



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL 008X

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X008

PRINCIPAL: ROSA MARIA PERALTA **EMAIL:** RPERALT@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENENDEZ

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
Rosa Maria Peralta	*Principal or Designee	
Cynthia Pacelli	*UFT Chapter Leader or Designee	
Soledad Price	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Barbara Famulare	Member/Teacher	
Lorie Matta	Member/Teacher	
Christina Rados	Member/Teacher	
Kate Conroy	Member/Teacher	
Sugeily Ortiz	Member/Parent	
Veronica Pacheco	Member/Parent	
Mildred Andujar	Member/Parent	
Lissette Galvan	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
All grade bands and all sub set groups (ELLs, Special Education, AIS) will infuse non-fiction informational texts to a greater degree throughout the week and within all subject areas.

Comprehensive needs assessment

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

The data used to identify the need for this goal was the New York State Assessment for English Language Arts, RAI-Reading Assessment Inventory, Running Record, Teachers College Assessment Pro, Student Portfolios, Conference Notes, Student by Student Teacher Reflections, Acuity Tests, NYSESLAT Field Tests, NYSESLAT, NY Start ELA Data Analysis by item. **READING** - In general, the students' identified need was in the discipline of non-fiction reading and writing. Specifically, the following are areas of need: ^identifying a conclusion that summarizes the main idea, ^determining the meaning of unfamiliar words by using context clues, dictionaries and other classroom resources, ^analyzing information on the basis of new or prior knowledge, ^making predictions, draw conclusions and make inferences about events, ^using specific evidence to identify themes and relate a sequence of events, ^using knowledge of genre and key vocabulary to make interpretations, ^evaluating information, ideas, opinions, and themes in texts by identifying a central idea and supporting details. **WRITING** - *identifying information that is implicit rather than stated, *using relevant examples, reasons, and explanations to support ideas, *using graphic organizers to record significant details from informational texts, *producing clear, well organized responses.

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,
 1. Grade Band 3-5: Uninterrupted Reading Block
 2. Increase the selection of nonfiction, informational books in classroom libraries for all grade bands.
 3. Revise/adjust our literacy units in all grade bands to include a greater number of nonfiction topics that address the sub set skills of main idea, supporting details, inferencing and summarizing.
 4. Revise/adjust our literacy units in all grade bands to include a periodic assessments that will inform or drive next steps
 5. Add a literacy staff developer to focus on grade bands K – 2
 6. Literacy support staff (coach, staff developer, professional development team, administrator) will create writing rubrics across the grade bands to evaluate student writing and redirect (if necessary) further instruction
 7. Adjust funding to include 2 contracted TC consultants
 8. Adjust funding to make “before school” morning programs available
 9. Adjust funding to provide professional development ‘after hours’
 10. Purchase new materials aligned to CCLS to support our extended day instruction

- 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) time line for implementation.

1. From October 2011 to June 2012, teachers will use informational, nonfiction texts at least four times per week in their guided reading, shared reading, and read alouds.
2. From October 2011 to June 2012, teachers will create writing prompts, at least two times per week, to guide student responses that will reflect opinions based on text information with 80% accuracy.

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.

From October 2011 to June 2012, offer informational Parent workshops on: the CCLS, standardized testing, and test preparation/practice.

From October 2011 to June 2012, schedule monthly “Family Nights” on *Read Alouds*, Connecting literature to science, Connecting literature to social studies, Connecting literature to mathematics, Integrating art and literature, integrating music and literature, Extending comprehension through projects and end products.

From October 2011 to June 2012, the Parent Coordinator will schedule and facilitate meetings and workshops on: understanding the ELA, preparing their children for the exam, test taking strategies, understanding the CCLS, understanding student report cards.

From October 2011 to June 2012, offer GED and/or ESL Parent Classes are offered in order to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

From October 2011 to June 2012 translation and interpretation services are available for “Family Nights” and Workshops.

From October 2011 to June 2012 parents are invited to writing celebrations and our *Curriculum Expo* to highlight student achievement in literacy and demonstrate ways to support students in literacy development through academic content.

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.

To ensure that the current staff become highly qualified in order to achieve this school wide goal, every teacher participates in:

∞goal setting meetings – Teachers meet with grade supervisors two times per year to set professional goals that identify areas for growth and development in their craft (pedagogy & methodology), maximize knowledge and understanding of the Common Core Learning Standards and identify ways that supervisors can support this growth and development.

∞Professional Development Opportunities: In house coaches for math & literacy present workshops and model strategies. The professional development team writes and/or adapts specific grade curriculum. The professional development teams (literacy & math) are composed of teachers, Assistant Principals and Coaches. The Assistant Principals also use their grade meetings to present workshops. New Teachers are gathered as a group once per week to address curriculum and standards. The Teachers College and AUSSIE consultant work with our teachers by grade, interest and need. Afterschool Professional Development – Meetings are held to extend the conversations addressed in the forums cited above. Other opportunities – Teachers College workshops, *Math Solutions* workshops, OELL (teachers of ELLs), CFN 109 workshops, Wilson workshops (Special Education providers). To maximize supervisory effectiveness with teachers, our administrative staff participates in: Harvard University program for

administrators, TC study groups, technology conferences, CFN workshops, meetings and conferences for supervisors, ELI training.

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.
- Yearlong programs funded under Title I & Title III have been designed to focus on the comprehension and interpretation of informational text. These programs are offered on a rotating basis to allow for maximum student participation. They are offered before school, Saturdays & in the summer. The professional development component of the Title III program ensures that highly qualified teachers provide the necessary service in this priority area. The 5% *set asides* are used to provide professional development series that ensure that highly qualified teachers provide instruction in our targeted area. NYSTL funding will be used to purchase instructional materials and supplies that promote this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Fiscal Resources – Title I, Title III, Tax Levy, NYSTL as described in section above.
Human Resources – Math & Literacy coaches, K-2 staff developer, Assistant Principals, Category specialists – ESL, SETSS, out sourced providers – TC, AUSSIE consultant, *Math Solutions*, OELL personnel, CFN109 staff, teachers participating in afterschool curriculum planning .

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.
Within the math block, all grade bands will set aside instructional time for enhancing, applying and extending the language of mathematics in order to facilitate both oral and written discourse.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- The following assessments were used to identify the need that generated this goal: Math portfolios, baselines, MAI, Acuity, work of the math teacher teams, NY Start Math Data Analysis by item. Specifically, the focus will be to prepare students to construct viable arguments to defend their reasoning and critique the reasoning of others through lessons that promote the comprehension and application of content vocabulary.

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,
 1. Adapt mathematical units to insure “set asides” for vocabulary introduction and review

2. Adjust funding to provide Aussie Consultant for Mathematics that will strengthen the delivery of mathematical concepts, help teachers develop a deeper understanding of mathematical concepts, include differentiation and develop strong learning plans for mathematics so that students will develop an understanding of problem tasks, become mathematical thinkers.
3. Add a math professional development team that will examine the curriculum, assessment instruments and next steps
4. Adjust funding to provide professional development ‘after hours’
5. Purchase new materials aligned to CCLS to support our extended day instruction
6. Adjust funding to make supplementary programs available
7. Revise/adjust our math units in all grade bands to include periodic assessments that will inform or drive next steps
8. Provide bilingual glossaries and translated versions of standardized tests to maximize student performance
9. School wide celebrations of the 100th day of school.
 - 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.
 1. From October 2011 to June 2012, teachers will introduce, review or revisit targeted mathematics vocabulary for each lesson in the unit.
 2. From October 2011 to June 2012, teachers will present “real life” math scenarios at least once per week. Student groups will brainstorm possible ways of solving the “real life” problems. Through group sharing, students will evaluate the viability of arguments and critique the reasoning of the responses.

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.
- From October 2011 to June 2012, offer informational Parent workshops on topics: the CCLS, standardized testing, test preparation/practice.
- From October 2011 to June 2012, schedule monthly “Family Nights” on connecting literacy and math, using manipulatives to enhance concept understandings, using *home spun* “realia.”
- From October 2011 to June 2012, the Parent Coordinator will schedule and facilitate meetings and workshops on: understanding the NYS Math standardized tests, preparing their children for the NYS Math exam, test taking strategies, understanding the CCLS, understanding student report cards.
- From October 2011 to June 2012 translation and interpretation services are available for “Family Nights” and Workshops.

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.
- To ensure that the current staff become highly qualified in order to achieve this school wide goal, every teacher participates in:
- ∞goal setting meetings – Teachers meet with grade supervisors two times per year to set professional goals that identify areas for growth and development in their craft (pedagogy & methodology), maximize knowledge and understanding of the Common Core Learning Standards and identify ways that supervisors can support this growth and development.
 - ∞Professional Development Opportunities: The in house coach for math presents workshops and models strategies. The professional development

team writes and/or adapts specific grade curriculum. The professional development team for math is composed of teachers, Assistant Principals and the math coach. New Teachers are gathered as a group once per week to address curriculum and standards. The AUSSIE consultant works with our teachers by grade, interest and need. Afterschool Professional Development – Meetings are held to extend the conversations addressed in the forums cited above. Other opportunities – *Math Solutions* workshops, OELL (teachers of ELLs), CFN 109 workshops. To maximize supervisory effectiveness with teachers, our administrative staff participates in: Harvard University program for administrators, technology conferences, CFN workshops, meetings and conferences for supervisors, ELI training, *Math Solutions* workshops for administrators.

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.

Yearlong programs funded under Title I & Title III have been designed to focus on preparing students to construct viable arguments to defend their mathematical reasoning and critique the reasoning of others through lessons that promote the comprehension and application of content vocabulary as well as the language structures that support mathematical discourse. These programs are offered on a rotating basis to allow for maximum student participation. They are offered before school, and Saturdays. The professional development component of the Title III program ensures that highly qualified teachers provide the necessary service in this priority area.

The 5% *set asides* are used to provide professional development series that ensure that highly qualified teachers provide instruction in our targeted area. NYSTL funding will be used to purchase instructional materials and supplies that promote this goal.

Budget and resources alignment

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

Fiscal Resources – Title I, Title III, Tax Levy, NYSTL as described in section above.

Human Resources – Math coach, Assistant Principals, Category specialists – ESL, SETSS, out sourced providers – AUSSIE consultant, *Math Solutions*, OELL personnel, CFN109 staff, teachers participating in afterschool curriculum planning.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To improve teacher effectiveness by supporting teachers in their ability to align CCLS with grade curricula and student needs.

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.
Field observations by supervisors, formal/informal observations by supervisors, administrative walk-throughs, BEDS, teacher goal setting, teacher reflections, NY Start ELA & Math Data Analysis by item, NYC Parent Survey section of the school report card.

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,
 1. Adjust daily schedule to allow for in house training sessions on CCLS as aligned with the curriculum
 2. Adjust budget to facilitate hiring of substitutes for offsite participation in professional development
 3. Allocate 5% of Title I monies to sponsor participation in outsourced & after school professional development around our goals
 4. Establish lab sites in literacy and math
 5. Allocate funds to purchase resources such as “Enhancing Professional Practice,” by Charlotte Danielson.
 6. Establish administrative study group to examine domain 1 of Danielson’s framework
 7. Advertise professional development opportunities school wide
 8. Identify members of the literacy and math professional development teams
 9. Identify coaches and administrators as team leaders
 10. Adjust scheduling to accommodate weekly meetings of the literacy and math PD teams
 11. Identify “new teacher” preparation periods to entertain questions concerning Goals 1& 2
 12. On going classroom visitations
 - 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.
 1. *From October 2011 to June 2012, schedule at least 10 in house training sessions by school staff, focusing on alignment between the CCLS and the curriculum. Insure that 100% of teachers actively participate in said sessions.*
 2. *From October 2011 to June 2012, schedule at least 20 training sessions provided by our two Teachers College consultants, focusing on aligning units of study with CCLS. Insure that 100% of teachers actively participate in said sessions.*

3. *From October 2011 to June 2012, facilitate attendance of at least 30 select teachers to monthly Teachers College Literacy Professional Development Workshops off site based on grade needs and curriculum demands.*
4. *From October 2011 to June 2012, sponsor/facilitate at least 20 teachers interested in attending professional development offerings by the CFN or other providers.*
5. *September 2011 facilitate the formation of literacy and math professional development teams comprised of 12 grade representatives who will collaborate with their colleagues to prepare professional development sessions on the units of study and their alignment with CCLS. From October 2011 to June 2012, sustain the work of the teams resulting in unit plans as end products.*

Strategies to increase parental involvement

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

Our goal in providing the following activities is to better prepare parents to support teachers in the delivery of our instructional program.

From October 2011 to June 2012, offer informational Parent workshops on: the CCLS, standardized testing, and test preparation/practice.

From October 2011 to June 2012, schedule monthly "Family Nights" on *Read Alouds*, Connecting literature to science, Connecting literature to social studies, Connecting literature to mathematics, Integrating art and literature, integrating music and literature, Extending comprehension through projects and end products.

From October 2011 to June 2012, the Parent Coordinator will schedule and facilitate meetings and workshops on: understanding the ELA, preparing their children for the exam, test taking strategies, understanding the CCLS, understanding student report cards.

From October 2011 to June 2012, offer GED and/or ESL Parent Classes are offered in order to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

From October 2011 to June 2012 translation and interpretation services are available for "Family Nights" and Workshops.

From October 2011 to June 2012 parents are invited to writing celebrations and our *Curriculum Expo* to highlight student achievement in literacy and demonstrate ways to support students in literacy development through academic content.

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.
- Monthly meetings with supervisors by grade
- One on one meetings with supervisors based on need and interest
- Formal and informal feedback on instruction
- Goal setting meetings
- Plan book feedback
- Feedback on student portfolio
- Targeted & sustained Professional Development Opportunities: in house, out sourced (content specific), series
- Peer to peer coaching through team teaching
- Push in models: ELL, Guided Reading, Guided Math, SETTS
- Collaborative Science Labs: Science Specialist in conjunction with classroom teachers

- Mentoring of new teachers
- New teacher preparation periods (weekly)
- Other opportunities – *Math Solutions* workshops, OELL (teachers of ELLs), CFN 109 workshops around the Danielson framework for teaching (Enhancing Professional Practice).
- For Administrators: Workshops on supervision that promotes teacher effectiveness

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.
- The professional development components of the Title I & Title III programs and the 5% *set asides* make possible professional development around improving practice. This funding also includes the purchase of professional references that support best practices.

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.
- Fiscal Resources – Title I, Title III, 5% set asides
 Human Resources – Literacy & Math coaches, Assistant Principals, Category specialists – ESL, SETSS, out sourced providers – AUSSIE consultant, *Math Solutions*, OELL personnel, CFN109 staff, teachers participating in afterschool curriculum planning.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - To increase parent & community participation in school activities
 - To strengthen parent-child learning partnerships

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.
 - ^ Family night attendance sheets
 - ^ Thematic Academic Workshops – attendance sheets
 - ^ Parent Association Meetings – attendance sheets
 - ^ Assemblies
 - ^ MMCC clinic sponsored *Passport* Program participation
 - ^ Title I Parents Surveys
 - ^ NYC School Progress Report – School Environment Parent Surveys

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,
- 1. In September 2011, hold parent orientations by class and grade
- 2. From October 2011 to June 2012, encourage families to take full advantage of our school health clinic through ongoing advertising and promoting of registration and participation in the school based clinic.
- 3. From October 2011 to June 2012, continue our affiliations with the Bronx Zoo, Botanical Gardens, Hall of Science, Metropolitan Museum, Lehman Center for the Performing Arts, Community based Pre-Schools
- 4. From October 2011 to June 2012, continue our engagement with community based organizations such as the office of Councilman Oliver Koppel, the Office of the Bronx Borough President, the *Norwood News*, Lehman College
- 5. From October 2011 to June 2012, continue outreach to educational institutions such as Manhattan College and Fordham University to provide us with student teachers and interns
- 6. From October 2011 to June 2012, schedule monthly “Family Nights” on a variety of topics connected to the curriculum and that facilitate learning in parent-child partnerships
- 7. From October 2011 to June 2012, the Parent Coordinator will: √ seek out community resources, √ schedule and facilitate meetings and workshops on a variety of topics
- 8. From October 2011 to June 2012, offer informational Parent workshops on topics such as: the CCLS, standardized testing, test preparation/practice, getting ready for the Quality Review, etc.
- 9. From October 2011 to June 2012, offer GED and/or ESL Parent Classes (based on interest)
- 10. Interpretation services will be offered to LEP parents

11. From October 2011 to June 2012, offer oral and/or written translations of school information in the four high incidence languages in our school population
 12. From September 2011 to June 2012, send home monthly Parent Home-School Calendars to anticipate upcoming events
 13. From October 2011 to June 2012, use the newly launched school website to: advertise events and communicate information
 14. From October 2011 to June 2012, hold monthly meetings with the Executive Board of the Parents' Association
 15. By November 2011, activate wide screen digital information monitor in school lobby
 16. Hold annual orientation meetings on the NYC School Progress Report
 - 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) time line for implementation.
- By June 2012, 60% of parents/community members will have participated in school-wide functions as measured by attendance sheets from thematic workshops, school assemblies, PA meetings, Saturday programs, GED and/or ESL Classes (, SLT meetings, writing celebrations, family nights, classroom projects, etc.

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.

Please refer to the section entitled, **P.S. 8 PARENT INVOLVEMENT POLICY (PIP)**

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.

- ▣ The Administration will meet with new teachers to discuss how to conduct an effective parent teacher conference.
- ▣ Facilitators will meet with school aides to discuss the protocol when speaking to parents and how to address difficult situations.
- ▣ The Guidance Counselors and the MMCC Mental Health Clinic Psychologist will meet with the pedagogical staff to train the staff on reporting suspicion of child abuse and how to detect the signs of suicide.
- ▣ The MMCC Mental Health Clinic Psychologist will be scheduled to present workshops concerning bullying which will include P.S. 8 staff, parents and students.

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.
- ▣ Family Night activities will be aligned with CCLS.
- ▣ The curriculum for our parent ESL classes will be compatible with the curriculum for ELL students
- ▣ The topics of our parent workshops will be aligned with the academic demands of the students by grade expectations.
- ▣ The Parenting Skills workshops will be based on the results of the Title I interest surveys.

□ The parenting skills workshops offered by the MMCC parent liaison will be coordinated with those facilitated by the Parent Coordinator and the school staff.
The MMCC parent liaison will connect parents to community based agencies that support academic programs and cultural awareness (The Botanical Garden, The Bronx Zoo, Central Park, etc).

Budget and resources alignment

• Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
The Title III funds will be used to sponsor ESL classes and GED classes in Spanish for parents. Title I Parent Involvement funds will sponsor GED classes in English, Computer Classes, and refreshments for *Family Nights*. Title I funding will be used to supplement *Family Night* workshops.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	-	-	N/A	N/A	13	0	0	0
1	116	92	N/A	N/A	22	0	0	8
2	117	101	N/A	N/A	27	0	0	4
3	128	53	N/A	N/A	14	0	0	11
4	106	91	N/A	N/A	17	0	0	14
5	129	98	61	N/A	21	0	0	13
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> * Grades 3-5 (including ELLs and special education students) will receive small group instruction focusing on reading skills and test taking strategies during the school day. * Grades K-1 (including ELLs and special education students) will focus on developing oral and written language during the school day. * Grades 3-5 ELA Saturday Academy beginning in January 2012 * During the school day grades 3-5 will receive guided reading instruction from guided reading teachers, as well as the classroom teacher. * The <i>Foundations</i> program will be used with targeted students in grades K, 1 & 2. * The Wilson Multi-Sensory Language Program is utilized with targeted students. * ELLs will receive mandated services in either bilingual self contained classes, ESL self contained classes and push in models or pull out models during the school day that focus on the development of academic language. * Before the school day ELLs will participate in enrichment opportunities to further develop their academic language. * Before the school day grades 1 - 5 will participate in enrichment opportunities to further develop their language and literacy skills beginning in November. * Extended day will work in language and literacy development. * Literacy coaches will work closely with all teachers in the implementation of the <i>TCRWP</i> * The grade level teacher teams and professional development literacy teams will use data to identify the areas of greatest need and design interventions
Mathematics	<ul style="list-style-type: none"> * Grades 3-5 Saturday Academy for Math beginning in January 2012 * Extended day work in mathematics * Grades 3-5 Saturday Academy beginning in January 2012. * During the regular school day students at - risk will be given additional small group instruction by math teachers, three times per week, for 45 minute periods. * Additional support will be given to holdover students * Grades 3-5 Math Saturday Academy beginning in January 2012 * The math coach and Aussie consultant will work closely with all teachers in the implementation of <i>Everyday Math</i> * The grade level teacher teams and professional development math teams will use data to identify the areas of greatest need and design interventions

	<ul style="list-style-type: none"> * Before the school day grades 1 & 2 will participate in enrichment opportunities beginning in March 2012.
Science	<ul style="list-style-type: none"> *Cluster programs will be aligned to the CCLS and Depth of Knowledge levels. *Cluster programs for grades K-5 focus on interpreting written material as well as performing hands-on experiments and labs. Across the grades, additional time has been scheduled for class groups to examine a hypothesis and prove or disapprove it through labs that include research, manipulatives and scientific tools. Beginning in March, our fourth grade classes will be schedule for more lab time. * Saturday Science Academy for fourth grade students begins in May 2012.
Social Studies	<ul style="list-style-type: none"> * The focus of grades K-2 will be on the development of social studies vocabulary and content understandings as well as literacy. The units of study will be aligned to the CCLS, DOK levels and the NYC Scope and Sequence. * The cluster program emphasis will be content understandings and document interpretation for grades 3 - 5. The units of study will be aligned to the CCLS, DOK levels and the NYC Scope and Sequence. Guidance will be provided in reading authentic historical documents, constructing short responses and writing convincing, well organized essays.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> * 3 counselors to address students' needs * Coordinated/aligned efforts between guidance counselors, parent coordinator and administrators to support students at risk.
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> * RTI Team Meetings to discuss, support and prepare intervention plans for children at risk. * Counselor-Teacher articulation to align student support will be increased as follows: K – 2: two times per week, 3-5: two times per week.
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> * Individual & group counseling and in-classroom interventions for children at risk. * Counselor-Teacher articulation to align student support * Networking with outside agencies for referrals of students in need.
At-risk Health-related Services	<ul style="list-style-type: none"> * Support from Mosholu-Montefiore Clinic for students in need of counseling * Proactive approach by having parent workshops and conversations with parents on topics of their interest. * Individual and group counseling as well as in-classroom interventions for children at risk. * Counselor-Teacher articulation to align student support * Networking with outside agencies for referral of students in need.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: __10X008 __ **School Name:** _PS008X_____

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.

After carefully examining our NYS ELA data for the 2010-2011 school year, we concluded that our upper grade special education students need to be strengthened in their ability to interpret and analyze information from a written source. Specifically, they must improve in using the organizational structure, key vocabulary, and details of a piece in conjunction with their prior knowledge and/or personal experience in order to enhance their comprehension and draw conclusions so as to produce a response to the piece.

Our NYS Math data for the same year indicates that our special education students we need to revisit the following: · the place value structure of the base ten number system, estimation and using a variety of strategies to solve multiplication problems.

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.

Student Interventions – 1. The math & literacy coaches will work with grade clusters and individual teachers to plan instruction that focuses on the data based needs identified above in both ELA and Math. 2. For the *before school* remedial programs and the Saturday Academy for ELA and Math, priority will be given to our special education students. Staffing of these programs will include teachers duly licensed in special education. The topics of study in these programs will be cyclical, to include all the areas of need identified above. 3. The Wilson program will be used with the special education students to supplement classroom instruction. 4. The IEP teacher and the Reading Specialist will provide additional support to the special education students in our CTT and self contained classes, in the area of ELA.

Teachers – 1. We have acquired the services of a Teachers College staff developer who is a former special education teacher. She will model lessons, support teachers in planning and mapping curriculum, and provide after school professional development. 2. The Special Education School Improvement Specialist will work directly with SETSS providers in designing an action plan to support our special education students. 3. At midyear, we will restructure the daily schedule to include a common preparation period for SETSS providers for the purpose of planning and designing curriculum and strategies that support our special education students in the areas of need specified above. 4. Our Aussie consultant works with our Math coach and staff, aligning the CCLS with the “Everyday Math” program and providing after school workshops on differentiation of math instruction.

Administration – •will facilitate participation of select teachers to Wilson training, •will restructure the school day for the purpose described above, •facilitate participation of the literacy and math coaches at outsourced professional development sessions around the areas of need, •the Assistant principal for Curriculum and Special Education will provide professional development during the February break to revise further develop the curriculum maps.

Parents – The parents of special education students will be informed of the SES opportunities and strongly encouraged to have their children participate. Our parent coordinator will facilitate workshops on the parent school partnership. Our Assistant Principal holds monthly meetings with parents on variety of topics. Thematic Family Nights are hosted to strengthen parent involvement.

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.

We have exceeded the 10 percent minimum of the Title I funds allocated for professional development. The funds are disbursed as follows: 50% - salary Assistant Principal for Curriculum and Special Education; 100% - salary literacy coach; Contracted Professional Development = \$55,325.

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

New teachers are paired with mentor teachers. Coaches also mentor new teachers. They meet at least two times per week. We have restructured our schedule to include a "new teacher period" used for but not limited to group meetings, intervisitations, thematic workshops, feedback on formal and informal observations. We facilitate participation at professional development opportunities out of the building.

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.

- Our SINI status will be discussed at our SLT meeting.
- Bilingual letters will be sent home explaining our identification as a SINI school for the subgroup cited and SES information.
- An at-large parent meeting will be held to outline our action plan including a Q & A session.

**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 Maria Quail	District 10	Borough Bronx	School Number 008
School Name The Isaac Varian School			

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

Principal Rosa Maria Peralta	Assistant Principal Claudia Tahiraj
Coach Marilyn Serrano	Coach
ESL Teacher Mirjana Lukic	Guidance Counselor Jorge Mejia
Teacher/Subject Area Rosangela Pichardo, 5th Grade	Parent Soledad Price
Teacher/Subject Area Milagros Gonzales, ESL	Parent Coordinator Michelle Capo
Related Service Provider	Other Raquel Ruppert, ESL Specialist
Network Leader Maria Quail	Other

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	5	Number of certified bilingual teachers	6	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	3	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1218	Total Number of ELLs	357	ELLs as share of total student population (%)	29.31%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. Steps in the Initial ELL Identification Process – Step One: The identification of ELLs begins when parents first enroll their children in our school. The Home Language Identification Survey is among the established packet of forms given to the parents of new entrants and is the first ELL screening instrument that reflects what language the child speaks at home. The pedagogues that discuss the language of the home with the families are bilingual, duly licensed in ESL and trained in the student intake procedures. These are: Mjaftime Dushallari [Eng/Albanian], Mirjana Lukic [Eng/Albanian], Katrina Nrekić [Eng/Albanian], and Milagros Gonzalez [Eng/Spanish]. They assist the parents in completing the HLIS which is available in nine languages. Because it is required that the prospective student be present, pedagogues are able to interview the student to confirm the information given. The pedagogues that interview the parents are cited above. The children are asked questions in English to verify language dominance. If another language is predominantly spoken by the child, the ELL specialist assigns the corresponding OTELE code for that language. The child is then listed and scheduled for entitlement testing. For transferees, the RPOB ATS report identifies the home language, and the RLAB and RLAT reports contain the status of their previous eligibility and entitlement. Step Two – Within 10 school days the new entrants are assessed for entitlement using the revised Language Assessment Battery (LAB – R) and, for Spanish speaking students, the Spanish LAB. The pedagogues that administer the LAB- R are cited in Step One above. Step Three – Within 10 days of the entitlement identification process, parents are invited to translated meetings that are held to inform, explain and describe the different ELL programs that are available. At the time of this orientation, parents are given translated materials about our ELL programs and shown the DOE video on second language programs in English, Spanish, Albanian, Korean, Chinese, Bengali and Urdu. Assistance from a translator is available when possible. The program choices are: Bilingual Classes, ESL self contained classes (when available) or Freestanding ESL programs (push in, pull-out). The Parent Survey and Program Selection forms, which indicate the program choice are completed and collected at this meeting. Step Four – Within the first two weeks of school: • both newly entitled ELLs and previously entitled transferees with an “SP” OTELE code are placed in the grade appropriate heterogeneous bilingual class (when available), • ELLs with other OTELE codes are added to the case load of the responsible free-standing ELL provider or placed in the appropriate ESL self contained class, if available. Step Five – On the first day of program participation, the bilingual or ESL teachers distribute multilingual parent notification of program entitlement and participation to newly entitled students or continuing ELLs. The notification also invites parents with yet lingering questions or concerns to meet with the supervisor of ELL programs, Ms. Rosa Maria Peralta (principal), or the ESL provider for their child’s grade. Annually, the progress of ELLs is measured via the New York State English as a Second Language Achievement Test (NYSESLAT). The exam is administered to all students receiving ELL services. Students with special education needs are tested with modifications as specified in their IEPs (Individualized Educational Plan).

2. Structure That Ensures Parents Understanding Of All Three Program Choices - Step 1 -Within 10 days of the entitlement identification process, parents are invited to translated meetings that are held to inform, explain and describe the different ELL programs that are available. This is done through a letter sent home in four languages. The meeting is held on or about September 22nd in the school's newly renovated library. At this orientation meeting, parents are given translated materials about our ELL programs and shown the DOE video on second language programs in English, Spanish, Albanian, Korean, Chinese, Bengali and Urdu. Assistance from a translator is available when possible. It is explained that the program choices are: Bilingual Classes, ESL self

contained classes (when available) or Freestanding ESL programs (push in, pull-out). The Parent Survey and Program Selection forms, which indicate the program choice are completed and collected at this meeting. Step 2 - On the first day of program participation (on or about September 29th), the bilingual and ESL teachers distribute multilingual notification of program entitlement and participation to entitled students to take home to parents. The notification invites parents with yet lingering questions or concerns to meet individually with the supervisor of ELL programs, Ms. Rosa Maria Peralta (Principal), or the corresponding ESL teacher for the grade. Step 3 - A second meeting is held on or about October 13th to offer another opportunity for orientation and parent choices to the parents who were unable to attend the first meeting. The additional parent survey and program selection forms are collected at this second meeting. Step 4 - In addition, **This school serves the following grades (includes ELLs and EPs)** meet individually with the corresponding ESL teacher for the grade. Parent survey and program selection forms are collected at this meeting. All forms collected are kept on file in the main office.

This school serves the following grades (includes ELLs and EPs)

Check all that apply

6 ● 7 ● 8 ● 9 ● 10 ● 11 ● 12 ●

3. Entitlement Identification - To ensure that entitlement letters are distributed, each bilingual teacher and each ESL provider hand delivers the multilingual letters to the participating students on the first day of program participation to take home to parents. The notification invites parents with yet lingering questions or concerns to meet with the supervisor of ELL programs, Ms. Rosa Maria Peralta (principal), or the corresponding ESL teacher for the grade. The Parent Survey and Program Selection forms are distributed at these meetings. The DOE orientation video from the LAP tool kit is shown in all of the languages represented. After questions and concerns are addressed and/or entertained, the survey and selection forms are completed and collected.

4. The Criteria Used and Procedures Followed To Place Identified ELL Students In Bilingual Or ESL Instructional Programs - To be placed in bilingual programs: ✓ Child must have an OTELE code of "SP," - Parents are interviewed in their native language and assistance is provided with the completion of the HLIS form which is made available in the home language. The child is also interviewed in English and the native language, where possible, to confirm the information on the HLIS. ✓ Child must have a higher score on the Spanish LAB as compared to the LAB R. The parents are notified of class placement through a translated letter sent home with the student. The parents are invited to come discuss the information with the building principal or the corresponding ESL teacher for the grade. To receive freestanding or self contained ESL services: ✓ Child must have an OTELE code other than "SP" or "NO," Parents are interviewed in their native language and assistance is provided with the completion of the HLIS form which is made available in the home language. The child is also interviewed in English and the native language, where possible, to confirm the information on the HLIS. ✓ Child must have received an entitlement score on the LAB R or on the most recent administration of the NYSESLAT. The parents are notified of class/program placement through a translated letter sent home with the student. The parents are invited to come discuss the information with the building principal or the corresponding ESL teacher for the grade. The procedure is delineated in item 1 above and summarized as follows: Step One: The translated Home Language Identification Survey is administered by bilingual pedagogues to determine eligibility for entitlement testing. Step Two - Within 10 school days Language Assessment Battery Revised (LAB - R) and, for Spanish speaking students, the Spanish LAB. [For transferees, the RPOB ATS report identifies the home language, and the RLAB and RLAT show previous eligibility and entitlement.] Step Three - Within 10 days of the entitlement identification process, translated orientation meetings for parents concerning the different ELL programs that are available. The DOE orientation video is shown in the appropriate language. The translated Parent Survey and Program Selection forms are completed and collected at this meeting. Step Four - Within the first two weeks of school: • both newly entitled ELLs and previously entitled transferees with an "SP" OTELE code are placed in the grade appropriate heterogeneous bilingual class (when available), • ELLs with other OTELE codes are added to the case load of the responsible free-standing ELL provider or placed in the appropriate ESL self contained class, if available. Step Five - On the first day of program participation, the bilingual or ESL teachers distribute multilingual parent notification of program entitlement and participation to newly entitled students or continuing ELLs. Questions and concerns are entertained. The notification also invites parents with yet lingering questions or concerns to meet with the supervisor of ELL programs, Ms. Rosa Maria Peralta (principal) or the ESL provider for their child's grade.

5. Trend in Program Choices - Among the parents of newly admitted ELLs, there has been renewed interest in a bilingual program for grades K through 2. The results of the survey were: Parents preferring a bilingual program [Span/Eng] = 22, Parents preferring an ESL program = 5, Parents preferring a dual language program = 3, No preference indicated = 4. A plan for gradual reinstatement of bilingual classes in all grades was designed last school year to honor parent preferences for the 2011-2012 school year. Currently, the parent choices favoring bilingual programs in grades K, 4 & 5 have been honored.

6. Alignment of Parent Choices and Program Offerings - To honor parent preferences we have reinstated a bilingual Kindergarten and maintained bilingual classes in grades 4 & 5. For each of the subsequent school years we have designed a plan to add one bilingual class per year in grades 1, 2 & 3 until we have a full complement of bilingual classes in grades K - 5. As part of the screening of new students, we have added a step which includes a "Notice of Intent." That is, at registration parents who identify Spanish on their HLIS are sent notification that their children will be screened for bilingual class placement.

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): Spanish
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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1				1	1								3
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained					1									1
Push-In	2	4	4	5	2	3								20
Total	3	4	4	5	4	4	0	0	0	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	357	Newcomers (ELLs receiving service 0-3 years)	234	Special Education	32
SIFE	23	ELLs receiving service 4-6 years	123	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	47	13	4	17		4				64
Dual Language										0
ESL	187	10	12	106		13				293

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	Total
Total	234	23	16	123	0	17	0	0	0	357
Number of ELLs in a TBE program who are in alternate placement: <u>3</u>										

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	21				19	24								64
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	21	0	0	0	19	24	0	64						

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	44	44	55	13	26								200
Chinese	2	1	1	2										6
Russian														0
Bengali	2	4	4	3	1									14
Urdu	5		2	1										8
Arabic	1	1	3	1	1	2								9
Haitian														0
French	1			2										3
Korean	1		2	1										4
Punjabi				1										1
Polish														0
Albanian	5	1	1	3	5									15
Other	1					2								3
TOTAL	36	51	57	69	20	30	0	263						

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?

Paste response to questions 1-7 here

1. Delivery of Instruction - Our organizational models includes: ^ heterogeneous transitional bilingual classes in grades K, 4 & 5, ^ a fourth grade self contained ESL class, and ^ freestanding push-in and pullout services in grades K-5. The instructional groups within all models are formed based on language proficiency as well as flexible grouping based on need. The instructional strategies for all models include but are not limited to: content based English language learning, integrated & applied learning connecting the four strands of language acquisition (listening, speaking, reading and writing), bridging the disciplines, LEA, project based learning, differentiated instruction and field trips. The TBE (Transitional Bilingual Education) programs include language arts and subject matter instruction in the students' native language and English as well as intensive instruction in English as a Second Language. As the student develops English proficiency using the strengthened knowledge and academic skills acquired in the native language, instruction in English increases and native language instruction decreases. The Freestanding English as a Second Language (ESL) program provides all language arts and subject matter instruction in English through the use of specific instructional strategies. Support in the native language is made available. Freestanding ESL instruction is coordinated and developed through ongoing articulation with classroom teachers. ESL methodologies are infused across the disciplines. Instructional materials that under gird academic language development in English and Spanish have been purchased and placed in the classrooms. Native language arts are part of the instructional program of the bilingual classrooms. However, ESL is also taught through the disciplines of social studies, science, and mathematics so as to facilitate the transition of students to monolingual classes. Teacher program cards and plan books are reviewed by the grade supervisors to insure that the mandated number of minutes of English and Native Language instruction is provided.

2. Organization of Staff - Native language arts instruction and ESL is provided by duly licensed bilingual teachers in the bilingual classrooms through quality based literature, trade books, textbooks and technology. ELA and ESL are also taught through the disciplines of social studies, science, and mathematics so as to make advances in the students' academic language acquisition as well as facilitate the transition of students to monolingual classes. Teacher program cards and plan books are reviewed by the grade supervisors to insure that the mandated number of minutes of English and Native Language instruction is provided. ELLs in the freestanding program receive services within their classrooms for Proficiency Level "A." Students at a Beginners and Intermediate performance level on the NYSESLAT receive one period of ESL instruction within their classrooms and are pulled out for their second period of ESL instruction in a focused and intense format. Beginners and Intermediates receive 360 minutes of instruction in English as a Second Language per week. Students on the Advanced performance level on the NYSESLAT receive 180 minutes per week of ESL instruction in the format described above.

3. Content Areas – In the bilingual classrooms students are held to all state common core standards for all disciplines. ELA and ESL are also taught through the disciplines of social studies, science, and mathematics so as to make advances in the students' academic language acquisition as well as facilitate the transition of students to monolingual classes. Freestanding ESL instruction is coordinated and

A. Programming and Scheduling Information

developed through ongoing articulation with classroom teachers so as to maximize alignment of goals and objectives. The instructional strategies for all models include but are not limited to: content based English language learning, integrated & applied learning connecting the four strands of language acquisition (listening, speaking, reading and writing), bridging the disciplines, LEA, project based learning, differentiated instruction, scaffolding, bilingual and dual language classroom libraries and reference resources, picture books, low readability/high interest books across the grades, buddy reading and peer partnerships, field trips and internet resources.

4. Native Language Evaluation - *Fall Writing Baselines, *Student Portfolios for reading, writing & math, * teacher made assessments, *unit tests - "Everyday Math," *unit tests - FOSS science, *ELE

5. Differentiation of Instruction –

a. SIFE: • Revisit basic concepts and skills such as recalling facts, terms, understandings.

• Focus on directional words and prepositions embedded in written and verbal directions, • Foster opportunities to summarize directions, • Regularly scheduled practice in reducing verbal directions to steps, • Weekly practice in note taking after the oral reading of a nonfiction as well as fictional selection, • Setting objectives and providing feedback that narrow the focus for students and assist students in self monitoring, • Small group assignment, • Flexible and fluid grouping based on need, • AIS, • Extended day participation, • Participation in Saturday academies and summer school.

b. NEWCOMERS: • Use of visual stimuli that maximize comprehension and prompt and guide oral participation, • Integrated and varied opportunities for nonlinguistic representations, • creating graphic representations, • making physical models, • generating mental pictures, • drawing pictures and pictographs, • engaging in kinesthetic activities. Opportunities for oral participation to explain and justify their nonlinguistic representations: panel discussions, debate teams, individual reporting, • Small group assignment, • Flexible and fluid grouping based on need, • AIS, • Extended day participation, • Participation in Saturday academies and summer school. Practice tests and simulations are part of all the support programs for ELLs as well as part of the classroom curricula of the ELL homerooms. Practice tests are downloaded in Spanish and used for students in the bilingual programs.

c. ELLS Served for 4-6 years: • Use of cues, questions and advance organizers to enhance students' ability to retrieve, use, and organize what they already know about a topic, • Focus on the information that is critical to students' understanding of the topic at hand, rather than on what is unusual or interesting about the topic, • Higher-level questions that require analytic thinking and produce deeper learning rather than lower-level questions that simply require students to recall or recognize information, • Guide learning using questions before a learning experience to help students develop a framework for processing information, • Small group assignment, • Flexible and fluid grouping based on need, • AIS, • Extended day participation, • Participation in Saturday academies and summer school, • practice tests and simulations.

d. Long-Term ELLs – At this moment in time, we do not have students in this category. However, we know that long term ELLs are characterized by higher performance levels in the Listening/Speaking modalities. These students have a near-native level of speech and oral comprehension. These students can be challenged by higher order oral questions and activities to apply conceptual knowledge and can be required to complete tasks that make demands on their conversational abilities and are intellectually demanding. Because these students have developed a conversational ability, they may sound fluent. However, their daily schoolwork and exams may not reflect this level of fluency. Goals for this category of students include developing their academic language to grade level and age expectancies and using their strengths in the Listening/Speaking modalities as the conduits toward improved academic discourse and interpretation.

Therefore, many opportunities can be provided for the students to demonstrate and stretch their understandings through panel discussions, debates, oral presentations.

e. Special Needs ELLs – Setting learning objectives for these students helps focus the direction for learning and is particularly important. The sense of being overwhelmed by trying to learn a new language AND content knowledge can be assuaged when students can anticipate what they are going to learn and the intended outcomes. Specific content objectives and language objectives are set to establish a target. These are aligned and/or prompted by the students' individualized educational plans (IEPs). There are goals and objectives set for each curricular discipline as well, i.e., social studies, science, mathematics, etc. Every effort is made to add non linguistic strategies and techniques to the pedagogy of these students. There is extensive use of visuals, manipulatives, miniature objects, realia, graphic organizers, attribute charts, tables, pictographs, pictograms, body movement and pantomime, high frequency vocabulary, reduction of idiomatic expressions and personalized language. Opportunities are made available so that students may demonstrate learning through non linguistic representations and mediums such as dioramas, illustrations, use of visual stimuli to prompt and guide oral participation, integrated and varied opportunities for oral presentations: panel discussions, debate teams, individual reporting, and group development of templates to guide and facilitate oral presentations.

6. Instructional Strategies and grade level materials - TBE: English language instruction is gradually increased using ESL methodology. Each language (Eng/Span) is given time and attention based on the proficiency levels of the students vis-à-vis the NYS Chancellor's regulations regarding the number of instructional units, reinforcing concepts in English. Content specific vocabulary is developed in both

A. Programming and Scheduling Information

languages. Ample opportunities are given for students to use content specific language and to discuss concepts in their own words in both English and Spanish. English language development is also advanced through enrichment classes such as art, physical education, music which are taught in English. The native language is also supported through bilingual dictionaries, spanish classroom libraries, and spanish language software. ESL: Push in teachers provide support to ELLs during content instruction in collaboration with classroom teachers. Pull out teachers regularly articulate with classroom teachers to align goals and objectives with classroom instruction and CCLS. Students with the same native language background are clustered to foster peer to peer native language support through collaborative tasks that target content skills and understandings. Native language resources are made available - libraries, texts, technology, primary resources. All models use: *content based ESL, *scaffolding strategies - modeling, bridging disciplines, connecting new concepts and language with previous knowledge, realia, manipulatives, graphic representation, visuals, text previewing, looking at concepts through the lens of another discipline, *cognates.

7. Curricular, instructional, scheduling flexibility:

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	small group instruction, one to one tutoring, peer to peer support.		
75%	been scheduled for grades 3 - 5 for reading instruction. DEAR Time: Uninterrupted		
50%	support and enrichment has been scheduled for before school programs, Saturday		
25%	Academies, Winter & Spring Intercession Week, and Summer School.		
100%			
75%			
50%			
25%			
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Targeted Interventions - ELLs with disabilities whose IEP recommends ESL or bilingual instruction - AIS, small group instruction, thematic instruction based on student needs and weaknesses, small group assignment based on periodic informal and formal assessments, flexible and fluid grouping, participation in extended day program, participation in before school and Saturday programs using content based ESL, articulation between SETSS and AIS providers to establish short and long term objectives based on

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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ELL Newcomers - AIS, small group instruction, small group assignment based on stage of oral language development [one word utterances, simple sentences, extended discourse], flexible and fluid grouping, participation in extended day program, articulation between classroom teachers, AIS providers and extended day providers to establish short and long term objectives, participation in before school and Saturday programs, use of visual stimuli to prompt and guide oral participation, integrated and varied opportunities for oral participation, group development of templates to guide and facilitate oral presentations.

ELLs served 4 – 6 years - AIS, small group instruction, small group assignment based on reading levels and skills, participation in extended day program, articulation between classroom teachers, AIS providers and extended day providers to establish short and long term objectives, participation in before school and Saturday programs, pervasive use of graphic organizers to support comprehension, guided practice in using context clues to determine meaning, teacher made recordings of content based material, preview of content based concepts through trade books and classroom library, expand background knowledge with a variety of learning experiences at school and through field trips, systematic and routine paraphrasing opportunities for small groups and individual students, extensive use of highlighters to distinguish the main idea from the supporting details of a selection, consistently follow concrete experiences with written directions, prominently display new vocabulary and promote its use in different and varied contexts.

Long Term ELLs - AIS, small group instruction, small group assignment based on reading levels and skills, participation in extended day program, articulation between classroom teachers, AIS providers and extended day providers to establish short and long term objectives, prominently display and adhere to the timeline of the writing process from seed idea to published piece, use of content based material to provide systematic practice in grammar, punctuation and the mechanics of language, use of highlighters to identify and distinguish among punctuation symbols, use of computer writing programs that give immediate feedback, prominently display a chart of the rules of the written language, long term use of mentor texts as models of good writing, extensive use of visual stimuli (pictures, realia) to prompt writing, ample modeling of high quality writing, group development of and prominent display of a rubric of good writing for each genre, templates that guide and support student writing, incrementally move along the continuum of good writing: complete sentence, paragraph, & extended writing through scaffolded support, graphic organizers and templates, guided practice in the development of an outline, opportunities for group, buddy and individual proofreading & editing.

9. Transitional Support - AIS, small group instruction, small group assignment based on reading levels and skills, participation in extended day program, articulation between classroom teachers, AIS providers and extended day providers to establish short and long term objectives, participation in before school and Saturday academies, continued participation in the testing modifications for ELLs, i.e. time limited extended, accelerated ELA through content based literature, participation in standardized tests simulations across the disciplines.

10. New Programs or Improvements – We have added a third occupational therapist that is bilingual [English, Chinese] to complement our second bilingual therapist [English, Farsi]. We have created a graphic arts teacher position to promote language and literacy learning through the graphic arts. Her duties include teaching art appreciation through read alouds and class discussions, infusing the content of social studies into the art curriculum and using the computer laboratory as an instructional tool to enhance language development. Two team teaching situations have been set up pairing one bilingually certified teacher with one regularly licensed teacher on the Kindergarten

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.
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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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ELL Newcomers - AIS, small group instruction, small group assignment based on stage of oral language development [one word utterances, simple sentences, extended discourse], flexible and fluid grouping, participation in extended day program, articulation between classroom teachers, AIS providers and extended day providers to establish short and long term objectives, participation in before school and Saturday programs, use of visual stimuli to prompt and guide oral participation, integrated and varied opportunities for oral participation, group development of templates to guide and facilitate oral presentations.

ELLs served 4 – 6 years - AIS, small group instruction, small group assignment based on reading levels and skills, participation in extended day program, articulation between classroom teachers, AIS providers and extended day providers to establish short and long term objectives, participation in before school and Saturday programs, pervasive use of graphic organizers to support comprehension, guided practice in using context clues to determine meaning, teacher made recordings of content based material, preview of content based concepts through trade books and classroom library, expand background knowledge with a variety of learning experiences at school and through field trips, systematic and routine paraphrasing opportunities for small groups and individual students, extensive use of highlighters to distinguish the main idea from the supporting details of a selection, consistently follow concrete experiences with written directions, prominently display new vocabulary and promote its use in different and varied contexts.

Long Term ELLs - AIS, small group instruction, small group assignment based on reading levels and skills, participation in extended day program, articulation between classroom teachers, AIS providers and extended day providers to establish short and long term objectives, prominently display and adhere to the timeline of the writing process from seed idea to published piece, use of content based material to provide systematic practice in grammar, punctuation and the mechanics of language, use of highlighters to identify and distinguish among punctuation symbols, use of computer writing programs that give immediate feedback, prominently display a chart of the rules of the written language, long term use of mentor texts as models of good writing, extensive use of visual stimuli (pictures, realia) to prompt writing, ample modeling of high quality writing, group development of and prominent display of a rubric of good writing for each genre, templates that guide and support student writing,

incrementally move along the continuum of good writing: complete sentence, paragraph, & extended writing through scaffolded support, graphic organizers and templates, guided practice in the development of an outline, opportunities for group, buddy and individual proofreading & editing.

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

C. Schools with Dual Language Programs

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

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D. Professional Development and Support for School Staff

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

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1. Professional Development Plan – The school's math coach is a bilingual former classroom teacher who works closely with bilingual staff, making available all materials, resources and supports and is able to model lessons in the native language. ESL teachers share best practices with all teachers in planned and focused articulation meetings as well as in informal peer to peer meetings based on need and interest. The bilingual and ESL teachers are seamlessly integrated into the regularly scheduled professional activity period during which grade teams meet to examine assessment data and plan differentiated instruction. This year we will continue to use one of our extended days for professional development groups that include classroom teachers and service providers to examine data in order to plan and adapt units of study. The Collaborative Inquiry Team for Literacy and the Collaborative Inquiry Team for Math include a bilingual classroom teacher. These teams plan and disseminate intervention lessons that accommodate, among other subgroups, the English language learners. The data that drives these interventions is taken from the NYS ELA test, NYS mathematics test and NYS Gap Analyses. Bilingual and ESL teachers participate in the professional development offered through the TCRWP. We also avail ourselves of the opportunities offered by the OELL depending on the themes or topics offered. The school secretaries participate in the CFN 10 offerings on election day. The topics addressed include but are not limited to: ATS, FAMIS and payroll procedures. The Parent Coordinator participates in the professional development offered by CFN 10. The topics include but are not limited to: acculturation of immigrant families, special needs of immigrant families, child abuse, fostering parent involvement, and surveying parent needs. This year we will be offering two professional development series in two grade bands: K-2 & 3-5. The focus will be ESL through the content area of mathematics. The purpose will be to offer training to bilingual teachers, ESL teachers and other teachers who instruct ELLs in planning and executing lessons that address the linguistic demands of content area instruction as well as English language development through the discipline of mathematics.

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Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language
1. How much time (%) is the target language used for EPs and ELLs in each grade?	100%	100%
2. How do you evaluate the needs of the parents?	75%	75%
3. How do you evaluate the needs of the parents?	50%	50%
4. How do you evaluate parental involvement activities?	25%	25%
Paste response to questions 1-4 here		
1. Parent Involvement		
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8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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8. Targeted Interventions - ELLs with disabilities whose IEP recommends ESL or bilingual instruction - AIS, small group instruction, thematic instruction based on student needs and weaknesses, small group assignment based on periodic informal and formal assessments, flexible and fluid grouping, participation in extended day program, participation in before school and Saturday programs using content based ESL, articulation between SETSS and AIS providers to establish short and long term objectives based on goals set forth on IEPs.

ELL Newcomers - AIS, small group instruction, small group assignment based on stage of oral language development [one word utterances, simple sentences, extended discourse], flexible and fluid grouping, participation in extended day program, articulation between classroom teachers, AIS providers and extended day providers to establish short and long term objectives, participation in before school and Saturday programs, use of visual stimuli to prompt and guide oral participation, integrated and varied opportunities for oral participation, group development of templates to guide and facilitate oral presentations.

ELLs served 4 – 6 years - AIS, small group instruction, small group assignment based on reading levels and skills, participation in extended day program, articulation between classroom teachers, AIS providers and extended day providers to establish short and long term objectives, participation in before school and Saturday programs, pervasive use of graphic organizers to support comprehension, guided practice in using context clues to determine meaning, teacher made recordings of content based material, preview of content based concepts through trade books and classroom library, expand background knowledge with a variety of learning experiences at school and through field trips, systematic and routine paraphrasing opportunities for small groups and individual students, extensive use of highlighters to distinguish the main idea from the supporting details of a selection, consistently follow concrete experiences with written directions, prominently display new vocabulary and promote its use in different and varied contexts.

Long Term ELLs - AIS, small group instruction, small group assignment based on reading levels and skills, participation in extended day program, articulation between classroom teachers, AIS providers and extended day providers to establish short and long term objectives, prominently display and adhere to the timeline of the writing process from seed idea to published piece, use of content based material to provide systematic practice in grammar, punctuation and the mechanics of language, use of highlighters to identify and distinguish among punctuation symbols, use of computer writing programs that give immediate feedback, prominently display a chart of the rules of the written language, long term use of mentor texts as models of good writing, extensive use of visual stimuli (pictures, realia) to prompt writing, ample modeling of high quality writing, group development of and prominent display of a rubric of good writing for each genre, templates that guide and support student writing, incrementally move along the continuum of good writing: complete sentence, paragraph, & extended writing through scaffolded support, graphic organizers and templates, guided practice in the development of an outline, opportunities for group, buddy and individual proofreading & editing.

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C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
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5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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

Paste response to questions 1-6 here

1. Assessment Tools, Insights and Information: ELA- For all grades and students: TCRWP running records based on the National Standards and Fountas and Pinnel, Baselines, Midlines and Endlines, Student Portfolios. For grade 2 - EPAL. For bilingual students: STARS (Strategies To Achieve Reading Success) and the ELE. For grades 3 – 5: Acuity Progress Reports, baseline, midline and end line writing samples based on the TC writing continuum, New York State ELA Assessment. For grade 2: RAI (Reading for Application and Instruction). Mathematics – For all grades: Unit and End Term Assessments included in the Everyday Math program. For grade 2: MAI (Mathematics for Application and Instruction). For grades 3 – 5: NYS Assessment in mathematics. For grade 4 – NYS Science PET test, FOSS unit tests.

The most recent results on the NYS ELA test for our 4th grade ELLs were: level 1 - 22%; level 2 - 28%; level 3 - 25%; level 4 - 0%. For grade 5, the most recent ELA results were: level 1 - 37.5%; level 2 - 28%; level 3 - 4%; level 4 - 0%.

The most recent results on the NYS Math test for grade 4 were: level 1 - 22%; level 2 - 42%; level 3 - 33%; level 4 - 3%. For grade 5, the most recent results on the NYS Math test were: level 1 - 19%; level 2 - 44%; level 3 - 35%; level 4 - 2%.

The information these tests and their item analyses provide help us identify the strengths and challenges of our ELL students and will drive instruction. These are delineated by grade as follows:

Grade 4: ELA Strengths - Read unfamiliar texts to collect data, facts and ideas.

Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud. Identify elements of character, plot, and setting to understand the author's message or intent. ELA Challenges - Identify main ideas and supporting details in informational texts. Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic. Use knowledge of story structure, story elements, and key vocabulary to interpret stories. Identify a conclusion that summarizes the main idea.

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2. Data Patterns (LAB R, NYSESLAT) – Data patterns show that across grades, years of service, and programs, a higher percentage of students are on the proficient or advanced levels in the Listening/ Speaking combined modality subtests than on the Reading/Writing combined modality subtest. In grade 1, 58% of students scored Advanced or Proficient on the Listening/Speaking subtests. Only 13% scored P or A on the Reading/Writing subtest. In grade 2, 77% of students scored Advanced or Proficient on the Listening/Speaking subtests. 40% scored P or A on the Reading/Writing subtest. In grade 3, 88% of students scored Advanced or Proficient on the Listening/Speaking subtests. 38% scored P or A on the Reading/Writing subtest. In grade 4, 86% of students scored Advanced or Proficient on the Listening/Speaking subtests. 61% scored P or A on the Reading/Writing subtest. In grade 5, 89% of students scored

Additional Information

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

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Part 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)	35	26	22	18	13	8								122
Intermediate(I)		18	16	20	14	17								85
Advanced (A)	24	7	20	32	37	30								150
Total	59	51	58	70	64	55	0	0	0	0	0	0	0	357

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	18	8	6	2	7	2							
	I	7	12	6	6	2	4							
	A	19	16	27	32	23	23							
	P	25	12	13	28	26	24							
READING/ WRITING	B	18	24	15	20	10	7							
	I	7	18	17	24	12	15							
	A	19	6	12	26	31	28							
	P	25	0	9	1	3	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	12	28	14	0	54
5	18	28	2	0	48
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	6	7	19	6	13	7	0	2	60
5	2	8	12	12	12	7	1	0	54
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	8		23		32		3		66
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)	7	12	20	21					

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

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

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

Paste response to questions 1-6 here

1. Assessment Tools, Insights and Information: ELA- For all grades and students: TCRWP running records based on the National Standards and Fountas and Pinnel, Baselines, Midlines and Endlines, Student Portfolios. For grade 2 - EPAL. For bilingual students: STARS (Strategies To Achieve Reading Success) and the ELE. For grades 3 – 5: Acuity Progress Reports, baseline, midline and end line writing samples based on the TC writing continuum, New York State ELA Assessment. For grade 2: RAI (Reading for Application and Instruction). Mathematics – For all grades: Unit and End Term Assessments included in the Everyday Math program. For grade 2: MAI (Mathematics for Application and Instruction). For grades 3 – 5: NYS Assessment in mathematics. For grade 4 – NYS Science PET test, FOSS unit tests.

The most recent results on the NYS ELA test for our 4th grade ELLs were: level 1 - 22%; level 2 - 28%; level 3 - 25%; level 4 - 0%. For grade 5, the most recent ELA results were: level 1 - 37.5%; level 2 - 28%; level 3 - 4%; level 4 - 0%.

The most recent results on the NYS Math test for grade 4 were: level 1 - 22%; level 2 - 42%; level 3 - 33%; level 4 - 3%. For grade 5, the most recent results on the NYS Math test were: level 1 - 19%; level 2 - 44%; level 3 - 35%; level 4 - 2%.

The information these tests and their item analyses provide help us identify the strengths and challenges of our ELL students and will drive instruction. These are delineated by grade as follows:

Grade 4: ELA Strengths - Read unfamiliar texts to collect data, facts and ideas.

Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud. Identify elements of character, plot, and setting to understand the author's message or intent. ELA Challenges - Identify main ideas and supporting details in informational texts. Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic. Use knowledge of story structure, story elements, and key vocabulary to interpret stories. Identify a conclusion that summarizes the main idea.

Grade 5: ELA Strengths - Evaluate the content by identifying important and unimportant details. Identify a main idea and supporting details in informational texts. Locate information in a text that is needed to solve a problem. Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information. ELA Challenges - Make predictions, draw conclusions, and make inferences about events and characters. Identify a main idea and supporting details in informational texts. Identify a conclusion that summarizes the main idea. Collect and interpret data, facts, and ideas from unfamiliar texts. This information informs our instructional plan by directing us to focus on higher order thinking skills in reading, literary essays and theme identification in writing, and context based vocabulary development.

2. Data Patterns (LAB R, NYSESLAT) – Data patterns show that across grades, years of service, and programs, a higher percentage of students are on the proficient or advanced levels in the Listening/ Speaking combined modality subtests than on the Reading/Writing combined modality subtest. In grade 1, 58% of students scored Advanced or Proficient on the Listening/Speaking subtests. Only 13% scored P or A on the Reading/Writing subtest. In grade 2, 77% of students scored Advanced or Proficient on the Listening/Speaking subtests. 40% scored P or A on the Reading/Writing subtest. In grade 3, 88% of students scored Advanced or Proficient on the Listening/Speaking subtests. 38% scored P or A on the Reading/Writing subtest. In grade 4, 86% of students scored Advanced or Proficient on the Listening/Speaking subtests. 61% scored P or A on the Reading/Writing subtest. In grade 5, 80% of students scored

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: P.S. 008

School DBN: 10X008

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosa Maria Peralta	Principal		11/1/11
Claudia Tahiraj	Assistant Principal		11/1/11
Michelle Capo	Parent Coordinator		11/1/11
Milagros Gonzales	ESL Teacher		11/1/11
Soledad Price	Parent		11/1/11
Rosangela Pichardo-5 th grade	Teacher/Subject Area		11/1/11
Raquel Ruppert, ESL Specialist	Teacher/Subject Area		11/1/11
Marilyn Serrano, Math Coach	Coach		11/1/11
	Coach		
Jorge Mejia	Guidance Counselor		11/1/11
Maria Quail	Network Leader		11/4/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X008 **School Name:** 008

Cluster: 109 **Network:** 109

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

Part A: Needs Assessment Findings

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

In order to determine the high incidence languages of our school, we retrieved the Home Language Aggregation report (RHLA) from the ATS menu. To confirm our findings, we retrieved the school wide RPOB report which includes the home language code for all active students. These reports were perused by the free standing ESL teachers in order to resolve discrepancies in collaboration with the Pupil Accounting Secretary. In addition, the cumulative records of the new entrants were examined to accurately report the OTELE code for students new to our school community. In descending order, the high incidence languages of our school are English, Spanish, Albanian and Bangla.

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.

In descending order, the high incidence languages of our school are English, Spanish, Albanian and Bangla. The Parents Association discussed translation/interpretation services during one of their PA meetings. The executive committee of the Parents Association was given a copy of the aggregated home language report. They have identified meeting translators from among the parent body for simultaneous oral translations during PA meetings. We also discussed our findings during our School Leadership Team meetings. The SLT members agreed that interpretation and translation services are justifiable budget items.

Part B: Strategies and Activities

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

P.S.8 is fortunate to have a pool of pedagogical staff members literate and fluent in each of the high incidence languages, English, Spanish, Albanian and Bangla. Two of our three guidance counselors are bilingual: English/Spanish. In addition, out of our pool of school aides numbering 17, 11 are bilingual in the following combinations: English/Spanish, English/Albanian, and English/Serbo-Croatian. Our principal's secretary as well as our pupil accounting secretary are bilingual: Spanish/English. Two of the four members of the administrative team are bilingual: Principal - English/Spanish, Assistant Principal - English/Albanian. Administrators, pedagogues and school aides are called upon to provide translation during Parent/Teacher conferences and meetings.

Whenever possible, we avail ourselves of the translated material available through the NYS and NYC educational websites.

A portion of our discretionary budget is set aside to fund translations, both written and oral as needed.

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.

Having been given aggregated language information for our school, the Parents Association has identified meeting translators from among the parent body for simultaneous oral translations during PA meetings. Administrators, pedagogues and school aides are also called upon to provide translation during Parent/Teacher conferences and meetings. During parent/teacher conferences, the public address system broadcasts announcements in English, Spanish, Korean, Albanian and Bangla.

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>.

Written communications from the school are translated into the four highest incidence languages. This includes letters, fliers and posters. Bilingual report cards are used for the students in the bilingual classes. Our Parent Coordinator is bilingual, English/Spanish. Hard copies of the Parents Bill of Rights are distributed at the beginning of the school year in the four high incidence languages of our school: English, Spanish, Albanian, Bangla, and Korean. Signs indicating that interpretation and translations are available are prominently posted in the main lobby. Our safety plan is publicly available on line.

10X008

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: (LAP) – Attach a copy of your school’s current year (2011-2012) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2011-2012

Directions: In anticipation of the allocation of Title III funding to your school for 2011-12 at the same funding level as 2010-11, indicate below whether there will be any revisions for 2011-12 to your school’s approved 2010-11 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2010-11 Title III program narrative and budget (described in this section) for implementation in 2011-12 (pending allocation of Title III funding).
- X We have made minor revisions to our school’s approved 2010-11 Title III program narrative for 2011-12 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- X We have made minor revisions to our school’s approved 2010-11 Title III budget for 2011-12 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2010-11 Title III program narrative and budget have been revised for 2011-12 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K - 5 Number of Students to be Served: 333 LEP _____ Non-LEP _____

Number of Teachers 13 Other Staff (Specify): 2 Bilingual Guidance Counselor, 1 Bilingual Psychologist,
1 Bilingual Speech Teacher, 1 Bilingual Social Worker

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Language Instruction Program – Our language instruction program includes: heterogeneous transitional bilingual classes (Eng/Span) in grades K, 4& 5, a fourth grade self contained ESL class, and free standing push-in and pullout models of instruction to serve the ELLs in monolingual classes. The instructional groups within all models are formed based on language proficiency as well as flexible grouping based on need. The instructional strategies for all models include but are not limited to: instruction based on the Common Core Learning Standards, content based English language learning, integrated learning connecting the four strands of language acquisition (listening, speaking, reading and writing), bridging the disciplines, LEA, project based learning, differentiated instruction and field trips. Free Standing ESL instruction is coordinated and developed through ongoing articulation with classroom teachers. ESL methodologies are infused across the disciplines. Instructional materials that will under gird academic language development in English and Spanish as well as develop the native language, have been identified for purchase.

To enhance our L₂ programs, through Title III funding, ELLs in grades 1-5 are offered before school and Saturday opportunities to further develop their academic language in the following disciplines: ESL, Math, and science. The emphasis of the programs is on reading and writing academic English through the medium of the content areas previously mentioned.

The following table synthesizes the before/after school and Saturday offerings that support our ELLs and their parents:

Program	Number of Students	Grade Levels	Times/Days Of Program	Language of Instruction & Provider	Program Duration	Purpose
ESL	90 - 135	3, 4, 5	M-F 7:00AM-7:45AM	Eng Certified ESL Teacher	April-May	Academic Language Enrichment
ESL	80 - 120	1, 2	M-F 7:00AM-7:45AM	Eng Certified ESL Teacher	Nov. – Dec.	Academic Language Enrichment
ELA for ELLs	45	3, 4, 5	Sat 9:00AM-12:00PM	Eng Certified ESL Teacher	Jan-May	Literacy Development
AM Science At no cost to Title III Funds	15	4	M-F 7:00AM-7:45AM	Eng Certified ESL Teacher	TBA	Enhance CALP for ELLs

GED Program	32	Parents of all grades	Tues 3:30PM-5:00PM	Eng Certified ESL Teacher Span Certified Bilingual Teacher	Nov-April	Preparation for GED Exam
ESL for Parents	32	Parents of all grades	Thurs 3:30PM-5:00PM	Eng Certified ESL Teacher	Nov-April	Language Development for Adults
ELA for ELLs	30	Grades 1-2	Sat 9:00AM-12:00PM	Sat 9:00AM-12:00PM	Jan. 2010 - May 2010	Literacy Development

Parent Involvement- Our parent programs are intended to enhance:

- parents’ capacity to improve their children’s achievement and
- enhance parents’ confidence and ability to serve as role models for their children.

We offer thematic parent workshops that include but are not limited to topics such as: orientation to content specific curriculum areas, orientation to standardized tests such as the NYSESLAT, family nights on topics such as technology, mathematics and read alouds, parenting topics such as the emotional health of students, anxiety and stress symptoms in children. Our projected time line of activities is as follows:

Projected Date	Activity	Target Audience	Topic	Language
Beginning November 2011	Monthly Family Nights	Parents of grades K-5 ELLs	Fostering academic activities	English, Spanish, Albanian
January 2012	Workshop	Parents of grades 3-5 ELLs	Orientation to NYS ELA test	English, Spanish, Albanian
March 2012	Workshop	Parents of grades 3-5 ELLs	Orientation to NYS Mathematics Test	English, Spanish, Albanian
April 2012	Workshop	Parents of grades K-5 ELLs	Orientation to NYSESLAT, Navigating the NYS OSA website	English, Spanish, Albanian
May 2012	Workshop	Parents of grades K-5 ELLs	Stress symptoms involved in L ₂ Acquisition	English, Spanish, Albanian

Through Title III funding, we have scheduled enriching parent engagement activities in the form of:

- preparation classes for the General Education examination for parents seeking to attain their High School Equivalency diploma, and
- ESL classes for the parents of our ELLs. Contingent on funding, these activities may also include field trips to historical and cultural entities such as: 1) The Franklin Institute, and 2) The Museum of Natural History.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The school's literacy and math coaches work closely with the bilingual staff and make available all materials, resources and support services. In planned and focused articulation meetings as well as in informal peer-to-peer meetings based on need and interest, ESL teachers share best practices with all teachers serving ELLs

A contracted consultant from Australia works with individual and small groups of teachers focusing on mathematics instruction that is rigorous, data driven, task oriented and requires students to demonstrate their ability to model, construct and explore the reasoning behind their viable solutions.

Bilingual and ESL teachers are seamlessly integrated into the contractual weekly professional activity periods by grade. The foci of these groups are: becoming familiar with the NYS Common Core Learning Standards, planning and developing cognitively demanding learning experiences based on the common core learning standards and the most recent school wide data, planning and developing math tasks based on the Heidi Jacob-Hayes curriculum mapping model, planning and developing tiered activities and forming flexible groups for differentiated instruction.

Bilingual and ESL teachers participate in the TC (Teachers College) professional development sessions on site and at the college in support of the implementation of the TCRWP (Teachers College Reading and Writing Project).

Through Title III funding, the supplementary before school and Saturday programs described previously will include two professional development series, for two grade bands (1-2 & 3-5), for program teachers and for teachers of ELLs on three consecutive Saturdays, as outlined in the budget table below. The foci of the series will be using Math based literature to: 1) extrapolate language and literacy lessons that require reading, analyzing and writing about informational texts, and 2) examine mathematical skills and concepts embedded in the language of mathematical discourse. The teachers will be charged with the development of lesson plans and instructional tasks that are: cognitively demanding, involve mathematical reasoning and modeling using real life problems, require the use of mathematical language to explain their reasoning, justify postulates, defend hypotheses and/or prove their results.

Form TIII – A (1)(b)

School: P.S. 008

BEDS Code: 32100001008

Title III LEP Program School Building Budget Summary

Allocation Amount: \$43,448		
<i>Budget Category</i>	<i>Budgeted Amount</i>	<i>Explanation of expenditures in this category as it relates to the program narrative for this title.</i>
Direct Instruction: <i>60% of allocation = \$26, 068.80</i> Professional Salaries	Before School ESL Program Grade Band: 1 - 2 30 days X 8 teachers X .75 hours X \$49.89 = \$8,980.02 -----	Supplementary Direct Instruction before school to enhance English language-learning programs for ELLs.
	Before School ESL Program Grade Band: 3 - 5 25 days X 9 teachers X .75 hours X \$49.89 = \$8,418.94 -----	Supplementary Direct Instruction before school to enhance English language-learning programs for ELLs.
	Saturday ELA Program for ELLs Grade Band 3 – 5 11 Sessions X 3 teachers X 3hrs X \$49.89 = \$4,939.11 -----	Supplementary Direct Instruction on Saturdays to enhance English language arts curriculum for ELLs.
	Before School ELA Program for ELLs Grade Band 1 – 2 25 sessions X 2 teachers X .75 hours X \$49.89 = \$1,870.88 -----	Supplementary Direct Instruction before school to enhance English language arts curriculum for ELLs.
Instructional Materials	\$1,859.85	To support ELL and ELA instruction for ELLs

Professional Development: <i>30% of allocation = \$13, 034.40</i> Professional Salaries Materials/Supplies	Grade Band 1 – 2 14 teachers X 3 sessions X 3 hours X \$49.89 = \$6,286.14 ----- Grade Band 3 - 5 15 teachers X 3 sessions X 3 hours X \$49.89 = \$6,735.15 ----- \$13.11	Development of rigorous multidisciplinary tasks and lessons that promote academic English language learning for ELLS
Parent Engagement: <i>10% of allocation = \$4,344.80</i> Professional Salaries Materials/Supplies	1 teacher X 21 days X 1.5 hours X \$49.89 = \$1,571.54 ----- 1 teacher X 21 days X 1.5 hours X \$49.89 = \$1,571.54 ----- 2 school aide X 21 days X 1.5 hours X \$17.52 = \$1,103.76 ----- \$97.96	GED classes for ELL Parents ESL classes for ELL Parents Child care for parent participants
Total	\$43,448	