



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PUBLIC SCHOOL 21

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X021

PRINCIPAL: MS. JOYCE COLEMAN **EMAIL:** JCOLEMA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. ELIZABETH WHITE

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
Joyce Coleman	*Principal or Designee	
Karen Schneider	*UFT Chapter Leader or Designee	
Aja Cannon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	CBO Representative, if applicable	
Tina Connolly	Member/Teacher	
Ronald Parker	Member/Teacher	
Eloise Williams	Member/Teacher	
Kimberly Sheehan	Member/Teacher	
Virginia Kulls	Member/Teacher	
Rosa Gonzalez	Member/Parent	
Germaine Buchanan	Member/Parent	
Luisa Medrano	Member/Parent	
Geraldine Nash-Francis	Member/Parent	
Harold Isaacs	Member/Parent	
Pocha Banks	Member/Parent	

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, 100% of students will be engaged in at least one literacy task and one math task embedded in a rigorous curriculum unit as evidenced by student portfolios.

Comprehensive needs assessment

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

After reviewing the results of our school's student performance on the ELA, Mathematics, and NYSESLAT state exams on the ARIS database, we have taken the initiative of aligning various end-of-unit assessments to the Common Core State Standards using a performance task. In order to further prepare our students to meet the rigor of the Common Core State Standards, we intend for the performance task to address students' deficiencies in literacy to aid the transition to the new 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:
 - ✓ **The Leadership & Planning Team will participate in Network sponsored professional development designed to support their identifying and/or creating task bundles aligned with CCLS and which include rigorous student work for all students.**
 - ✓ **The Leadership & Planning Team will plan for professional development with grade teams supporting the acquisition of skills and knowledge related to the creating and implementing the described task bundles and their assessment component.**
 - ✓ **Network in school professional development and task creation support provided by the Network Instructional CCLS Coach.**
 - ✓ **School Coaches and administration will support their teachers on implementing the aligned task bundles with their classes.**
 - ✓ **Grade Conferences and teacher teams will secure the creation, implementation, and collaborative understanding of these tasks.**
 - ✓ **Administration will monitor and act as quality control in the creation and implementation of task bundles.**

Teachers will collaboratively identify or create a Common Core-aligned task bundle that incorporates rigorous student work for all learners.

Literacy:

In literacy, the task bundle will be aligned to a strategically selected common core literacy focused standard, which are as follows:

Grades K – 2:

- Written response to informational texts through group activities and with prompting support [Reading Informational Text Standards 1, 10]
- Written opinion or argument based on an analysis of texts in all genres [Writing Standard 1]

Grades 3 - 5:

- Written analysis of informational texts [Reading Informational

Text, Standards 1, 10]

- Written opinion or argument based on an analysis of texts in all genres [Reading Informational Text Standards 1,10; Writing Standard 1]

Math:

In Math, the curriculum unit will be aligned to the overall standard of practice of:

“Students in all grades will be engaged in a cognitively demanding mathematics task(s) that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. These tasks will focus in the following domain areas and a strategically selected common core mathematics domain of focus, which are as follows:

Kindergarten:

- Operations and Algebraic Thinking

Grades 1 -2:

- Number and Operations in Base Ten

Grade 3:

- Operations and Algebraic Thinking

Grade 4 & 5:

- Numbers and Operations - Fractions

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.
 - ✓ **ELA and Math Curriculum meetings will be conducted by ELA and Math coaches (Grades K through 5) during the month of October.**

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.
 - ✓ **School coaches will be involved in professional conversations and professional development supported by the Network’s Teacher Center initiative which will allow them to better support their teachers in clarifying expectations.**
 - ✓ **Administration will develop an observation protocol which clarifies expectations, incorporates teacher effectiveness, and addresses individually identified teacher goals and school goals.**
 - ✓ **School Coaches and administration will conduct professional development activities designed to develop a clear and shared understanding of what effective teaching should look like in the area/s of focus, build on the practice observed in classrooms, and arrange for collaborative investigation of practice – Learning Walks, inter-visitations, teacher meetings, and specific protocols (fishbowls) with consultants.**
 - ✓ **Principal will participate in the Network Study Group, which will focus on “staging and phasing” the Danielson work in Network schools.**
 - ✓ **School Coaches and administrators will engage in network professional development opportunities focusing in on teacher effectiveness, the Danielson work in network schools.**
 - ✓ **School Coaches and administration will engage in network professional development opportunities focusing in on teacher effectiveness, the Danielson Framework, and shared expectations around looking at student work and implementation of the CCLS.**

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.
 - **A family worker provides parental outreach with a focus on attendance improvement**
 - **Additional Guidance service for the at-risk student**

- Educational software for instructional support for the at risk learner

Budget and resources alignment

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

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title IIA Funds, Title III, ARRA RttT and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- **Teacher and supervisor per session for after school programs and differentiated professional development.**
- **Coaching to improve teacher effectiveness and to support implementation of the Common Core State Standards**
- **Additional Guidance services to support the at-risk learner**
- **Curriculum and staff development provided by America Reads**

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, in grades 3, 4, 5 the number of students scoring level 1 will decrease by 5%, the number of IEP students scoring levels 3 & 4 will increase by 3% and the number of general education students scoring levels 3 & 4 will increase by 5% on the NYSED mathematics exam.

Comprehensive needs assessment

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

After reviewing trends in student performance on mathematics assessments over the past 6 years, it was noted that student performance at levels 3 & 4 dropped significantly in the 2009-2010 school year. We attribute this decrease in students meeting and/or exceeding standards in mathematics to more rigorous expectations on State assessments.

Instructional strategies/activities

- **Based on the available data, we are continuing with Everyday Math in grades K-5 and incorporating Everyday Math Online in all grades that differentiates instruction and support for students. Our math staff developer will continue to work with grades 3, 4, & 5 to improve student performance as demonstrated on the NYSED exam. We will be using baseline assessments at the beginning of the school year to group students and inform instruction. Unit exam checklist, as well as mid-year and end of year assessments, will be collected by our data specialist and analyzed with teachers to assess student progress throughout the year and to provide academic intervention services.**

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.
- **ELA and Math Curriculum Conferences will be conducted by ELA and Math coaches (Grades K through 5) during the month of October.**

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.
- **School Coaches and administration will conduct professional development activities designed to develop a clear and shared understanding of what effective teaching should look like in the area/s of focus, build on the practice observed in classrooms, and arrange for collaborative investigation of practice – Learning Walks, inter-visitations, teacher meetings, and specific protocols (fishbowls) with consultants.**
- **School coaches will be involved in professional conversations and professional development supported by the Network's Teacher Center initiative which will allow them to better support their teachers in clarifying expectations.**

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.
- **A family worker provides parental outreach with a focus on attendance improvement**
- **Additional Guidance service for the at-risk student**
- **Educational software for instructional support for the at risk learner**
- **Everyday Math**
- **Everyday Math Online**
- **Title I Provider**
- **Math Staff Developer**
- **Math Cluster**
- **Afternoon Academy**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title IIA Funds, Title III, ARRA RttT and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:**
- **Teacher and supervisor per session for after school programs and differentiated professional development.**
 - **Coaching to improve teacher effectiveness and to support implementation of the Common Core State Standards**
 - **Additional Guidance services to support the at-risk learner**
 - **Curriculum and staff development provided by America Reads**

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.
 - ✓ **Students will make progress in reading on each grade by moving two color levels in the 100 Book Challenge independent reading program by June 2012.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - ✓ **This goal is based on the 100 Book Challenge initial levels check done on September 26th, 2011 and reading levels posted on our ELA data wall.**

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:
 - ✓ **100 Book Challenge IRLA (independent reading level assessment) correlated to the CCLS will be ongoing in the classroom throughout the school year.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - ✓ **ELA Curriculum meetings will be conducted by literacy coach (Grades K through 5) during the month of October.**
 - ✓ **100 Book Challenge PD for parents in October.**

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.
 - ✓ **School Coaches and administration will conduct professional development activities designed to develop a clear and shared understanding of what effective teaching should look like in the area/s of focus, build on the practice observed in classrooms, and arrange for collaborative investigation of practice – Learning Walks, inter-visitations, teacher meetings, and specific protocols (fishbowls) with consultants.**
 - ✓ **There will be 10 professional development sessions throughout the year for teachers; inter-visitations, fishbowls, grade level PD sessions hosted by the 100 BC consultant.**

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.
- **A family worker provides parental outreach with a focus on attendance improvement**
- **Additional Guidance service for the at-risk student**
- **Educational software and materials for instructional support for the at risk learner**

Budget and resources alignment

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

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title IIA Funds, Title III, ARRA RttT and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- **Teacher and supervisor per session for after school programs and differentiated professional development.**
- **Coaching to improve teacher effectiveness and to support implementation of the Common Core State Standards**
- **Curriculum and staff development provided by the 100 Book challenge**

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	18	N/A	N/A	N/A	1	N/A	N/A	N/A
1	36	N/A	N/A	N/A	5	N/A	N/A	N/A
2	30	N/A	N/A	N/A	0	N/A	N/A	N/A
3	18	18	N/A	N/A	1	N/A	N/A	N/A
4	34	29	16	8	2	N/A	N/A	N/A
5	15	15	13	10	1	N/A	N/A	N/A
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	<p>K- Early Childhood Literacy Strategies – push-in 1 - Early Childhood Literacy Strategies – push-in 2 - Great Leaps – pull-out 3, 4, 5 – Intervention works, Kaplan, Wilson – pull-out</p>
Mathematics	<p>Primary focus is on building basic number sense and operations, comprehension and speed. Students use support programs to reinforce their understanding while minimizing their frustration with limiting needed literacy skills. We have math small group instruction in grades 3, 4, & 5. We’re using the program Ladders and EDM online games portion to reinforce skills. This is a pull-out program.</p>
Science	<p>A focus on reading non-fiction in the content area of science will be supported by non-fiction classroom libraries and the 100 book challenge. The Science teachers will integrate literacy and mathematics in their planning and delivery of instruction using science content to engage in comprehension of informational texts.</p>
Social Studies	<p>A focus on reading non-fiction in the content area of social studies will be supported by non-fiction classroom libraries and the 100 book challenge. The Social Studies teachers will integrate literacy and social studies in their planning and delivery of instruction using social studies content to engage in comprehension of informational texts.</p>
At-risk Services provided by the Guidance Counselor	<p>Individual counseling for student transitioning from District 75 to a community school during the school day</p>

At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

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

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

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

PARENT INVOLVEMENT POLICY (PIP)

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.

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 Maldonado, Debra/Waxman, Ben/	District 11	Borough Bronx	School Number 021
School Name The Philip Sheridan School			

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

Principal Joyce B. Coleman	Assistant Principal Mr. R German
Coach Ms J Burkoff, ELA coach	Coach type here
ESL Teacher Mr. M Chaston	Guidance Counselor Ms R. McKenna
Teacher/Subject Area Ms M Whalen, ELA Intervention	Parent Ms Aya Cannon
Teacher/Subject Area Ms Martin (1st grade)	Parent Coordinator Ms N. Salgado
Related Service Provider Ms L Bryant, Speech provider	Other type here
Network Leader	Other Ms K Schneider SETTS/UFT leade

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

D. School Demographics

Total number of students in school	869	Total Number of ELLs	44	ELLs as share of total student population (%)	5.06%
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Part II: ELL Identification Process

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

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

1. At registration, parents or guardians of children who enter a New York City Public School must first complete Home Language Identification Survey (HLIS), and an oral interview is given in English or the native language. If the child is transferring from another public school, their testing history and transfer folder are viewed. The ESL Teacher, Matthew Chaston, who speaks English and some Spanish, reviews the HLIS. Ms Vasquez(secretary) Nilsa Salgado(parent teacher coordinator translate in Spanish when needed. If questions 1-4 and any two responses to questions 5-7 indicate a language other than English is used at home, children are flagged. The ESL teacher then administers the Language Assessment Battery Exam (LAB-R) within ten days of registration. The ESL teacher, with the assistance of our school's bilingual parent coordinator, NilsaSalgado, also conduct an informal oral interview in English and in the Native Language, to determine if the child is eligible for the LAB-Rassessment. If the student is unable to understand more than three question is English, the English Lab-R is stopped and the Lab-R is then administered in Spanish. The Lab-R is scored and reviewed and students who score below the grade specific benchmark are identified to be ELLs. The Language Allocation Team at P.S. 21 then works together to determine the correct placement for each individual student. In the spring, ELL students are given New York State English as a Second Language Achievement Test (NYSESLAT). We cross reference the ATS reports ,RLAT, RLER,RNMR, and RPEX, to ensure that all eligible students are administered the NYSESLAT. Eligible students who are absent for the initial test are allowed to make up within the specified timeframe. In September the language allocation team, Mr German, our Assistant Principal and our ESL teacher, Mr. Chaston, work together to realign our ESL program to meet the needs of our English language learners.

2. If the student is identified as an ELL, parents/ guardians are notified in writing, in their native language. Each parent receives a "Parent Entitlement letter" and is invited to attend a Parent Orientation session. The ESL Teacher, Matthew Chaston, along with Ms Salgado, Parent Teacher Coordinator, who speaks Spanish, conduct the Parent Orientation. In September parents/ guardians attend the orientation session,where they view the orientation video and receive information on the different program options that are available. The parent orientation and materials are provided in their native language. At the orientation, all three programs, Transitional Bilingual, Dual Language, and Freestanding ESL, are explained orally and in writing to the parents/ guardians. Support programs available for ELLs; after school,Saturday school and summer school, are also discussed at the orientation. The Parent Survey and Program Selection Form are completedand returned to the school after the parent/guardian attends the Parent Orientation. Therefore, we have an immediate response. Parents/Guardian who didn't attend the Parent Orientation are spoken to at dismissal or an appointment is made. For students who are admitted during the school year, an appointment is made with that parent/guardian and the same process is repeated.

3. Parents/ guardians, who didn't attend the parent orientation and/or haven't completed the Parent Survey and Program Selection Form, are notified in writing. Papers are sent home with their child, with an explanation of the three programs in their native language. If parent/ guardian still hasn't returned the Parent Survey and Program Selection Form after three days, a phone call is made and the parent/ guardian is asked to come into school. As a last resort, if the parent/ guardian still hasn't responded the child is placed in our Freestanding ESL Program and a letter is sent home. Once Parent Survey and Parent Selection Forms are returned the ESL Teacher, they are kept on file.Transitional bilingual education program is the default program if parents do not attend an orientation and complete a selection form.

4. An ELL is entitled to placement in a bilingual program if there are enough entitled ELL's with the same native language, in the same

grade(s) in the school. The options to select a dual language program, a transitional bilingual class or a freestanding English as a Second Language program are discussed during the orientation, in a parent’s native language. Historically, more than 90% of parents at PS 21 select a freestanding ESL program. For those that prefer a bilingual program, they are given the option of transferring to a nearby elementary school that offers a bilingual program. We keep a tally of requests for a transitional bilingual program or a dual language program so that classes can be created if enough interest is generated. Mr Chaston and Ms Salgado, who speaks Spanish, explain this at the Parent Orientation session.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, parent surveys indicate that the overwhelming majority of parents select Freestanding English as a Second Language program , rather than dual language or bilingual transitional programs,as their first choice.Last year, two parents requested bilingual and the one requested dual language programs. Parents are aware that they are given a choice, and are notified about the various programs available throughout the city. This year, of our nine new ELLs, seven requested ESL as the first choice, one chose bilingual, and one chose dual language.

6. The program models offered at P.S. 21 are aligned with parent requests. Currently at P.S. 21, all ELL students are placed in Freestanding English as a Second Language Program. Since 2005 parents have overwhelmingly seen the benefit of ESL pull-out services.

The standardized test results continually support theses choices. In order to build alignment between parent choice and program offerings

we keep a tally or requests for a transitional bilingual program or a dual language program so that classes can be created if enough interest is generated.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K✳ 1✳ 2✳ 3✳ 4✳ 5✳ 6● 7● 8● 9● 10● 11● 12●
--	--

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	14
SIFE	1	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	32	1	10	10		3				42
Total	32	1	10	10	0	3	0	0	0	42

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

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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	7	1	4	8	7	3								30
Chinese	1	1		1										3
Russian														0
Bengali														0
Urdu														0
Arabic		1				1								2
Haitian														0
French		1		1	2									4
Korean														0

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
Punjabi														0
Polish														0
Albanian														0
Other			1		2	0								3
TOTAL	8	4	5	10	11	4	0	42						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1a. The pull-out ESL program is organized to service ELLs in groups respective of their grade level. This organization facilitates the plan for academic language development, as the strategies being taught in the grade level classroom will be reinforced by the pull-out ESL teacher within our balanced literacy instructional model. While working within the construct of this model, the ESL teacher utilizes methodologies and approaches recommended for our language learners such as, total physical response and the sheltered instruction approach. These approaches are supported with a variety of technological approaches (computers, personal audio recorders etc...).

1b. P.S. 21 has heterogeneously grouped classes in grades K-5. However, our ESL groups are arranged according to proficiency level and grade level, as best as possible within scheduling constraints. The student's proficiency levels are based on the LAB-R and NYSESLAT results.

The ESL teacher pulls students from various classes for 45-50-minute periods everyday. The E.S.L. teacher works with the classroom teacher to focus on specific skills or topics the child may be having difficulty with. This includes aspects writer's workshop, and it may also be scheduled around specific units in social studies and science. Teachers work with students in guided lessons, introducing vocabulary, building background knowledge, exploring words and word solving strategies and developing fluency and comprehension.

A. Programming and Scheduling Information

2a. In order to meet the linguistic needs of our ELLs, parental choice and part 154 mandates, P.S.21's language allocation policy will consist of an ESL program in which beginners and intermediate level students will receive 360 minutes of ESL instruction and those students

who tested at the advanced level of proficiency will receive 180 minutes of both ESL and ELA instruction separately. In addition, intervention staff works with targeted groups of English language learners to support their work in reading, writing and word study. Each Teacher has a set program to appropriately provide the quantity and highest quality of instruction.

3. The ESL Teacher, Classroom Teachers, and Intervention Teachers plan together. ESL Teachers support vocabulary, sentence structure, word study, and phonemic awareness in the appropriate daily lessons. This provides focused consistency of learning. Because content area instruction is so interwoven into our English Language Arts program, the strategies that will be used are part of the balanced literacy effective teaching practices. These practices include: individual assessment through conferencing, scaffolding, multi-cultural and literature rich

classroom libraries in English (with texts available in the native language as well), lending libraries for home, audio/listening centers, word wall (with visual aids), flow of the day, charts modeling correct language use, and strategy charts reflective of current units of study in reading, writing and math, science and social studies. In the ESL program Native language support is provided by the ESL teacher. By translating and explaining key content words in context when necessary, and the use of Spanish math text books and a bilingual library, the ESL teacher can scaffold student learning. The ESL teacher has basic skills in Spanish and French and enlists the help of other staff members with further fluency when needed. In the cases of more obscure languages such as Wolof we use outside interpretation services to assist with communication. Our math program Everyday Math has a Spanish component, including workbooks, homelinks, and reference books in Spanish. We also use the SuccessMaker software program which has a Spanish math component.

4. At the beginning of each school year, each teacher receives a list of their English Language learners, which designates their level of language acquisition (beginner, intermediate and advanced).

5a. Our plan for students with interrupted Formal Education (SIFEs), provides after school and Saturday intervention programs to support additional academic enrichment.

5b Like SIFE students, newcomers receive daily instruction using approaches such as Total Physical Response. A wide range of materials will be used to support students.

5c Long term ELLs are identified according to their specific needs. Individual Education Plans are tailored to focus on academic success. In recent years our long term ELLs have shown that reading and writing are the areas in need of most support. Therefore we focus on the following skills:

- Vocabulary development, including the use of cognates, suffixes, and prefixes.
- Text organization
- Use of context clues to support comprehension
- Integrating Language skills with subject content matter

5d At this time we do not have any ELLs who have completed 6 years. Should that be the case we would identify the student's needs according to classroom assessments, including IRLA, School Pace, and Standard Meeting rubrics. Instruction is then differentiated through the use of high context materials, small groups, and pull out interventions.

6. Teachers of ELLs differentiate instruction for ELLs, through small group instruction, high context and academically rigorous texts (of Common Core Libraries), and technology. Teachers of SWDs use the Triumph Learning series Write It Out and WorkOut. Many classrooms have Smartboards and several computers have SuccessMaker software. SuccessMaker includes programs in Spanish, as well as the Discover English program for newcomers. The school ensures that ELL-SWDs whose IEP mandates bilingual instruction are assigned an alternate placement paraprofessional.

7. We maximize the time spent with students by coordinating with the prep schedule and other service providers. The pacing of the curriculum is adjusted to suit the needs of the students.

Courses Taught in Languages Other than English

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

- classes that are taught in English using books in the native language
- heritage classes

• foreign language (LOTE) classes

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

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

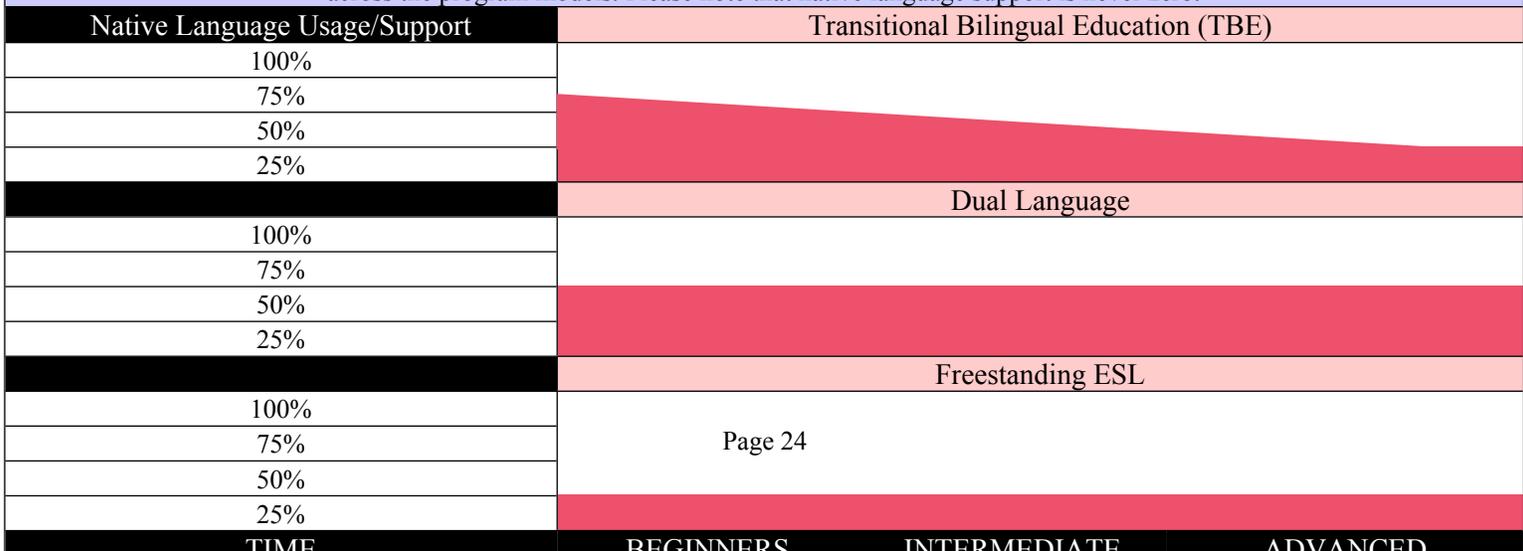
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

8. Targeted intervention for ELLs is offered in math and English Language Arts. For ELA Ms Whalen takes students in small groups of up to five for one 45min period five times a week. She uses the Intervention Works program and focuses on literacy skills. Areas of focus include comprehension skills, characterization, and academic vocabulary. For math, Ms Connolly takes students in groups of up to six for AIS math, for one 45min period, four times per week.

9. Students who have reached proficiency will receive test modifications (separate location, time and a half, directions read aloud three times for listening passages. They are also invited to participate in before and after school Title III programs. In recent years we have offered a film making club where students create, perform, and edit their own short movies.

10. This year we are planning to have an after school program for ELL students in grades two through five. Twenty nine current ELLs and four former ELLs are eligible. This program is also targeting former ELLs. Students will attend three times per week for one hour. They will focus on the four modalities, speaking, listening, reading, and writing.

11. Owing to reduced allotment of Title III funds, and, depending on our investment in Imagine Learning, it may not be possible to continue the film club as well as adult ESL program.

12. ELLs are encouraged to participate in all extracurricular and after school programs. This includes our after school film making club. Students write, film, perform and edit their own short films. Mr. Chaston, the E.S.L. teacher, is also the P.S.21 Cheetahs track and field coach, and gives ELLs special priority when selecting the team. Last year The Cheetahs were the Bronx Champions and six members of the team were ELLs.

13. The school has purchased Smart boards for most of the classrooms, which are used to supplement content area instruction by adding video and audio support. Several Classrooms, including the E.S.L classroom, use the SuccessMaker program. The program monitors and adapts to the students strengths and weaknesses. It also gives some content instruction in Spanish.

14. The E.S.L. program provides native language support is by using a Spanish and bilingual library. The SuccessMaker software program also provides content area in Spanish. Many of our faculty members, including, administrators, teachers, paraprofessionals, and school aides, are fluent Spanish speakers. Ms Martin, a first grade teacher has a bilingual license. Newcomers in first grade are placed in Ms Martin's class. The E.S.L. teacher, Mr. Chaston uses basic Spanish and French to communicate and scaffold learning where appropriate.

We encourage parents to continue to nurture the home language to broaden conceptual knowledge thereby assisting language acquisition.

15. ELLs are grouped according to grade and proficiency levels. Ms Whelan and Ms Connolly implement The RTI program for grades 3,4, and 5, while Ms Sheehan works with the lower grades. The RTI math program comprises of a baseline assessment administered by the classroom teacher. Low performing students are then administered an item skills analysis using Ladders to Success, which is grade specific. After a 6-8 week period, should students require further intervention, they receive instruction with grade specific materials in groups of 2-3. For ELA, students are initially assessed using IRLA. If interventions are required Ms Whelan uses the grade specific Intervention Works materials for a 6-8 week period. If further interventions are still required, students receive Wilson, which is primarily a phonics program.

16. This year we offered a summer program (Literacy Enrichment through the Arts) to introduce newly arrived students to the school. The program ran for six weeks, parallel to summer school, and was run by one teacher from our school (Ms Jones) and another teacher

17.n/a

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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10. This year we are planning to have an after school program for ELL students in grades two through five. Twenty nine current ELLs and four former ELLs are eligible. This program is also targeting former ELLs. Students will attend three times per week for one hour. They will focus on the four modalities, speaking, listening, reading, and writing.

11. Owing to reduced allotment of Title III funds, and, depending on our investment in Imagine Learning, it may not be possible to continue the film club as well as adult ESL program.

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14. The E.S.L. program provides native language support is by using a Spanish and bilingual library. The SuccessMaker software program also provides content area in Spanish. Many of our faculty members, including, administrators, teachers, paraprofessionals, and school aides, are fluent Spanish speakers. Ms Martin, a first grade teacher has a bilingual license. Newcomers in first grade are placed in Ms Martin's class. The E.S.L. teacher, Mr. Chaston uses basic Spanish and French to communicate and scaffold learning where appropriate. We encourage parents to continue to nurture the home language to broaden conceptual knowledge thereby assisting language acquisition.

15. ELLs are grouped according to grade and proficiency levels. Ms Whelan and Ms Connolly implement The RTI program for grades 3,4, and 5, while Ms Sheehan works with the lower grades. The RTI math program comprises of a baseline assessment administered by the classroom teacher. Low performing students are then administered an item skills analysis using Ladders to Success, which is grade specific. After a 6-8 week period, should students require further intervention, they receive instruction with grade specific materials in groups of 2-3. For ELA, students are initially assessed using IRLA. If interventions are required Ms Whelan uses the grade specific Intervention Works materials for a 6-8 week period. If further interventions are still required, students receive Wilson, which is primarily a phonics program.

16. This year we offered a summer program (Literacy Enrichment through the Arts) to introduce newly arrived students to the school. The program ran for six weeks, parallel to summer school, and was run by one teacher from our school (Ms Jones) and another teacher

17.n/a

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?

D. Professional Development and Support for School Staff

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

1. All ELL personnel are encouraged to participate in professional development offered by the Office of English Language Learners. This year all teachers, guidance counselors, paraprofessionals, and administrative staff will be participating in Response to Intervention (RTI) professional development. This program aims at addressing the imbalance in the number of ELLs referred to Special Ed. This year we will offer QTEL to our teachers of ELLs and administrators. Mr Chaston, our ESL teacher, will turnkey information from specific professional development sessions to the rest of our faculty.

2. Ms R. McKenna, guidance counselor begins meeting with all students moving to middle school individually in September. She briefs the students of their options and notifies them of the middle school fair. In November Ms McKenna holds parent workshops and explains the various school types and options (zoned schools vs. choice schools, charters etc.) This year Ms McKenna will hold a separate meeting for parents of ELLs, which will be co-hosted by at least one Spanish speaking teacher or administrator. She then guides students through the auditions and appeals process when applicable. Ms McKenna also creates and distributes a brochure to further assist students and parents in making their best choice.

3. The administration reviews all teachers licenses to ensure that all teachers have this minimum requirement.

E. Parental Involvement

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

1. In recent years we have initiated trips specifically for ELLs and their parents to the Big Apple Circus, Rockefeller Ice Skating Rink, Macys Christmas Show, and Jones Beach. In general, parental involvement is increasing with a more active role for the PTA. We have had a great response from parents with regard to starting the new adult ESL class. The class will take place again this year, twice weekly after school and will be taught by Ms Hazen. Ms Hazen is an experienced ESL teacher of adults, having taught not only in our school but community college, also. The school also has various other community building activities such as the father/daughter dance, Saturday movie matinee and Bring-a-Dish day. For the past two years the school has held a PBIS fair with a select group of parents volunteering to help. This year we plan to continue and expand on this successful endeavor.

2. The school works closely with the Mosholu Montefiore Organization to implement our after school program.

3. The needs of parents are assessed using a parent survey created by Mr German, our assistant principal. The survey is distributed by Ms Salgado, our parent teacher coordinator, in English and Spanish. It is a two page survey and focuses on instruction, communication, and school environment. Further parent feedback is mainly during parent/teacher conferences and community activities instigated by the parent/teacher coordinator and the PTA.

4. This year we plan to continue the adult ESL program taught by Ms Hazen. As many of our parents of ELLs are ELLs themselves, this will help parents understand the work their children are being assigned in the classroom and for homework. Encouraging parents to participate in events that highlight their own culture builds confidence and stronger bonds with the school.

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)	6	1	2	2	5									16
Intermediate(I)		2	2	4	1									9
Advanced (A)	2	1	1	4	5	4								17
Total	8	4	5	10	11	4	0	0	0	0	0	0	0	42

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	9		2						11
5	2		1						3
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

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

For the third year in a row The PS. 21 Cheetahs were the Bronx Elementry School Champions in the DOE developmental track and Field Series. Six members of the team were ELLS. Last year a group our ELLs performed a short play based on the folk tale Two Golden Eggs, infront of the whole school. Two of the cast members were newcomers to the country at the beginning of the school year.

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11X021 **School Name:** The Philip H.Sheridan School

Cluster: 5 **Network:** 534

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.

Upon registration parents complete The Home Language Survey(HLIS). This survey indicates the language most frequently used in the home and the language in which the parents/guardians wish to communicate with the staff at P.S.21.

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

The information regarding Home Language is determined using ATS.The parent coordinator also disseminates a parents needs survey at the beginning of the year.
Over 90% of parents at P.S.21 choose to communicate in English, 4% Spanish, 1% French,1% Mandarin. At P.S.21 we have many educators, para professionals, and administrators who speak Spanish(including our Assistant principal and the parent coordinator). We also have two staff members able to communicate in French. For standard documentation we use DOE translation forms. In the case of Mandarin speakers we use the DOE interpretation services

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.

The School will provide Spanish bilingual versions of all parent letters and flyers . Translation services will be provided in-house by school staff for parents who require Spanish . Outside services will be used, as required, for other languages(Mandarin, Fulani Wolof).

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.

Spanish and French, and Wolof oral interpretation services will be provided, when required, at all parent-teacher conferences, parent meetings, workshops, orientations, and PA meetings.They will be provided in-house by school staff. Low incidence languages will be provided by outside services or parent volunteers.

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 and oral interpretation services will be provided at all parent meetings, workshops, Parent/Teacher conferences, and curriculum nights. P.S.21 staff will ensure that parents are given a Parents' Bill of Rights and Responsibilities in their appropriate language when possible.The Parent,s Bill of Rights and Responsibilities is posted in the main office and the PA noticeboard.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Philip Sheridan School	DBN: 11X021
Cluster Leader: Deborah Maldonado	Network Leader: Ben Waxman
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: <u>44</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>0</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Rationale

Passed NYSESLAT results demonstrate the need to focus on the reading and writing skills of our ELLS; this year we have initiated an after school program for ELL students in grades two through five.

Subgroups and grade levels of students to be served

Grade 2 : 5 Ells

Grade 3 : 10 Ells

Grade 4 : 11 Ells

Grade 5 : 4 Ells

Scheduling and Duration

Our after school program began in November 2011 and the program will run till April 2012. Students receive instruction three times per week(Monday, Tuesday, and Wednesday) for one hour.

Language of Instruction

Students are grouped according to grade level and instruction is in English.

Number and type of certified teachers

One certified ESL and three Common Branch teachers will work in the after school program.

Types of Materials

Teachers primarily use Getting Ready for the NYSESLAT and Beyond , published by Attanasio & Associates, Inc. as their source material. These materials provide strategies for teachers and students to promote English Language proficiency for adequate yearly progress. In addition, students will receive additional support in the areas of reading, writing, speaking and listening in English, their needs identified by the modality report, acuity and ARIS.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Rationale

The Title 3 Professional development program will provide all staff with ongoing ESL professional development. In addition, all staff are encouraged to participate in professional development offered by the Office of English Language Learners and CFN 534 .

Part C: Professional Development

Teachers to Receive Training

This year all teachers, guidance counselors, paraprofessionals, and administrative staff will be participating in Response to Intervention (RTI) professional development. One of the aims of this program is to correct the imbalance in the number of ELLs referred to Special Ed. This year we will offer QTEL to our teachers of ELLs and administrators.

Schedule and Duration

Professional Development will be ongoing throughout the school year, during the school day, and after school.

Topics to be Covered

Understanding assessments for ELLs

Effective differentiation of instruction for ELLs

Effective instruction for reading and writing

Vocabulary development

Names of Providers

Mr Chaston, our ESL teacher, will turnkey information from specific professional development sessions to the rest of our faculty

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale

In our school we provide ongoing parent workshops throughout the year to improve parent involvement.

Schedule and Duration

We have had a great response from parents with regard to the workshops provided. The workshops will take place again this year once a month after school. The parent coordinator and the ELL coordinator will reach out to parents of ELLs to inform them of upcoming events and meetings at the school.

Topics to be Covered

Parent orientations

NYSESLAT information

ESL classes

State tests

Middle School applications

Part D: Parental Engagement Activities

ARIS training

Names of Providers

The Parent coordinator, Ms Salgado

ESL teacher, Mr Chaston

Assistant principal, Mr German

PTA, Ms Cannon

How Parents will be Notified

Parents will be notified by phone

Flyers and letters

Automated messages

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		