extend and articulate their understanding of content.

English Language Arts: According to the Quality Review, the specific academic issues that caused PS/MS 4 to be identified for English Language Arts are as follows:

- Teachers' limited use of differentiation based on student achievement data.
- Limited use of a system to organize the progress of student academic growth making it difficult to implement timely adjustments.
- Limited ability to develop goals for all relevant subgroups of students.

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.

- PS/MS 4 will support the improved achievement in the area of English Language Arts via the development of comprehensive thematic units targeting the integration of reading, writing and vocabulary acquisition that will include the following:

Kindergarten	Garden Helpers, Community Leaders as Heroes, The 3 Continents
First	Nature's Friends, Community Leaders as Heroes, The 3 Continents
Second	Amazing Animals, US Leaders as Heroes, The 3 Continents
Third	Investigating Sharks, Civil Rights Leaders as Heroes, Ancient Greece
Fourth	Global Warming, American Revolutionary War Heroes, Ancient Greece
Fifth	Endangered Species, Civil War Heroes, Ancient Greece
Sixth	Forensic Anthropology, World Leaders as Heroes, Ancient Europe
Seventh	Omnivore's Dilemma, World Leaders as Heroes, Ancient Europe
Eighth	Forensic Anthropology, World Leaders as Heroes, Ancient Europe

- The development of units of study to include the aforementioned topics will be taught over the course of the school year in order to provide students with a variety of opportunities to engage in research as well as written and oral presentation formats.
- The common core standards will be embedded within each unit of study in order to promote higher order thinking skills and critical analysis. Specifically, students will engage in, but not limited to the following literary tasks:
  - Citing textual evidence from several sources to support analysis of what the text says explicitly as well as inferences drawn from the text
  - Referring to details and examples in texts when explaining what the text says explicitly and when drawing inferences from the text
  - Quoting from several texts in order to support analysis
- Focus areas for instruction will include grammar, reading comprehension, vocabulary, and overarching literacy skills to include main idea, summarizing, inferencing, and drawing conclusions.
- Students will focus on literacy concepts such as, but not limited to:
  - Character traits (main characters, characters motivations, character development)
  - Cause and effect (what and how characters make decisions)
  - Literary elements (Climax, theme)
  - Literary Devices (Figurative language, mood, tone)
  - Theme (moral, theme)
  - Author's Purpose
- Fostering the connection between oral and written language will be conducted via daily read alouds, oral discussions of text, literature circles, and oral presentations based.
- Curriculum will also center on text complexity. Text complexity will address the following areas;
  - Structure
  - Multiple levels of meaning
  - Implicit vs explicit information
  - Chronological order
  - Single and Multiple themes
  - Single and Multiple perspectives
- Language will be a primary focus within the units of study. Within the strands of reading, writing, speaking and listening, students will engage in the following literacy tasks:
  - Interpreting words and phrases as they are used in a text, including determining meaning and how word choice shapes meaning and tone
  - Developing and strengthening writing pieces by planning, revising and editing.
  - Demonstrating formal use of language throughout presentations of research based content making sure to cite directly from as well as paraphrase the content of a variety of sources
- The curriculum will build upon the language focus by preparing students to develop a variety of texts throughout the school year such as arguments, informational/explanatory, and narrative writing products.
- Each unit of study will contain a research component, students must research and read a variety of sources to investigate and collect pertinent information specific to the content.
- The gathering and synthesizing of information to gain an understanding of content as well as to support ideas and/or opinions is centered within the research component of each unit of study.
- Genres that will be covered throughout the school year are as follows: poetry, fables, folktales, legends, biographies, autobiographies, short stories, plays, articles, fables, graphic novels, persuasive and comparative essays and diary entries.
- The development and implementation of differentiated tasks based on process as well as content in order to address the various learning styles of students to include visual, tactile, auditory and kinesthetic will be included throughout each unit of study.
- Additionally, teachers will research information specific to each unit of study during each Curriculum Team session enabling teachers to collect and utilize differentiated resources to deliver effective instruction. Teachers will also work collaboratively to devise instructional strategies and comprehensive lessons targeting whole class and small group instruction.

- PS/MS 4 will develop and implement a comprehensive data tracking system that will include the following:
  - Teachers will play an integral role in the development of the interim assessments via the school's Curriculum Team that will be comprised of members of administration, teachers, paraprofessionals and consultants.
  - The interim assessments will be directly correlated to the specific ELA units of study to ensure what was taught is what is assessed. The interim assessments will consist of weekly quizzes, unit exams, simulations, vocabulary quizzes, etc.
  - This system will track student progress via the development and implementation of assessments that will be directly correlated to the ELA units of study as well as the appropriate N.Y. S. standards and performance indicators for each grade.
  - Two on-site data specialists will score each assessment via scan sheets and other means to ensure a rapid turn-around of results to staff members. Generally, teachers will receive results within a 24 hour period. This will provide opportunities for teachers to deeply analyze the data and to then differentiate daily delivery of instruction specifically targeted to students' deficiencies in an effort to close the achievement gap.
  - Professional periods and common planning sessions will be dedicated toward the analysis of data as well as to develop action plans for students based on the results. This work will entail, but is not limited to identifying the causes for errors made by students. Teachers will analyze both the assessments as well as student work in order to have a holistic view of the ability level of each child and the strategies they utilize to answer and respond to questions
  - An assessment overview will be developed to outline the components of each assessment, the point value system, time frames for administration as well as corresponding rubrics for scoring short and extended responses for both ELA and Mathematics.
  - Progress reports will be developed as a means to highlight strengths and areas of improvement for ELA. The reports will contain sections for "next steps" so that teachers are able to communicate goals to the parents of each student.
  
- PS/MS 4 will develop and implement a needs-based

## **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. The Title I funds for professional development will be utilized in a two part process; first a professional development team will be assembled to analyze the instructional needs of the staff via a school-based survey. The team will utilize the data to design a professional development calendar that is centered on the immediate needs of the staff, addressing topics such as classroom management, differentiated instruction, delivery of instruction, modeling, conferencing, data analysis, etc. Further to this, the professional development team, which will be comprised of teachers and administrators will develop and facilitate each workshop throughout the school year. The second component of professional development will be the establishment of a curriculum team comprised of teachers and administrators, whose charge is the following:
  - To develop thematic units aligned to the NYS standards as well as the Common Core Standards
  - To design bi-weekly vocabulary and weekly quizzes as well as unit assessments that align to each thematic unit
  - To analyze data to inform weekly lesson planning specific to whole class and small group instruction
  - To research and compile student and teacher resources specific to the thematic units
  - To collaborate with colleagues to design rigorous tasks aligned to the thematic units, as well as the NYS and Common Core standards

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

PS/MS 4 has assigned every new teacher with an in-house mentor. Each mentor supports their mentee two to three times each week. The following are the ways in which the mentors are able to provide individualized assistance:

- Observations
- Debriefing sessions
- E-mail communication
- Common planning sessions
- Professional development sessions
- Curriculum team sessions
- 1-1 planning sessions

In addition to the one to one mentoring program, PS/MS 4 has instituted an inter-visitation program. The inter-visitation program allows every teacher to observe their colleagues one to two times per week. The primary goal is that each teacher is able to observe "best teaching practices" throughout the week so that they are able to make significant observations that will allow for the transfer and implementation of new ideas to support daily instruction. The focus of each inter-visitation may vary by need, but may address the following areas:

- Format and function of the mini-lesson
- Differentiated instruction
- Conferencing
- Small group instruction
- Lesson development
- Classroom management
- High-order questioning techniques

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.

PS/MS 4 will inform parents of our status as a school in need of improvement via the school's newsletter as well as informational letters to parents which will be sent home via mail and distributed to the students. The newsletters and the individual letters will be translated so that all parents have access to the information. Additionally, the letters will be written in a clear and concise fashion so that the content is comprehensible to all members of the school community. In an effort to ensure transparency, informational sessions will be conducted by the Parent Coordinator. These sessions will be scheduled in the morning and evening so that all parents are able to attend to receive the necessary information. Parents will also be invited to share any concerns and/or questions with administration so that we can address these parents on an individual basis.

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Bob Cohen</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>004</b>
School Name <b>Crotona Park West (PS/MS 4)</b>			

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

Principal <b>Vincent K. Resto</b>	Assistant Principal <b>Maria Villegas</b>
Coach <b>Bertha Cruz</b>	Coach <b>type here</b>
ESL Teacher <b>N/A</b>	Guidance Counselor <b>Susanna Cruz</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Yasmin Duncan</b>
Related Service Provider <b>Phyllis Amelio</b>	Other <b>type here</b>
Network Leader <b>Bob Cohen</b>	Other <b>type here</b>

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

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

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

### D. School Demographics

Total number of students in school	<b>400</b>	Total Number of ELLs	<b>43</b>	ELLs as share of total student population (%)	<b>10.75%</b>
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## Part II: ELL Identification Process

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

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

Students are identified by the Home Language Survey, which is completed with the assistance of trained personnel. If and when the HLS indicates that the child speaks another language other than English in the home, a trained staff member interviews the child and completes an intake form that refers the child for LAB-R testing. These staff members are trained by the ELL Assistant Principal so that they become well versed on how to screen children upon registration. Once the intake form has been completed, it is forwarded to the ELL Assistant Principal along with the child's exam history for review. After review, the intake form is approved by the ELL Assistant Principal and the language information is then inputted into the ATS system by the Pupil Accounting Secretary so that students can be tested. Within the mandated 10 day time frame, members of our testing department assess the child using the LAB-R. After the LAB-R assessment is completed, ELL eligibility is determined. To date, no children have been assessed using the Spanish LAB-R. After the LAB-R is completed, the Parent Coordinator mails home the entitlement letters to all students eligible for ELL services. Subsequent to the distribution of the entitlement letters, parents are contacted via phone and/or mail to attend a workshop to discuss programming options. These meetings provide parents with exposure to the EPIC video presentation that describes each program option. In addition, the ELL Assistant Principal and designated teaching staff discuss the instructional models and how each targets instruction for ELLs. In addition, the ELL AP, who is bilingual, speaks Spanish and is able to support families throughout the registration and program selection process. After the parents receive the necessary information, we distribute the parent surveys and program selection forms in the translated versions. Further to this, the Parent Coordinator is enlisted to facilitate the return of all necessary documents and to provide translation services when necessary.

Annually, the ELL AP and instructional members of the teaching staff are designated to assess ELLs using the NYSESLAT. The ELL AP is in charge of ensuring that all students take the NYSESLAT exam, specifically, the reading, writing, speaking and listening components. According to the mandated testing time frame, we assess all students who appear on the NYESLAT eligibility list and those students who have failed the LAB-R. Upon receipt of the NYSESLAT exams, those designated to assess along with the ELL Assistant Principal confer in order to devise a testing schedule to ensure that all students are tested in a timely fashion and that all documents are appropriately forwarded.

Once students are deemed ELLs, the Parent Coordinator and the ELL Assistant Principal begin a campaign to contact their families. We call, send flyers, as well as mass mailings to inform parents of the workshops designed to inform parents of the three program choices available to their children. The ELL AP conducts the orientation with the Parent Coordinator explaining the three programs that could be offered for their child, i.e. Dual Language, Freestanding ESL and Transitional Bilingual. This is conducted on a cyclical basis as we continue to enroll new students. These workshops are conducted throughout the day as well as in the evening to accommodate all parents. At this meeting, we present the EPIC video, provide in-depth programming information, discuss what program is available at PS/MS 4 and conduct a Q & A component of the workshop in order to address specific concerns. Further to this, we have all documentation readily available for parents and encourage them to complete all forms at the close of the workshop. Therefore, the collection of the selection forms and parent surveys is easily facilitated. In addition, parents receive one to one support in order to fill out the forms in their entirety. Prior to the workshops designated to provide parents with programming information, we identify the entitled students based on the LAB-R results. Once this information is collected, the entitlement letters are mailed to parents. In addition, the entitlement letters are also copied and redistributed to parents on the day of the workshop to ensure receipt. This documentation is then housed in a corresponding binder and kept on file in the main office. At PS/MS 4, we offer free-standing ESL via a push-in and pull-out program. As such, ELLs are placed in classes according their grade level and services are provided throughout the school day according to their proficiency level. Upon commencement of the school year, the ELL teachers and the ELL Assistant Principal meet to discuss the proficiency levels of students. According to the NYSESLAT results, we determined whether or not the students require 4 to 8 periods of ESL instruction per week. A schedule is then developed in alignment with the required

services. Parents are informed of our ESL instructional program and the manner in which instruction is executed during the initial programming workshops. Further to this, parents meet with the ESL teachers during our Curriculum Night in September as well as during parent-teacher conferences. Additionally, ESL teachers meet with parents on a continuous basis to discuss their child's progress. The Free standing ESL program is in alignment with the parent surveys and selection forms. PS/MS 4 is a small school comprised of approximately 400 students. As a result, we have a low number of ELL students on any particular grade. For example, this school year, we have a maximum of 10 students on the eighth grade and a minimum of one on the third grade. Hence our inability to offer a dedicated transitional bilingual program. Upon registration and during our initial programming workshops, we discuss all available options with the parents. However, it has been their choice to have their students remain at the school to receive ESL instruction via the push-in and pull-out model. Approximately 98% of our parents choose the freestanding ESL program.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	4	3	8	1	4	3	4	6	10					43
<b>Total</b>	4	3	8	1	4	3	4	6	10	0	0	0	0	43

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	22
SIFE	0	ELLs receiving service 4-6 years	9
		Special Education	15
		Long-Term (completed 6 years)	12

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	22		4	9		2	12		9	43
Total	22	0	4	9	0	2	12	0	9	43

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

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

Ethnic breakdown of EPs (Number):

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

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

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

Native American: \_\_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_\_

Other: \_\_\_\_\_

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	7	1	3	2	4	6	8					36
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1		1											2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1				1	1			2					5
<b>TOTAL</b>	4	3	8	1	4	3	4	6	10	0	0	0	0	43

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

ESL instruction is planned according to the literacy units of study adopted by the school on all grades. For example, specific grades are studying sea life, forensic anthropology and global warming during the months of September and October. These types of thematic units will be in focus throughout the school year. As a result, the thematic units will encourage our ELLs to make connections and explore relevant and thought provoking content. Additionally we provide Spanish to English dictionaries in the classroom. These thematic units provide the content of instruction whereas the ELL instructor must identify appropriate teaching strategies to deliver instruction. These strategies and the manner in which to deliver the content is based upon the assessed needs of the students. The data is derived from weekly ELA and vocabulary quizzes as well as from documented conferences and observations. The organizational model utilized at PS/MS 4 includes the push-in and pull out model of instruction. All push-in sessions are of mixed proficiency levels with ELLs on the same grade level. The pull-out sessions are homogeneously arranged so that students of the same proficiency level receive direct small group instruction. Upon review of the NYSESLAT eligibility roster and the LAB-R results, the ELL teachers and the ELL Assistant Principal identify the proficiency levels of all ELLs in order to determine the number of mandated ESL instructional periods. In this regard, a program is devised that provides each child their mandated instructional periods per week. In an effort to provide literacy as well as content based instruction, we have devised thematic units of study that incorporate social studies as well as science. Additionally, our instructional program builds in vocabulary as an individual instructional period whereby teachers are able to teach students content specific words that are extracted from familiar as well as literature relevant to their current unit of study. An array of literature is also selected to support these thematic units so that children are able to read, debate, engage in discussions, conduct research, develop essays as well as written responses to literature.

For ELLs, specifically new comers, it is essential that they receive individualized support as well as small group instruction. In these cases, we provide ESL instruction in addition to AIS services which provides children with additional language reinforcement. Further to this, we are able to incorporate conferencing into the daily instruction of ELLs in order to sustain individualized instruction. Weekly assessments are also administered and analyzed in order to develop comprehensive lessons that are aligned to current data. As data is continuously collected, teachers refine their lessons to directly support the needs of their students. This focus on vocabulary, content, and literacy provides our newcomers with the scaffolding needed to ease the transition into formal assessments such as the NYS ELA. Furthermore, these students are placed in classes with teachers who are proficient in Spanish so that they assist children with translation. ELLs receiving services for 4-6 years are supported via homogenous ESL classes. Instructional systems to support their language development are the use of math logs, reading response journals, vocabulary and writers notebooks. Students are also involved in extended day sessions focused on the reading of literature, book discussions, accountable talk and the advancement of comprehension skills via Bloom's Taxonomy. Teachers develop lessons to include responses to literature, reading and listening to texts and answering questions to demonstrate their understanding.

## A. Programming and Scheduling Information

Long-term ELLs have been provided with a literacy program in addition to their ESL services. The Teachers and Writers program focuses on language development and literacy skills acquisition through creative reading and writing exercises. Students explore a multitude of genres and engage in experiences such as poetry slams, shared reading, shared writing as well as writing celebrations.

ELLs-SWDs receive ESL services. However, in addition to these services, each classroom is supported by a paraprofessional. These paraprofessionals provide Wilson instruction, small group instruction, and one to one conferencing. Additionally, the classrooms have been suited with computers and Smartboards. These technological tools help to facilitate the research process and provide the visual aids necessary to facilitate the comprehension of literacy and content area concepts. These students, although in bridge classes also receive mathematics instruction according to their grade level. Furthermore, paraprofessionals are assigned to specific classes to provide direct instruction via small group.

All students are invited to attend our after school programs focusing on literacy, mathematics and content areas instruction. Materials are skill based and accommodate the needs of all learners to include ELLs with Special Needs as the textual information is based on academic levels.

SIFE students are involved in our after school program as well. Further to this, we have classroom libraries that include high interest texts that span reading levels so that students can easily access and comprehend the content. Students also receive literature based instruction via book clubs and guided reading. This instruction helps to increase oral presentation skills as well as comprehension of a variety of genres. Sentence starters, grammar instruction, literacy centers, and the use of technology provides students with many opportunities to build their skills specific to listening, speaking, reading and writing.

### Courses Taught in Languages Other than English ⓘ

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

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

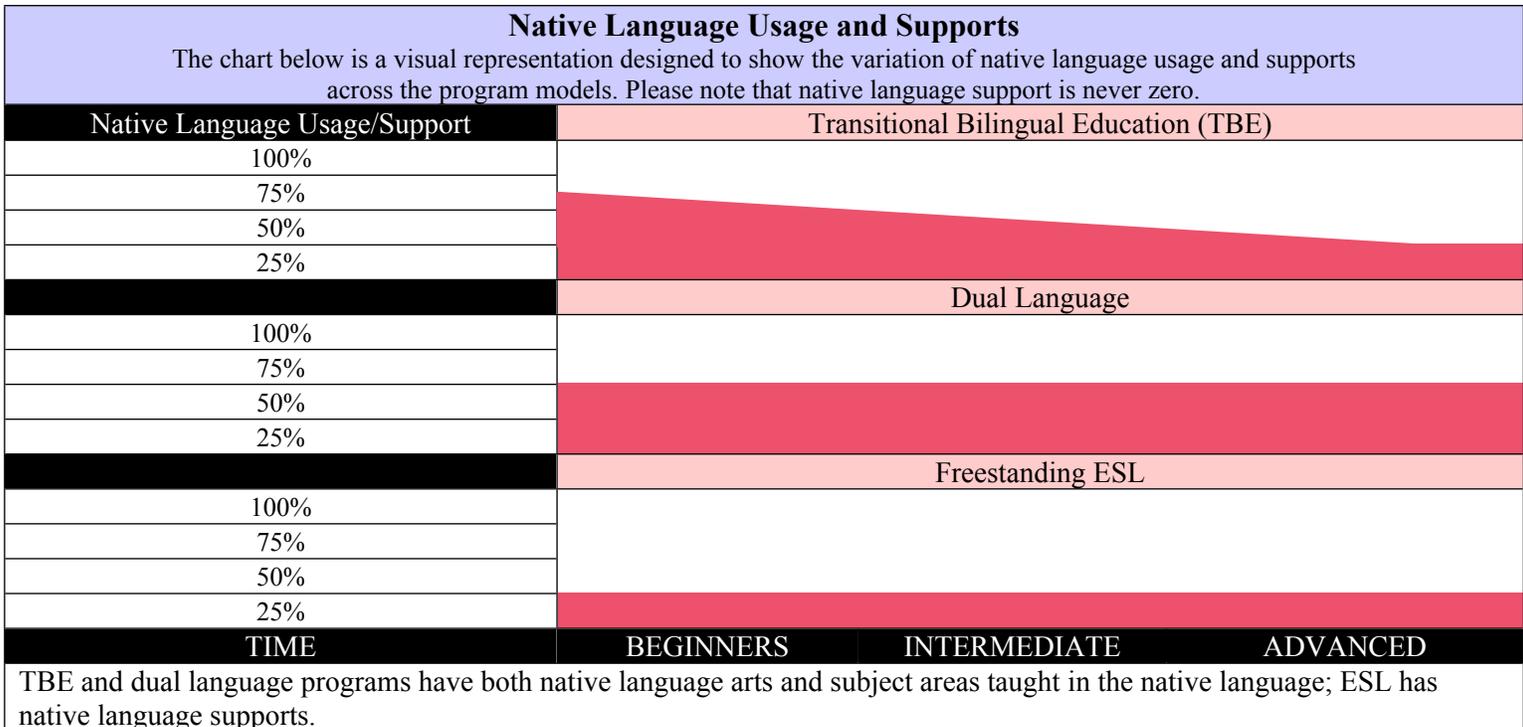
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0		not applicable	not applicable
Social Studies:	0			
Math:	0			
Science:	0			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

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

Intervention programs include intensive instructional sessions during recess from the school's daily instruction. Additionally, after school programs are also utilized to support the instruction of ELLs. Across the content areas ELLs are afforded many opportunities for learning. In ELA, classrooms include thematic libraries, dictionaries and literacy centers. The following materials are used to provide instruction services: Wilson program (ELLs-SWDs), portfolios, writers notebooks, readers notebooks, conferencing, technology and differentiated small group instruction.

## 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?
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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?

Intervention programs include intensive instructional sessions during recess from the school's daily instruction. Additionally, after school programs are also utilized to support the instruction of ELLs. Across the content areas ELLs are afforded many opportunities for learning. In ELA, classrooms include thematic libraries, dictionaries and literacy centers. The following materials are used to provide instruction services: Wilson program (ELLs-SWDs), portfolios, writers notebooks, readers notebooks, conferencing, technology and differentiated small group instruction.

In Math, glossaries, leveled workbooks, leveled worksheets, conferencing, technology and small group instruction are used to provide intervention services.

In the content areas of Science and Social Studies, project-based tasks are provided based on the assessed levels of students. Technology is utilized to provide visual aids to support the acquisition of particular concepts. Leveled texts are utilized to ensure the comprehension of content. Additionally, the practice of analyzing photos is often used as conversation starters. This practice builds their speaking and listening skills and also provides students with the foundational information necessary to navigate more difficult concepts.

Instruction in ELA, Math and the content areas is facilitated via the English language only.

Students who reach proficiency will remain supported for two years by the ELL teachers who will push-in to their literacy and content area periods to provide small group instruction. Students are provided with extended time for testing for one year on all school-wide exams as well as the NYS ELA, Math, Science and Social Studies exams. This program is monitored via weekly assessments to determine the acquisition of both literacy and math skills.

The curriculum team was established in order to develop curriculum as well as corresponding assessments. The curriculum maps are developed to include a component for ELL instruction. This section provide tasks and ways to differentiate instruction for students struggling within the areas of reading, writing, speaking and listening. Additionally, the team analyzes student work in order to develop targeted lessons within whole class and small group instruction. New improvements to this school year is the development of thematic units and the emphasis on researching to construct comparative and persuasive essays. In addition, the use of Blooms Taxonomy will be utilized to increase discourse, comprehension, and vocabulary use. All students to include ELLs are afforded an opportunity to be included in the instructional after school programs offered at PS/MS 4. In addition, 21<sup>st</sup> century and Phipps provide all students with extra-curricular services such as cheerleading, basketball, and poetry club. Content-specific libraries, two computer labs, laptops and Smartboards are used to facilitate student understanding of all concepts in the classroom. NYSESLAT materials are also used to support the testing phase during the school year. Empire NYSESLAT books are purchased so that ELLs become familiar with the components and expectations of the exam. All resources and support services correposnd to the ages and grade levels of students. Leveled texts, testing materials as well as thematic library books are purchased so that children can easily access reading books.

We currently do not have any services that will be discontinued for the 2011-2012 school year.

PS/MS 4 encourages all students to participate in our after school programs. As a result, we conduct a comprehensive compaign to include personal phone calls to parents, mass calls, flyers, and class by class presentations.

The instructional materials that are used to support ELLs are the implementation of balanced literacy and balanced math instruction, 90 minute blocks of reading, writing and math, thematic libraries, grammar and phonics books, the use of open access computer labs, laptop carts, and an ipad program targeting participation rates of students.

The servies we provide students are age and grade level appropriate to further develop the acquisition of the English language as well as the academic development of our ELLs.

We do not offer activities before the beginning of the school year, however we do hold "Curriculum Night" in September to expose our students and their families to the curriculum and instructional programs.

Our school does not offer electives to our ELLs.

## B. Programming and Scheduling Information--Continued

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

Intervention programs include intensive instructional sessions during recess from the school's daily instruction. Additionally, after school programs are also utilized to support the instruction of ELLs. Across the content areas ELLs are afforded many opportunities for learning. In ELA, classrooms include thematic libraries, dictionaries and literacy centers. The following materials are used to provide instruction services: Wilson program (ELLs-SWDs), portfolios, writers notebooks, readers notebooks, conferencing, technology and differentiated small group instruction.

In Math, glossaries, leveled workbooks, leveled worksheets, conferencing, technology and small group instruction are used to provide intervention services.

In the content areas of Science and Social Studies, project-based tasks are provided based on the assessed levels of students. Technology is utilized to provide visual aids to support the acquisition of particular concepts. Leveled texts are utilized to ensure the comprehension of content. Additionally, the practice of analyzing photos is often used as conversation starters. This practice builds their speaking and listening skills and also provides students with the foundational information necessary to navigate more difficult concepts.

Instruction in ELA, Math and the content areas is facilitated via the English language only.

Students who reach proficiency will remain supported for two years by the ELL teachers who will push-in to their literacy and content area periods to provide small group instruction. Students are provided with extended time for testing for one year on all school-wide exams as well as the NYS ELA, Math, Science and Social Studies exams. This program is monitored via weekly assessments to determine the acquisition of both literacy and math skills.

The curriculum team was established in order to develop curriculum as well as corresponding assessments. The curriculum maps are developed to include a component for ELL instruction. This section provide tasks and ways to differentiate instruction for students struggling within the areas of reading, writing, speaking and listening. Additionally, the team analyzes student work in order to develop targeted lessons within whole class and small group instruction. New improvements to this school year is the development of thematic units and the emphasis on researching to construct comparative and persuasive essays. In addition, the use of Blooms Taxonomy will be utilized to increase discourse, comprehension, and vocabulary use. All students to include ELLs are afforded an opportunity to be included in the instructional after school programs offered at PS/MS 4. In addition, 21<sup>st</sup> century and Phipps provide all students with extra-curricular services such as cheerleading, basketball, and poetry club. Content-specific libraries, two computer labs, laptops and Smartboards are used to facilitate student understanding of all concepts in the classroom. NYSESLAT materials are also used to support the testing phase during the school year. Empire NYSESLAT books are purchased so that ELLs become familiar with the components and expectations of the exam. All resources and support services correposnd to the ages and grade levels of students. Leveled texts, testing materials as well as thematic library books are purchased so that children can easily access reading books.

We currently do not have any services that will be discontinued for the 2011-2012 school year.

PS/MS 4 encourages all students to participate in our after school programs. As a result, we conduct a comprehensive compaign to include personal phone calls to parents, mass calls, flyers, and class by class presentations.

The instructional materials that are used to support ELLs are the implementation of balanced literacy and balanced math instruction, 90 minute blocks of reading, writing and math, thematic libraries, grammar and phonics books, the use of open access computer labs, laptop carts, and an ipad program targeting participation rates of students.

The servies we provide students are age and grade level appropriate to further develop the acquisition of the English language as well as the academic development of our ELLs.

We do not offer activities before the beginning of the school year, however we do hold "Curriculum Night" in September to expose our students and their families to the curriculum and instructional programs.

Our school does not offer electives to our ELLs.

workshops and fundraising events.

## 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?

Parents are continuously invited to participate in school events. In order to facilitate this process, we translate all flyers, and letters. Outreach phone calls are also translated. Parental needs are assessed through the Learning Environment Survey as well as In-House surveys to determine topics of interest as well as areas of concern. In addition, we also target parents by student-performance. Based on student performance levels, we provide parents with workshops and informational sessions which target how they can support their children at home.

Parents are involved in many activities throughout the school year to include workshops, parent-teacher conferences, Open School as well as Curriculum night. Throughout the length of these functions translators are positioned in key areas to facilitate translation services. Health First and Saint Barnabas Hospital are the community based organizations that provide workshops targeting health and family services. The McKinney-Vento organization offers services to parents that are homeless, displaced or in temporary housing. These organizations provide information at our workshops and the community events offered at PS/MS 4 throughout the school year, specifically our "Bridging the Gap" event. In addition, the CBO, "Leadership," provides translation services for all parents. This organization also conducts bilingual workshops on computer and job training, parenting, and the college process.

Surveys are conducted by bilingual staff in order to provide translation services.

Additional school based activities involving parents are our monthly literacy and math celebrations, poetry slams, school dances, monthly workshops and fundraising events.

## 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)?

Not applicable

## 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.

Professional development includes monthly ELL workshop meetings at the Network level. Further to this, teachers have access to the PD sessions offered by the Teachers and Writers program. Weekly common planning sessions include all teachers of ELLs and are utilized to discuss instruction, strategies and the needs of the ELLs. Daily professional periods focus on data analysis and the development of assessments that address the content of instruction, NYS and Common Core Standards.

7.5 hours of professional development will be conducted based on the assessed needs of teachers. A survey will be conducted and teachers will select areas that require additional support. Based on the survey results, professional development will be conducted by a team comprised of teachers, administrators and professional development liaisons throughout the school year.

Professional development is offered to the entire school in September and afterwards is conducted on a monthly basis. In addition, common planning sessions are conducted weekly to address the assessed needs of our staff. A professional development team also works analyzing survey results in order to provide comprehensive workshops targeting ELA, Math, Content area as well as ELL instruction.

Professional documentation is housed in a binder in the main office.

A bilingual counselor helps to provide training regarding High School articulation. The Bil. counselor conducts orientations for students, families and teachers so that all become aware of the process involved.

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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)	2	1	5		1		2	3	1					15
Intermediate(I)		1	2			1	1	1	2					8
Advanced (A)	2	1	1	1	3	2	1	2	7					20
Total	4	3	8	1	4	3	4	6	10	0	0	0	0	43

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4		3	1		4
5		1	1		2
6			1		1
7	1	2			3
8	2	5			7

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

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

ECLAS2, DRA and running records are tools that serve to inform both daily instruction as well as the instructional program of our school. Based on the analysis of current data, our students across grades K-8 engage in the decoding process with limited difficulty, but struggle to comprehend texts of varying text complexity. When analyzing responses to literature, major components such as themes, interpretation of the actions of characters and their development over the course of a text are difficult concepts to understand. Additionally, students struggle to identify relevant information via text-based details. Further to this, drawing appropriate conclusions as well as inferences is a significant challenge. Therefore, our instructional programs addresses skills such as main idea, thematic connections, drawing conclusions

### Additional Information

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

Paste additional information here

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

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

ECLAS2, DRA and running records are tools that serve to inform both daily instruction as well as the instructional program of our school. Based on the analysis of current data, our students across grades K-8 engage in the decoding process with limited difficulty, but struggle to comprehend texts of varying text complexity. When analyzing responses to literature, major components such as themes, interpretation of the actions of characters and their development over the course of a text are difficult concepts to understand. Additionally, students struggle to identify relevant information via text-based details. Further to this, drawing appropriate conclusions as well as inferences is a significant challenge. Therefore, our instructional programs addresses skills such as main idea, thematic connections, drawing conclusions and inferencing across the genres. We have also modified our scheduling program to provide 90 minute blocks of reading and writing instruction so that students have more opportunities to acquire the necessary skills to increase comprehension.

The patterns in the NYSESLAT results reveal that most of our students in both Elementary and middle school performed at a beginner or advanced level of English. This requires us to hone in on the instruction of these students via small group instruction. In addition, it requires that we review the modality report to determine how best to focus our instruction. Once we target the appropriate instructional areas, we can use the weekly data to determine the growth with respect to reading, writing, listening and speaking.

Throughout our analysis of data across grades K-8, we have observed that our students remain between the intermediate and advanced levels for consecutive years. Further to this, they most struggle with reading and writing. As stated prior, our ELLs struggle with significant details that are relevant and that allow a reader to understand the main idea presented by the writer. As such, our students

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** PS/MS 4

**School DBN:** 09x004

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vincent Resto	Principal		1/1/01
Maria I. Villegas-Ortiz	Assistant Principal		1/1/01
Yasmin Duncan	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
Danielle Jenkins	Teacher/Subject Area		1/1/01
Jerseydis Ruiz	Teacher/Subject Area		1/1/01
Bertha Cruz	Coach		1/1/01
	Coach		1/1/01
Susanna Cruz	Guidance Counselor		1/1/01
Bob Cohen	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **09x004** School Name: **PS/MS 4**

Cluster:        Network: **104**

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

**Part A: Needs Assessment Findings**

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

Using the data collected by examining our home language surveys we are able to assess the various written translation and oral interpretation needs of our student population. Currently, we have 41 Spanish speaking families, 2 French, 1 Twi, 1 Mandingo, 1 Yoruba, 2 Fulani and 1 family who speaks Niger-Congo. According to our assessment 33 Spanish speaking families require both written and oral translation services. However, the families who speak Twi, Mandingo, Yoruba, Fulani and Niger-Congo do not require oral translation services as they are able to speak and understand English. The two families that speak Fulani and the 1 family who speaks Mandingo do require written translation services. In this regard, we consistently communicate with these families so as to inform them of all events and information that pertains to their children. This information is shared within the school community via staff, Parent Association, and School Leadership Team meetings so that all members of the community are aware of the language needs of our families.

In order to execute the language assessment process effectively, we identify a pedagogue to aid the parents in completing the forms appropriately. Once this information is collected, the process of updating the ATS system can commence. As the current information is placed into the system, we can accurately assess the ways in which we must communicate with our parents. Parental needs are assessed through the Learning Environment Survey as well as In-House surveys to determine interpretation needs as well as areas of interest for parent workshops. In alignment with this process, we identify school personnel to translate and serve as parent liaisons in order to facilitate the exchange of school and community-based information. The Parent Coordinator also seeks to provide additional translations through identified resources in a timely manner so that all pertinent documents are distributed to parents. In addition, the school's family worker supports the home-school connection via the translation of all pertinent documents to inform parents and the community at large. In this fashion, parents are continuously invited to participate in school events. In order to facilitate this process, we translate all flyers, and letters. Outreach phone calls are also translated. Parents are involved in many activities throughout the school year to include workshops, parent-teacher conferences, Open School Night as well as Curriculum Night. Throughout the length of these functions translators are positioned in key areas to facilitate translation services. Health First and Saint Barnabas Hospital are the community based organizations that provide workshops targeting health and family services. These organizations provide information at our workshops and the community events offered at PS/MS 4 throughout the

school year, specifically our “Bridging the Gap” event. In addition, the CBO, "Leadership," provides translation services for all parents. This organization also conducts bilingual workshops on computer and job training, parenting, and the college process.

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.

The major findings of our school’s written translation and oral interpretation needs are that among our student population, Spanish is the most commonly spoken language within their households. Currently, we have 54 English Language Learners. Approximately 41 students on grades K-8 have been identified through the home language survey as Spanish speakers. Other languages identified by the home language survey are French, Fulani, Twi, Mandingo, Yoruba, and Niger-Congo which comprise the second largest cohort of languages spoken. After assessing the language needs of our student population, the ELL Assistant Principal engages in an administrative conference with the Principal to discuss the action plan regarding effective parent communication. When reviewing the home language surveys, student identifications are made and discussions are also had with the ESL teachers in order to provide optimal communication efforts. The School Based Support Team, who in many instances provides an array of services to these students are also made aware of their communication needs. In addition, classroom teachers are provided with the home language survey information in order for them to effectively communicate with their parent population. When necessary, translators or translated materials are acquired in order for parents to receive specific information about their child’s academic, social and behavioral progress. Further to this, during the administration of the Home Language Survey, the ELL Assistant Principal engages in conversations with parents to assess their ability to communicate in the English language. This information is then provided to the Parent Coordinator so that we can provide translators during specified parent workshops, conferences and community events.

## **Part B: Strategies and Activities**

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

The written translation services our school will provide are based upon the percentage of students identified on the home language surveys as speakers of other languages. Our efforts in this regard are centered on parent communication. Meetings will be held to determine the needs of our parent population with regard to their receipt of school-based information. Within these conferences, we will identify parent volunteers as well as school staff to provide translations when necessary. However, the goal of these conferences is to obtain an accurate tally of parents requiring translation services. Although, parents indicate the second language, it is for the school to engage in this process to also determine their English proficiency. Once this information is gathered, we will determine the communication needs of our parent population and acquire the services necessary for translation. In-house school staff as well as parent volunteers will provide these services. The Parent Coordinator, the ELL Assistant Principal as well as the School Based Support Team will also facilitate this process. As a school, we provide for the timely provision of translated documents through the design of monthly instructional calendars. These calendars keep our teachers abreast of all documents for parent communication. Therefore documents can be accessed and translated in a timely fashion. In addition, in-house staff and parent volunteers will translate weekly notices. Further to this, identified staff members will translate flyers, letters, as well as any notices specific to educationally related events

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.

PS/MS 4 will utilize the organization, "Leadership" to provide oral translation services during designated parent workshops. On a daily basis, staff members assigned to the main office will provide oral translation services on an as needed basis. These services will aid the registration process as well as serve to properly communicate to teachers and staff specific to any issues concerning the family. Further to this, specific members will be identified in advance to provide translation services throughout the duration of community events as well as parent conferences.

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>.

School staff as well as parent volunteers will provide oral interpretation services. These persons will collaborate with the Principal, the ELL Assistant Principal as well as the School Based Support Team in order to provide coherent as well as comprehensive informational sessions. The oral translators will also engage in parent conferences in order to provide the families with specific instructional as well as academic information regarding their child's performance. In addition, these persons will also be made available in order to address the daily concerns of our parents. It is essential to provide these services in order to maintain an effective home-school partnership.

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>.

As a school, we will adhere to the regulations outlined in Section VII of Chancellor's Regulations A-663 regarding parental notification

requirements by identifying members of our school community to provide written as well as oral translations. As we engage in instructional conferences as well as school-wide parent meetings we will ensure that we assess the communication needs in order to disseminate clear and concise information. As we contact the parents with regard to these meetings, we will identify the translation needs and distribute letters to parents in accordance. We will also use our budgetary allocations to provide additional services when necessary.

In accordance with the mandate, our school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation, and interpretation services.

In addition, our school's safety plan will contain procedures for ensuring that parents in need of language assistance services are addressed and provided the allotted time to discuss and address any and all concerns with administration.

## 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: PS/MS 4	DBN: 09x004
Cluster Leader: Corinne Rello Anselmi	Network Leader: Bob Cohen
This school is (check one):    ✱conceptually consolidated (skip part E below) ●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): ●Before school            ✱After school            ●Saturday academy            ●Other:
Total # of ELLs to be served: 20 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ✱6    ✱7    ✱8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Title III funds will be used for an after school program. The after-school instructional program will service the ELL population on grades 7 and 8 within the '11-'12 school year. This targeted ELL program will begin in January of 2012 and end in June of 2012, with an approximate duration of 24 weeks. It will run twice per week (Wednesdays and Thursdays from 3:30-4:45pm) in order to provide our students with access to ELA and Math instruction. This instruction will be derived from weekly assessments in both ELA and Math, which indicate skills in need of improvement. These instructional sessions will be conducted by three content area teachers. We will strategically target our largest population of ELLs, which are predominantly on grades 7 and 8 so that they may improve their English language proficiency through skill-based instruction. Through the use of varied teaching strategies we will address comprehension, vocabulary, fluency, as well as comprehension through the use of literature and word problems. We aim to improve student performance in terms of incremental progress. It is evident that while our students are strengthening their literacy skills, English proficiency has proved difficult to attain. As a result, students will delve into content based concepts by responding to literature, reading for information, demonstrating mastery by answering content-specific questions, and constructing meaning by writing responses to open-ended questions in both ELA and Math. In addition, each child will work with materials based on their measured performance. As students encounter these texts, they will be continually assessed to determine the level appropriate instruction. Materials that will be utilized throughout the duration of this program will be both the Empire NYSESLAT texts as well as Finishline reading and mathematics. These resources will prepare our students to engage in literacy and mathematics tasks while ensuring comprehension. Additionally, teachers will prepare lessons, while utilizing these resources as well as teacher-developed materials to address differentiated needs of their learners.

### 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

### Part C: Professional Development

- name of provider

Begin description here: Professional development will target the ESL and content area teachers involved in the after school program. Monthly sessions will be conducted by the ELL AP to discuss instruction, student ability levels, resources as well as the instructional pacing involved in the identification of skills and strategies that must be taught. These teachers will be invited to join the curriculum team 1-2 times per week in order to develop lesson plans and assessments in order to gauge the level to which students are learning. The curriculum team will also support teachers with the development of curriculum maps in order to facilitate focused and comprehensive instruction. These teachers will meet beginning January 2012 until June of 2012.

### 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: Parental needs are assessed through the Learning Environment Survey as well as In-House surveys to determine areas of interest for parent workshops. School personnel will translate and serve as parent liaisons to facilitate the exchange of school and community-based information that will serve to impact higher achievement. The Parent Coordinator will provide translations through identified resources in a timely manner so that all pertinent information is relayed to parents. Parents will be notified through the use of outreach calls, flyers, and letters. Parents will be invited to attend NYSESLAT workshops that will inform them of the exam components as well as the academic preparation involved. Curriculum and testing workshops will be conducted monthly, beginning March of 2012 until May 2012. These workshops will inform parents of the curriculum pacing, the academic performance of ELLs as well as testing information pertinent to their child's success. These workshops will be facilitated by teachers, the ELL AP and the Parent Coordinator in an effort to provide parents with a holistic view of instruction and academic expectations.

### 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.
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**Part E: Budget**

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

Allocation Amount: \$

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