



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : WILLIAM LLOYD GARRISON SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X031

PRINCIPAL: LIZA DIAZ **EMAIL:** LDIAZ14@SCHOOLS.NYC.GOV

SUPERINTENDENT: YOLANDA TORRES

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
LIZA DIAZ	*Principal or Designee	
MARK STRAIN	*UFT Chapter Leader or Designee	
DANIELLE POOLE	*PA/PTA President or Designated Co-President	
CARMEN COLON	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	
LINDA MITCHELL	Member/Pre-K Rep Chairperson	
FARAH DOORGA-GUNRAJ	Member/Grade 1 Rep	
REBECCA LOZANO	Member/Dean Rep	
AMELIA ANDERSON	Member/Kgn Rep Secretary	
CLARIBEL SANTANA	Member/Parent	
AIDA SANCHEZ	Member/Parent	
MARICRUZ MARTINEZ	Member/Parent	
CRYSTAL ALLEN	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

Annual Goal #1

- To continue to develop the literacy ability of all students including students with disabilities, English Language Learners (ELLs) and General Education in a highly structured standards-based curriculum.

Comprehensive needs assessment

- The need that generated this goal was the results from the 2010 – 2011 Progress Report ELA median Adjusted Growth Percentile at 64%. There will be continued growth by at least 5%.

Instructional strategies/activities

- Renzulli – online project based task.
- Success Maker (Writer’s Studio, Pearson Digital Learning) will continue to be used to meet the students’ individual academic needs and provide accountability through reports to help identify the needs of individual students. Responsible Staff: AIS Coordinator, Digital Media Specialist, AIS providers-*ongoing 9/11-6/12*.
- Conducting a comprehensive review and analysis of students’ literacy achievement data (grades 3-8) using the Acuity Report (ARIS) will be continued. Data will continue to be disaggregated by major student subgroup- Students with Disabilities. The use of quantitative and qualitative data to evaluate the effectiveness of the delivery of Literacy instruction will be continued. Responsible Staff: AP’s, Data Specialist, Academic Intervention Coordinator (AIS), all staff-*ongoing – 9/11-6/12. Progress will be monitored after the Nov. student diagnostic assessment and Jan. predictive.*
- A needs assessment will continue to be generated to examine 3 year trends in Literacy (grades 5-8) disaggregated by grade for students with disabilities. Note specific areas of strengths/weakness (major findings of items skills analysis). Assess the impact of other areas related to student achievement: attendance, health, parent involvement, support services, school climate, school structure-organization, school facilities, and isolate contributing factors/causal factors. Responsible Staff: AIS providers, SBST providers, AIS Coordinator, Parent Coordinator, all staff- *ongoing -9/11-6/12*.
- Academic Intervention Services will continue to provide small group pull-out/push in instruction during the entire school day (grade K-8) - Responsible Staff: AIS providers, AIS Coordinator – *ongoing-9/11-6/12*.
- After School Programs such as Urban Dove for grades 3 – 5, ASPIRA, Young People’s Academy K - 8 and Global Partnership Schools will continue to support learning. Responsible Staff: Assistant Principal in charge of the program, lead teacher and one-on-one tutors - *9/11-5/12*.
- Saturday School will continue to support students in grades 3-8- Literacy, Mathematics, Science - to correlate with NYS testing schedule- Responsible Staff: Assistant Principal in charge of the program and selected staff- *Ongoing – 12/11 – 5/11(8:30-12:30)*.
- Inquiry Team will continue to provide support by examining the performance trends of low performing students in grades K-8. Their goal is to test instructional “change strategies” that will help to close the achievement gap of students with disabilities. Responsible Staff: Assistant Principals, Grade Team Teachers, AIS Coordinator-*ongoing- 9/11-6/12*.
- 100 Book Challenge – As a school wide initiative to track student progress on a weekly basis.
- The progress of student’s reading level will be measured by using Formative Assessment framework for the program built on the Common Core Standards.
- Triumphs and Treasure Chest program will continue to be used to meet the students’ individual academic needs. Responsible Staff; classroom teachers-*ongoing 9/11-6/12*.
- Continue to provide a management system (including assessment and curriculum resources) to track student, small group, whole class and demographic group achievement to improve academic performance on high-stake tests – Responsible Staff: Principal, Assistant Principals, AIS Coordinator, Literacy Coach, Data Specialist, all teachers- *ongoing- 9/11-6/12. Student progress will be monitored after the Nov. diagnostic assessment and the Jan. predictive.*
- Continue to create, maintain and extend the use of a School- wide student assessment data collection – to assess whole class and individual strengths and needs to drive instruction. Responsible Staff: Assistant Principals, grade team teachers, and AIS Coordinator - *ongoing 9/11-6/12.*

- Continue to provide all teachers with reports, generated by skills, strengths or weaknesses, so that they can deliver individualized instruction based upon reports. All staff will utilize codes to access their class' information – Responsible Staff: Assistant Principals, grade team teacher, AIS Coordinator and Data Specialist – all teachers *ongoing- 9/11-6/12*.

Strategies to increase parental involvement

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation of parents of participating children.
- The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports upon request, and to the extent practicable in a language understood by all.
- Parents are encouraged to be actively involved in their child's education at school by monitoring their child's nightly and long range homework.
- The State's common core standards- The Assistant Principals articulate with the administration and teachers. She reviews the content standards and presents information at workshops and on an individual basis.
- The State's student common core standards- The Assistant Principals model the use of technology to find out individual assessment data about the students in the school. She reviews students' report cards with parents and sets up additional Parent Teacher conferences with the coordinator, parent and teacher. She also contacts parents who have not picked up their child's report card and makes appointments with them to come to school to become aware of their child's academic achievement levels.
- The State's and local academic assessments including alternative assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators- The Parent Coordinator schedules workshops facilitated by teachers to help parents better understand how they can help their child at home to meet the standards. She encourages parents to monitor their child's daily progress by speaking with children about their school day, and by looking at their notebooks and homework. The Assistant Principals use technology to show parents how to access websites like ARIS to become familiar with their child's strengths and weaknesses and to find necessary remediation activities. She also familiarizes parents with the school's website and shares available information.

Strategies for attracting Highly Qualified Teachers (HQT)

- To improve teacher effectiveness by developing a school norm of instructional excellence measured by formal and informal observations using a research based rubric.
- To provide meaningful feedback to the teachers within the guidelines of the current UFT agreement.
- Teachers will complete a self assessment in ARIS learn on to frame their professional development action plan.
- Using the data from the self evaluation and feedback from the class observations; the Principal and Assistant Principal will assign the teachers on-line professional development using ARIS learn to improve and strengthen teacher effectiveness in the selected focus domain competencies.

Service and program coordination

- SES providers – are utilized in order to achieve our goal: Global Partnership Schools K – 8, Young People's Academy K – 8 and One-on-One Tutors.

Budget and resources alignment

Implications for Budget (sources) - Tax Levy, Title I, C4E, 21st Century

Budget Codes: 130, 199, 3001, 3004, 3009, 0689, 2531, 2461, Supplemental Educational Services (SES)

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- To continue to improve the writing skills of all students in all curriculum areas.

Comprehensive needs assessment

- This goal was identified in order to provide improvement of students' writing skills to be aligned with the common core standards.

Instructional strategies/activities

- Teachers will continue to use quantitative and qualitative data to evaluate the effectiveness of the delivery of the integration of writing in all subject areas- Responsible Staff: Assistant Principals, AIS Coordinator, Grade Team Teachers for all staff *ongoing -9/11-6/12. Student progress will be monitored Oct. – Base-line, Feb. – Mid-line, May – end-line.*
- Teachers will continue to increase the use of technology to plan and to publish writing – Responsible Staff: Assistant Principals, Digital Media Specialist, lead teachers – for all staff- *ongoing -9/11-6/12.*
- Teachers will continue to analyze the effectiveness of curriculum and instruction and identify significant findings i.e. greater emphasis on incorporating extended responses into all subject area writing- Responsible Staff: Assistant Principals and grade team teachers – for all staff- *ongoing -9/11-6/12.*
- Professional Development by: *Assistant Principals*, Literacy Coach, AIS Coordinator, grade team teachers, Digital Media Specialist will continue to support instruction in writing-monthly, weekly, *ongoing -9/11-6/12.*
- Improvement of scores on NYS ELA exam and NYS Mathematics exam in Spring 2012 will reflect the improvement of students' writing skills in all areas of the curriculum
- Improvement will continue in the quality of work included in portfolio assessments, projects, investigations, electronic portfolios- *ongoing -9/11-6/12.*
- Continued improvement of scores on written responses on the NYS Science exams for grade 4 and 8 students in June 2012.

Strategies to increase parental involvement

- The school will incorporate parental involvement providing reading/writing skills for parents through workshops given by the Hope Line.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition :Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning by:
 - attending class meetings early in the year to learn about classroom curriculum and school policies
 - attending Open School Nights in the fall and spring terms to become aware of child's progress and needs
 - checking nightly and long range homework assignments
 - meeting with the Parent Coordinator (has a walk in policy-always available)
 - attending PTA Meetings to network with other parents and teachers
 - requesting a parent / teacher home contact card to assess child's daily behavior, classwork, homework, etc.
- Parents are encouraged to be actively involved in their child's education at school by:
 - monitoring their child's nightly and long range homework
 - conversing with their children about informal classroom tests and daily work
 - reviewing children's report cards with them
- PS/MS 31 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Scheduling day and evening PTA meetings to accommodate working parents
 - Scheduling class meetings

- Scheduling workshops to acquaint parents with Literacy/Mathematics/ELL curriculum, standards, assessments & writing
- Encourage parents to join the School Leadership Team and the PTA
- Encourage parental involvement by becoming a school volunteer
- The following actions to involve parents in the process of school review and improvement will be to hold grade meetings to provide a thorough understanding of the growth and the needs of the students.

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional Development by: *Assistant Principals*, Literacy Coach, AIS Coordinator, grade team teachers, Digital Media Specialist will continue to support instruction in writing-monthly, weekly, *ongoing -9/11-6/12*.
- Scheduling grade meetings to plan collaboratively for implementing school wide themes and the writing process- Responsible Staff: Grade team teachers- (differentiated professional development for new teachers)- all teachers- *ongoing -9/11-6/12*.

Service and program coordination

- SES Programs – Global Partnership Schools, Young People’s Academy and One-on-One Tutors.

Budget and resources alignment

- Tax Levy, Title I C4E, 21st Century Budget Codes: 130, 199, 3001, 3004, 3009, 0689, 2531, 2461

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- To improve teacher effectiveness by developing a school norm of instructional excellence measured by formal & informal observations using a research based rubric.

Comprehensive needs assessment

- The need that generated this goal is to assist teachers to achieve a developing to effective status in their planning & preparation, classroom environment & instruction.

Instructional strategies/activities

- Principal and Assistant Principals will conduct at least eight informal observations for each teacher using selected components of a research based rubric to provide meaningful feedback to the teachers within the guidelines of the current UFT agreement.
- Teachers will complete a self assessment in ARIS learn on to frame their professional development action plan.
- Using the data from the self evaluation and feedback from the class observations; the Principal and Assistant Principals will assign the teachers on-line professional development using ARIS learn to improve and strengthen teacher effectiveness in the selected focus domain competencies.
- Teacher growth along the rubric continuum as indicated by the feedback/comments in the formal and informal observations over the course of the school year.
- Improvement in student achievement measured by the points received for student progress reported in the school progress report. (Score greater than 25 points out of 60 points)
- Anticipation for the upcoming 2011-2012 NYC School Survey results to report that 68% of the teachers agree that school leaders give them regular feedback about their teaching (this would be an increase of 19% from this year's school survey)
- The inquiry team will continue to articulate with all staff and lead teachers (responsible staff) and provide differentiated professional development and modeling for new teachers and those who need additional support-as directed by the Principal – *ongoing – 10/11-6/12*
- The ESL teaching and support staff will continue to assess student progress and professional development will be provided as needed. Professional development for the Title III After School teachers will be scheduled prior to the introduction of the program as well as during the school year.

Strategies to increase parental involvement

- To attend monthly PTA meetings to network with teachers.
- Parent/Teacher home contact card informing parents of classroom information, meetings or assemblies.
- Encourage parents to join the School Leadership Team and work hand in hand with teachers and other staff members to make educational decisions.
- Familiarize parents with teachers on the Common Core Standards.
- Establish a committee of teachers/parents/administrators to review curriculum and available materials to support high level instruction and to enable students to meet State Standards.
- Parent coordinator sets up meetings with the parent and teacher to discuss individual achievement and concerns.

Strategies for attracting Highly Qualified Teachers (HQT)

- Recruit candidates from alternative preparation programs.
- Recruit aggressively candidates from teacher-preparation programs.
- Establish school-university partnerships.
- Offering support to beginning teachers and intensive professional development.
- Recruit from and training in the community (former students).
- Build a community between new and veteran teachers.

Service and program coordination

- Title I Funds will provide for Professional Development for teachers in order to assist them with meeting the educational needs of students.

Budget and resources alignment

- Title I, Tax Levy, Title III

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	5	0	N/A	N/A	0	0	0	0
1	13	0	N/A	N/A	0	0	2	5
2	3	0	N/A	N/A	0	0	0	3
3	2	1	N/A	N/A	1	0	0	0
4	9	5	15	0	1	0	1	4
5	5	0	0	0	0	0	0	1
6	4	5	0	0	1	0	3	0
7	12	3	0	0	1	0	1	1
8	6	3	15	0	0	0	1	1
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	Grade K – 8 Success Maker, Options and Reading Triumphs – small groups during school day
Mathematics	Grades 1 – 8 Success Maker, Navigator – small groups, during school day strategies to Achieve Math Success
Science	Measuring – up for science grades 4 & 8 – Saturday small group
Social Studies	
At-risk Services provided by the Guidance Counselor	One-to-one – during school day. ASCA model – activities guidance curriculum
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	One-to-One during school day – Address immediate issues for short term intervention and link families to community agencies and organizations (3 days)
At-risk Health-related Services	Asthma – small group – during school day and some 1:1 (5 days a week)

**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: 07x31 **School Name:** William Lloyd Garrison School

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

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

Category: Basic Focused Comprehensive

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

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

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

The area of school improvement identified was ELA for students with disabilities.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
The school will address the SWD population by conducting a Saturday program for grades 3-8, focusing on ELA comprehension skills and higher order thinking skills. The curriculum for the program is designed for students who have proficiency levels of one and two. The program will be focused to support students moving toward their grade level proficiency using reading passages that are written below level so that readability is not a barrier to learning grade-level skills. The reading selections span across multiple genres with lessons that offer simplified standards-based instruction with numerous clear examples and scaffolded support.

The school will replenish literacy books to continue support of the 100 Book Challenge in which students are expected to read a total of 100 hours in school and 100 hours at home by the end of the school year. The 100 Book Challenge is a research-based, proven effective RTI accountability system and formative assessment framework used in grades 3-8. This system rewards students based on their efforts rather than their current proficiencies.

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.
 - Teachers participated in a CTT Network initiative to support ICT classrooms.
 - Special Ed teachers participated in school based PD during after school, Saturdays and common planning.
 - PD for digital learning programs; Successmaker and Renzulli.
 - PD for the 100 Book Challenge framework.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - One AUSSIE instructor and three Assistant Principals provide support using the framework from the Danielson model.

- Developing as a Professional Lead teachers on each grade level provide additional support through scheduled inter-visitations and modeling.
 - Afterschool and Saturday sessions for review of data and data analysis facilitated by the Literacy Coaches and Special Ed teachers participated.
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.
- Letters were sent out to all parents and guardians describing the eligibility process for determining a school identified as in need of improvement. Several orientation meetings were provided for parents to become familiar with the SES providers. All information was translated into the native language of Spanish.
 - Telephone calls made by Parent Coordinator to reach out to parents to have them sign up to an SES provider.

**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 Roxan Marks	District 07	Borough Bronx	School Number 031
School Name William Lloyd Garrison			

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

Principal Liza Diaz	Assistant Principal Katina Yesnick
Coach type here	Coach type here
ESL Teacher Pilar Rivera	Guidance Counselor Yvette Davis
Teacher/Subject Area Lindsey Bininger, Math and Sci	Parent Danielle Poole
Teacher/Subject Area type here	Parent Coordinator Persida Rosa
Related Service Provider Karen Robinson	Other type here
Network Leader Roxan Marks	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
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			

D. School Demographics

Total number of students in school	646	Total Number of ELLs	80	ELLs as share of total student population (%)	12.38%
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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 enrollment, a trained pedagogue (certified ESL providers, Pilar River and Ivonne Padilla or Assistant Principal, Katina Yesnick) administers a Home Language Identification survey that is translated in the parents language, to determine what language the child reads at home. This process also includes an interview in the parent's home language, if the parent's home language is Spanish. If necessary, translation services are requested for those parent's whose language is other than Spanish.

Once the HLIS is completed and it is determined that a language other than English is spoken in a child's home, the certified ESL teacher administers a Language Assessment Battery-Revised (LAB-R) within ten days of enrollment. Students that score below proficiency on the LAB-R become eligible for state mandated services for ELLs.

Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance.

ELLs are evaluated annually using the New York State English as a Second Language Achievement. This test is administered to every ELL student in the spring. Coordination of the test is handled by the Bilingual Coordinator, Testing Coordinator and ESL teacher. The RLAT (ATS report) provides a list of students that eligible to take the NYSESLAT. In addition, the new admits that did not pass the LAB-R, also take the NYSESLAT during their first Spring in attendance. The RNMR (ATS report) provides the proficiency of each area tested (Listening and Speaking, Reading and Writing). Tests are administered by the Bilingual Coordinator (Katina Yesnick, Assistant Principal) along with the ESL teachers, Pilar Rivera and Ivonne Padilla. Both ESL providers attend the annual NYCDOE NYSESLAT testing meeting, during which they are provided with a calendar of testing, that indicates which components need to be tested during a specific time frame. Together, the Assistant Principal/Bilingual Coordinator, Katina Yesnick, meets with the two ESL providers to develop a schedule for testing to ensure that all students are tested in accordance with the NYCDOE timeframes. The Assistant Principal and ESL providers (Pilar Rivera and Ivonne Padilla) review the NYSESLAT test data in order to determine groups and student proficiency levels. Together, the ESL team analyzes the test data to determine student progress as well as areas of strength and areas of need.

2. Once the LAB-R is conducted, the parent is notified of their child's LAB-R results and their eligibility for ELL services. If the child is eligible for services they are notified within ten days of enrollment as to which programs are available at the school. If a student is eligible the parent receives an Entitlement Letter, Parent Survey and Program Selection Form, and Placement Letter. In addition, these parents also receive an invitation to attend the group parent orientation in order to watch the EPIC DVD and receive information about their options. During this orientation, the parent meets with the Bilingual Coordinator, Parent Coordinator and ESL provider, to discuss their three program options. Translated materials, DVD's, brochures and letters are available in the parent's native language. Translation services are also offered by the Translation and Interpretation Unit if necessary. Every effort is made to ensure that all new ELL parents attend the orientation. For those parents that do not attend the group orientation, the ESL provider call the home to speak with parent or in many cases they meet with the parent as they arrive in the morning or at dismissal. Should a new admit arrive after this

orientation is held, the Bilingual Coordinator or ESL teacher, conducts individual meetings with parents to provide them with information regarding program options. If a parent selects a program such as TBE or DL that is not offered in the building, and if that program becomes available, we would make every effort to contact that parent so that they can place their child in their desired program. The Bilingual Coordinator would work with the Parent Coordinator to reach these parents if a program becomes available.

3. The school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned before students are placed into a program. Letters are sent home with the student and another copy is mailed to the home. If the child does not return the form, parent outreach is made by the Bilingual Coordinator and Parent Coordinator. For those parents that do not attend the orientation, individual meetings are coordinated with parent and ESL coordinator. In the event a parent does not respond to outreach attempts, the parent is met by ESL provider or Assistant Principal during morning arrival or dismissal. In the event a parent cannot attend a meeting, phone conferences are held between Parent Coordinator, parent and ESL coordinator.

4. All consultation and communication activities with parents are conducted in the parents native language. The Bilingual Coordinator utilizes the parent related documents in the ELL Parent Information Case. Parents' choice, coupled with program availability, determines program placement for ELLs. Individual meetings and the group orientation provide the parent with information about parent choices.

5. The following is the trend in program choices that parents have requested:

- According to the Parent Survey and Program Selection forms, most parents prefer the ESL pull-out program.

Year	# of ESL Students	# of Students in TBE
2008-2009	71	27
2009-2010	65	23
2010-2011	92	15
2011-2012	80	0

Of the 4 new ELL students recently admitted to the school, 4 parents requested mono-lingual classes with ESL services. Most parents are selecting mono-lingual with ESL services rather than TBE.

6. Programs offered by the school are aligned with parent request. After the parent orientation, parents can move their child into a bilingual class, or opt out of bilingual instruction in favor of ESL services and a monolingual class. Should a parent request a TBE and we do not offer that class, they have the option to find a school that offers the TBE at that grade level. Fewer parents are selecting TBE and therefore we are offering fewer TBE classes. This year we have not received any requests for transfer based on this option. Therefore, there is an alignment between parent choice and parent offerings. As an increasing number of parents are selecting ESL services rather than TBE, we are working with current Bilingual certified teachers to become certified in ESL. Due to the decreasing number of parents requesting TBE, we have a greater demand for ESL certified teachers and the services they provide

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	79	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	16
SIFE	3	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	14

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	36	3		29			14			79
Total	36	3	0	29	0	0	14	0	0	79

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0

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
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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	8	2	4	5	15	12	14	7					69
Chinese		1												1
Russian														0
Bengali						1								1
Urdu														0
Arabic			1											1
Haitian														0
French	1								1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1				1	1	2						5
TOTAL	3	10	3	4	5	17	13	16	8	0	0	0	0	79

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?

A. Programming and Scheduling Information

1a. This year, PS/MS 31 offers push-in and pull out ESL classes.

1 b. ESL push in classes are organized by grade and class. Students are grouped by proficiency level. For most pull-out classes students are homogenous and grouped by grade and proficiency level. In some cases, groups are heterogenous and across two grade levels. This year, ESL push-in classes take place in the upper elementary and middle school grades (5-8)

2. Staff is organized in order to ensure that all students receive their mandated instructional time. All students receive the mandated number of instructional minutes based on their proficiency level as detailed by CR Part 154.

a. Time allotments are based on CR Part 154 Language requirements and are determined by student proficiency levels. Students that are at the Beginner and Intermediate levels of proficiency receive 8, 45 minute periods of ESL instruction for a total of 360 minutes of ESL instruction per week. Those students that are at an Advanced level of proficiency receive 4, 45 minute periods of ESL instruction for a total of 180 minutes per week.

Students in the ESL program receive instruction from a certified ESL teacher. Some ESL groups are currently serviced by our former TBE teacher, who is in the process of receiving New York State ESL certification. In the absence of the certified ESL teacher the Bilingual certified teacher is available to provide services. Students are provided with the mandated unit of study based on the LAB-R and NYSESLAT scores and as determined by CR Part 154. Beginner and Intermediate level students receive 360 minutes of ESL instruction per week. Advanced level students receive 180 minutes of ESL instruction. All students are fully accommodated at the school.

In order to ensure that ESL pull out students do not miss classroom instruction and in an effort to maximize English language acquisition for ELLs, the ESL teacher and classroom teacher work closely together to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. ESL teachers offer language development and support for content instruction in the native language when same language grouping is possible. Native language supports-such as using bilingual dictionaries, native language classroom libraries, technology enrichments in the native language and the buddy system are implemented within the ESL program.

3. The content areas are delivered in each program model in the following way:

- ESL students in the monolingual class receive content area instruction as well as ESL instruction in English. Materials include Success Maker, Milestones and On Our Way To English, and Treasure Chest which is directly aligned with classroom ELA instruction.

4. The school ensures that ELL's are appropriately evaluated in their native language.

5. Differentiated instruction for ELL groups:

a. We currently have five SIFE students. These students are all at the Beginner proficiency level. One Sife student receives pull-out ESL services. In addition he participates in our afterschool and Saturday ELL programs. The school has provided a laptop to this student so that he can access all technology based intervention programs. Four SIFE students are currently in our TBE class. These students also participate in our Afterschool and Saturday Title 3, ELL programs.

b. The following is the plan for ELLs in US schools less than three years (newcomers):

Newcomer ELLs- based on LAB-R students are placed in either the TBE or ESL programs and provided with appropriate instruction.

- o Instructional Plan- Successmaker- technology based
- o Milestones- Standards-based skills and strategies, research based literacy program –Components: diagnostic and placement assessment, integrated progress monitoring
- o Phonemic Awareness, phonics, fluency, reading comprehension (Focuses on 4 modalities of NYSESLAT)
- o Day program- small group pull-out program based on NYSESLAT proficiency levels (AIS)
- o After School- Title III- Supplemental ESL program
- o Liberty Learning, Binet Inc. and NYC Learning Academy

c. The following is the plan for ELLs receiving service 4 to 6 years.:

- Small group instruction in ESL during day school- AIS - ongoing data review to monitor progress using technology, 100 book challenge and Renzulli.

A. Programming and Scheduling Information

- After School and Saturday- Title III- Supplemental ESL program
- d. The following is the plan for Long-Term ELLs (completed 6 years):
 - Small group instruction by AIS providers in day school
 - After School- Title III- Supplemental ESL program
 - Saturday Academy
 - Summer Remediation program
- e. The following is the plan for ELLs identified as having special needs:
 - Serviced as per IEP with related services, SETTS/Speech
 - AIS day school program provides small group instruction
 - After School- Title III- Supplemental ESL program
 - ASPIRA
 - Champion- provides individual home tutoring
 - Saturday Academy
 - Summer Remediation

6. Content area material pertaining to each grade is modified for each child's instructional level. ELL students receive support in vocabulary instruction and context clues in order to develop their own strategies for reading comprehension. ESL teachers push in to the classroom in order to support the student with grade level material, offering support in vocabulary instruction, grammar and writing. Classroom teachers have provided English-spanish glossaries and in some cases parents have received a Spanish Edition of content area material in order to assist their child at home.

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)		
100%	inside the classroom, the classroom teacher, rather than place the students in a more restrictive, pull-out class. When pushing into a classroom, the teacher is able to support the student with curriculum material, offering ESL strategies in order for the students to achieve independence when working with grade level content. The ESL teacher's schedule was based around the student's schedules and needs.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
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; include ELL materials used in the classroom)?

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 program for ELLs in ELA, math and other content areas:

- Based on analysis of NYSESLAT, there was a great need for small group instruction in the modality of writing.
- o Day school services focus on interventions for this target population.
- o Math- AIS- Students targeted for remediation in Math participate in Math AIS using ESL methodologies.
- o Extended morning program

9. The following is the plan for continuing transitional support (2 years) for ELLs reaching proficiency on NYSESLAT:

- Intensive ESL instruction in the Pull-Out program- Milestones is used with a focus on writing
- Classroom teachers have been given information on ESL strategies to better address the needs of the ELL population in the monolingual classrooms.

Former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT.

10. The following are the new programs or improvements will be considered for the upcoming school year:

- Use of Success Maker in September 2010 (This year the program was introduced in Feb. 2010)
- Increase the number of ELL students participating in after school programs (i.e. Liberty Learning, Binet Inc., NYC Learning Academy, OST, ASPIRA), Saturday Academy, 100 Book Challenge, Renzulli. Digital learning tools/software such as Planet Turtle designed specifically for ELL students.

11. There is no need to discontinue our programs/services for ELLs. Students are making progress with those programs in place.

12. a. ELLs are afforded equal access to all day school programs (i.e. AIS). Informational material is sent home to parents in their home language. In addition, we also have a phone system which calls parents in their native language to inform them of afterschool, SES, or Saturday school programs. The percentage of ELLs participating in extracurricular activities is relative to the number of ELL students in our overall school population.

b. After school programs include: Global Learning, UFT Voyager, ASPIRA and Urban Dove/Hi Risers. Supplemental programs include Title III. Afterschool schedules are thoughtfully developed in order to ensure students can participate in all programs. Therefore, every measure is taken to avoid conflicts in schedules which would impede ELL students from being in able to participate in only one program. For example, Title III program taking place on Saturday since most ELL students had already committed to an SES program that takes place during the week. Every effort is made to ensure that parents receive afterschool information in their native language. Posters around the building advertising services available reflect multiple languages.

These programs are CBO's that provide a combination of academic support, homework assistance and sports and arts activities. Global Learning provides students with a technology, web based reading program that they can utilize both in the school and at home. These programs are three hours in length, five days a week. Supplemental Education Services programs include Global Learning, A1 Academic Tutors., and UFT Voyager. ELL students are offered approximately 50 hours of these small SES services. In addition, a four hour Title III program is held on Saturdays. Beginning in March, the program will also be available on two days during the week.

13. The following instructional materials, including technology are used to support ELLs:

- Success Maker

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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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 program for ELLs in ELA, math and other content areas:

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- Everyday Mathematics- textbooks, workbooks, assessments, manipulatives

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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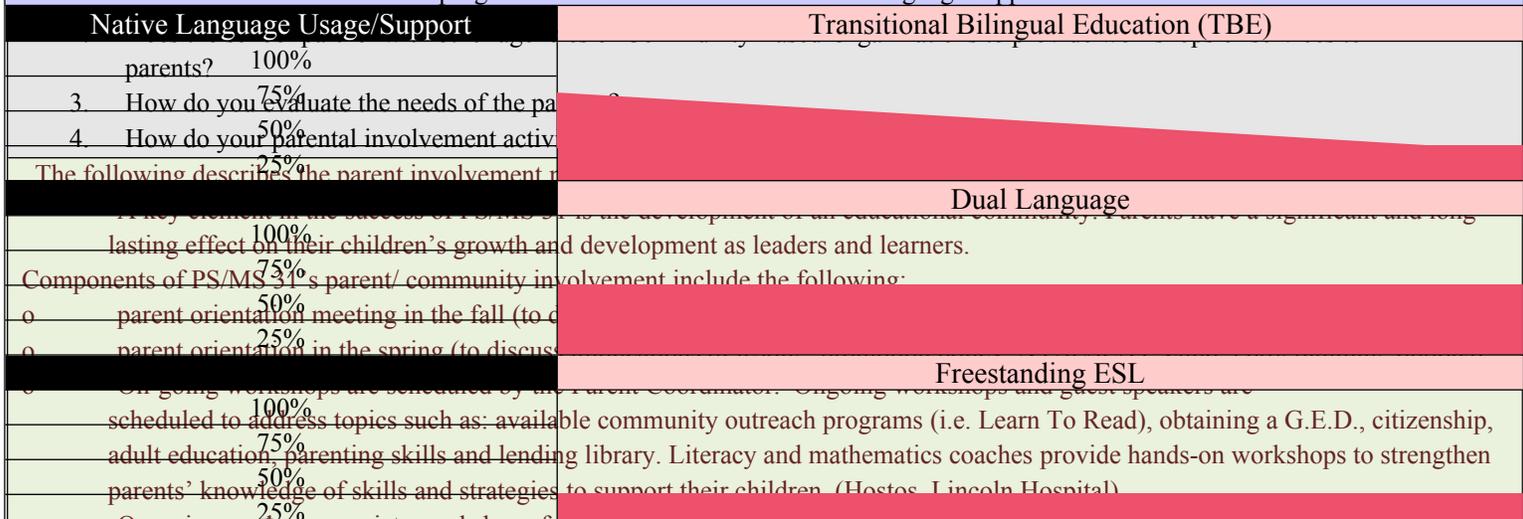
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ESL providers and the Assistant Principal, maintain records of PD sessions they have attended.

Native Language Usage and Supports

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



E. Parental Involvement

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

. The following describes the parent involvement policy which includes parents of ELLs:

- A key element in the success of PS/MS 31 is the development of an educational community. Parents have a significant and long-lasting effect on their children's growth and development as leaders and learners.
- Components of PS/MS 31's parent/ community involvement include the following:
- o parent orientation meeting in the fall (to discuss newly enrolled ELLs, instructional programs, assessments)
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Paste response to questions 1-5 here

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.

1. The following tools are being used to assess early literacy skills of ELLs:

- ECLAS-2 (Kindergarten, First, Second and Third grades
- * Independent Reading Level Assessment (IRLA) Grades 2-8
- TCRWP Running Records using Fountas and Pinnell levels
- *

• This information is helpful to:

- Assess individual strengths and weaknesses
- Redirect individual and small group instruction
- Set short term and long term goals
- Track progress and mastery
- Remediate/reteach if necessary

2. Data patterns across proficiency levels on NYSESLAT reveal: (See chart below)

Grade	Listening/Speaking	Reading/Writing	Need/Needs
1	75%-Advanced	75%-Beginner	Increase proficiency levels in reading and writing
2	42% Advanced	56%-Advanced	Increase proficiency levels in both modalities
3	50%- Advanced 50%-Proficient	72%-Intermediate	Increase proficiency in Reading/Writing
4	45%-Advanced 50%-Proficient	70%-Advanced	Increase proficiency levels in both modalities
5	94%-Proficient	72%-Advanced	Increase proficiency in reading and writing
6	40%-Advanced 50% -Proficient	40%-Intermediate	
		50%-Advanced	Increase proficiency levels in both modalities
7	75%-Advanced 25%-Proficient	25%-Intermediate	
		75%-Advanced	Increase proficiency levels in both modalities
8	33%-Advanced 66%-Proficient	33%-Intermediate	
		66%-Advanced	Increase proficiency levels in both modalities

3. Patterns help to see areas where there is a need to redirect instruction for individual students as well as small groups and the whole class

- There may be a need to order different programs for specific grades to increase skills in particular modalities (research-based

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

D. Professional Development and Support for School Staff

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	6	2	1	0	1	0	1	0					14
Intermediate(I)	0	0	1	1	1	2	3	5	2					15
Advanced (A)	0	4	0	2	4	13	11	10	6					50
Total	3	10	3	4	5	16	14	16	8	0	0	0	0	79

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	3	2	0	0	0	0	0	0	0				
	I	0	1	2	0	0	1	0	1	0				
	A	0	5	0	2	3	2	6	6	0				
	P	0	2	1	2	2	14	7	8	8				
READING/ WRITING	B	3	6	2	1	0	1	0	1	0				
	I	0	0	1	1	1	3	3	5	2				
	A	0	4	0	2	4	13	10	8	6				
	P	0	0	0	0	0	0	1	2	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	4	0	0	5
4	4	9	3	0	16
5	2	10	1	0	13
6	10	6	0	0	16
7	0	8	0	0	8
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			2	2	1				5
4	2		4	5	4	2			17

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2		8		3				13
6	4		11		1				16
7	1		7						8
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	2		3	5	4		2		16
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)		4	6	0				
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.

1. The following tools are being used to assess early literacy skills of ELLs:

- o ECLAS-2 (Kindergarten, First, Second and Third grades
- * Independent Reading Level Assessment (IRLA) Grades 2-8
- o TCRWP Running Records using Fountas and Pinnell levels
- *

• This information is helpful to:

- o Assess individual strengths and weaknesses
- o Redirect individual and small group instruction
- o Set short term and long term goals
- o Track progress and mastery
- o Remediate/reteach if necessary

2. Data patterns across proficiency levels on NYSESLAT reveal: (See chart below)

Grade	Listening/Speaking	Reading/Writing Need/Needs
1	75%-Advanced	75%-Beginner Increase proficiency levels in reading and writing
2	42% Advanced	56%-Advanced Increase proficiency levels in both modalities
3	50%- Advanced 50%-Proficient	72%-Intermediate Increase proficiency in Reading/Writing
4	45%-Advanced 50%-Proficient	70%-Advanced Increase proficiency levels in both modalities
5	94%-Proficient	72%-Advanced Increase proficiency in reading and writing
6	40%-Advanced 50% -Proficient	40%-Intermediate 50%-Advanced Increase proficiency levels in both modalities
7	75%-Advanced 25%-Proficient	25%-Intermediate 75%-Advanced Increase proficiency levels in both modalities
8	33%-Advanced 66%-Proficient	33%-Intermediate 66%-Advanced Increase proficiency levels in both modalities

3. Patterns help to see areas where there is a need to redirect instruction for individual students as well as small groups and the whole class

- There may be a need to order different programs for specific grades to increase skills in particular modalities (research-based

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: _____		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: 07x031 **School Name:** William Lloyd Garrison PS/MS 31

Cluster: _____ **Network:** 401

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.

- Home Language Surveys (completed within 30 days of a student's enrollment)
- Initial visits to school (Parent Coordinator, Family Workers, Assistant Principals) assist in the identification of written translation and oral translation needs.
- Interpreters and document translations are provided to parents based upon need/ request.

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.

- Since 69.8% of the students are Hispanic or Latino, there is a need to translate all written communications sent home to parents into Spanish.
- The school's written and oral interpretation needs (English-Spanish) are shared with parents and community through translated newsletters in parents' native language.

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.

- Translation services are provided in-house by school staff.
- Timely provision of translated documents to parents is ensured through the services of the school's staff-teachers, Family Workers.

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

- Oral translation services are provided by teachers and other staff as needed and upon parent request.
- Oral translation services are provided at Parent Teacher Conferences, class meetings, SBST Meetings, and meetings with Family Workers , ESL teachers, AIS providers, Family Worker and the school staff-teachers.

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>.

- Parents will be provided translation services as per Bill of Parent Rights and Responsibilities.
- Within 30 days of a student's enrollment, parents will complete the Home Survey upon which time the primary parent language will be noted.
- Translation services by in-house staff will be available at group/one-to-one meetings, as well as by telephone.

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: William LLOYD Garrison	DBN: 07x031
Cluster Leader:	Network Leader: Roxan Marks
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 30 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 type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

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: Direct instruction will take place during a Saturday Academy, as well as an after school program beginning in March 2012. The program will serve 30 students who range from Beginner to Advanced levels based on NYSESLAT results. Students from grades 3,4,and5 will be invited to participate in the program.

The Saturday Program is scheduled for 14 sessions. The program will begin at 8:30 a.m. and end at 12:30 p.m. The first session will take place on October 15th and continue every Saturday until February 11, 2012. It includes a breakfast and lunch to be served at the school. Students will have 3 hours of direct instruction. All students participating in this year's Saturday Academy speak Spanish. The program will be taught by one certified ESL teacher.. They will use a variety of resources which include but are not limited to , Treasures Chest ELL program (aligned with ELA program), Successmaker (digital program), Dimension U (online digital Math), and Kidbiz (Achieve3000). All programs address the needs of english language learners and provide multiple modalities for learning.

14 sessions, 3 hours each session = 42 hours x 50.06 = \$2,102.52 (teacher)

14 sessions, 4 hours each session = 56 hours x \$52.30= \$2,928.80 (supervisory)

Following the Febraury break, students will return to school and begin an afterschool ESL program on Tuesdays and Thursdays, beginning February 27th and ending on the last Thursday before Spring Break, for a total of 12 sessions, each session starting at 3:15 p.m. and ending at 5:15 p.m.. Total number of hours: 24 instructional hours. The program will use the same material as the Saturday program and will be taught by one of the two ESL teachers listed above (P. Rivera or I. Padilla) This program will serve between 15-20 students.

12 sessions, x 2 = 24 hours x 50.06= \$1201.44 (teacher)

12 sessions x 3= 36 hours x 52.30 = \$1882.82 (supervisory)

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

Part C: Professional Development

Begin description here: Teachers for Title III programs/ESL teachers, Pilar Rivera and Ivonne Padill, will receive professional development, provided by Successmaker, in order to assist with implementation of the Successmaker program. Teachers will participate in two half day sessions, 8:30 a.m.-12:30 p.m. on October 11th and December 12, 2011. The PD will cover topics such as analyzing data, and developing programs based on the needs of the ELL students. This professional development will ensure successful implementation of the Successmaker program. In addition, teachers will participate in two sessions of PD for Kidbiz (Achieve 3000). The sessions are scheduled for December 19, 2011 and January 5, 2012. Both sessions will begin at 8:30 a.m. and end at 1:00 p.m.

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:

Teachers Parent engagement activities are schedule throughout the school year. ESL teachers, Parent Coordinator Persida Rosa , PTA members and Assistant Principal, Katina Yesnick, meet frequently in an effort to coordinate activites/workshops for parents. Activities include informative parent workshops pertaining to State exams as well as informative workshops about ARIS/Acuity, Successmaker that assist parents in obtaining test info and data about their child's literacy progress and language development.

Part E: Budget

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

Allocation Amount: \$0

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 		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		