



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL 32X, THE BELMONT SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X032

PRINCIPAL: ADALIA ROSAMILIA

EMAIL: AROSAMI@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Adalia Rosamilia	*Principal or Designee	Yes
Gerard Power	*UFT Chapter Leader or Designee	Yes
Alaira Ashford	*PA/PTA President or Designated Co-President	Yes
	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	
Jenny Torres	Member/Parent (PA VP)	Yes
Iris Elmore	Member/Parent (PA Treasure)	Yes
Julie Demera	Member/Parent	Yes
Pamela Sellers	Member/Parent	Yes
Doreen Elridge	Member/Parent	Yes
Denise Polonio	Member/Parent	Yes
Sjatinia Santiago	Member/Parent	Yes
Zeida Lopez	Member/Parent	Yes
Lisa Barberi	Member/Administrator	Yes

Rebecca Lew	Member/Administrator	Yes
Isabel Vinhas	Member/Teacher	Yes
Elisabete Fernandes	Member/Teacher	Yes
Arielle Landeck	Member/Teacher	Yes
Helene Sorkin	Member/Teacher	Yes
Kerry Vigilo	Member/Teacher	Yes

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2012, fourth and fifth grade students will demonstrate a 10% increase in obtaining one years progress as measured on the NYS ELA assessment demonstrated in student progress on the School Progress Report by improving teacher effectiveness through closely monitoring teacher practice and growth while providing feedback and developing an understanding of instructional quality.

Comprehensive needs assessment

- The School Progress Report for the 2010-2011 school year reflected a 10.6 out of 60 in student progress. Although we received an A (14.2 out of 25) in student performance, students in grades 4 and 5 did not make a minimum one years progress, measured from how much individual students improve on the state ELA assessment between 2010 and 2011, compared to other students at the same level. In addition to state examination data, formative assessment data during the 2010-2011 school year, including the Predictive Interim assessment and state in-house simulation data, demonstrated growth however raised concerns regarding student's ability to demonstrate a years progress given the complexity of text, questioning, and stamina needed. Students also faced challenges completing assessments during the time given.

Targeted Areas of the Instructional Program

- Closely monitoring students performing at and above grade-level (level 3 and level 4 students) in order to provide quality classroom instruction, programs, and enrichment activities in order to sustain or exceed one years progress.
- Teacher knowledge of student subgroups, including students in multiple subgroups, organizing formative/classroom assessments accordingly while being able to discuss and provide evidence regarding: How are my ELL's progressing compared to the rest of my class? Student's with IEP's? Male Latinos and Male Black/African Americans?
- Cut-scores are established that identify students who are performing at benchmark, at-risk and seriously at-risk levels.
- Student goals are developed based on current data sources in each content area (reading, writing, mathematics, social studies, and science). Each student has long and short-term goals with set benchmarks along the way. Skills students need to focus on in order to meet content area goals are communicated via feedback, verbally and in writing. Teachers monitor student progress closely and adjust programs, interventions, units, and lessons accordingly.

Instructional strategies/activities

- Administrators will conduct informal and formal observations for each teacher using strategically selected Domains/Components of the Danielson rubric to provide meaningful feedback.
- Each teacher will meet with administration to identify individual teacher goals aligned to student, grade-level, and school goals.
- Each teacher will engage in conversations around their practice and learning assessing their effectiveness at three cycles, a baseline, mid-year and end-of-year feedback session.
- As an ongoing form of assessing teacher effectiveness, Teacher Team will meet weekly (every Thursday for 50-minutes) providing opportunities for reflection and feedback.

- Emphasis on reader’s workshop, specifically guided reading and small group instruction, and deepening students comprehension skills while increasing reading levels. Our Core Inquiry Team and Grade-Level Inquiry Teams focus on incorporating Common Core aligned tasks into reader’s workshop. Targeting all students in need of support for making one years progress.

Focus Guiding Questions:

- What are we asking of our students during reader’s workshop?
- What expectations do we place on ourselves during reader’s workshop?
- How do we differentiate our tasks?
 - How do we build on students learning through read alouds, guided reading, shared reading, independent reading, and conferences?
 - How do we use each component to strengthen student’s knowledge and reading levels?

How do we begin with one task...slowly build on that task...and gradually build on sophistication and text complexity?

Teacher teams will collaboratively generate tasks built on sequence, which are reflected in units of study. Teachers will notice the progression of a task with the same concepts embedded, raising the complexity as they move forward. The importance of the “process” and what students are thinking will drive reflection and conversations.

- Each teacher will meet with administration to identify teacher specific goals for the 2011-2012 school year reviewed three times per year.
- Instructional coaches will engage in professional conversations and professional development supported by the Network’s Teacher Center initiative, LCI, Teacher’s College, and other Network learning opportunities, which will allow them to better support their teachers in clarifying expectations and implementing quality instruction.
- Instructional coaches and administrators will engage in network professional development opportunities focusing on teacher effectiveness, the Danielson Framework, and shared expectations around looking at student work and implementation of the CCLS.
- The Principal will participate in the Network Study Group, which will focus on “staging and phasing” the Danielson work in Network schools.
- Classroom teachers attend Teacher’s College, grade-appropriate, workshops depending on areas of need and interest. Learning is then shared during PLC’s and Teacher Team meetings.
- Administration follows a formal and informal observation protocol, which clarifies expectations, incorporates teacher effectiveness, and addresses individually identified teacher goals.
- Instructional Coaches, Lead Teachers, and administrators will conduct professional learning activities designed to develop a clear and shared understanding of what effective teaching looks and sounds like in specific areas of focus.
- Instructional Coaches, Lead Teachers, and administrators will build on teacher practice observed in classrooms, and engage in reflective conversations during PLC’s, Teacher Team meetings, Calendar Days, Learning Walks, and peer feedback sessions.
- Teacher teams have 4 common preparation periods a week. 1 of the 4 allows teachers to meet for 3 consecutive periods. Teachers meet regularly to review data, plan, revise units and daily plans, and share ideas.

Scheduled Calendar Days allow teachers to:

- Look at student work.
- Revise units, including assessments, depending on recent data.
- Discuss and revise student and grade-level goals.
- Develop tasks aligned to Common Core Standards.

Calendar Days are scheduled in cycles for each grade level. This does not interfere or take time away from regularly scheduled PLC, common planning, or Teacher Team meetings.

- Each teacher will meet with administration to identify teacher specific goals for the 2011-2012 school year reviewed three times per year. Individual teachers and teacher teams will monitor and practice analyzing student data by sub-groups.

Strategies to increase parental involvement

- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, student goals, assessment data, 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.
- 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.
- 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.
- Translate all critical school documents and provide interpretation during meetings and events as needed.
- 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.
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents.
- 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 and school website designed to keep parents informed about school activities and student progress.
- Providing school planners/notebooks for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

Strategies for attracting Highly Qualified Teachers (HQT)

- A focus on teacher growth and support attracts highly qualified teachers through the numerous learning opportunities, collaborative planning, and strong teamwork and development, which provides a nurturing adult learning environment. Instructional coaches, administrators, and lead teachers will engage in professional conversations and professional development supported by the Network's Teacher Center initiative, LCI, Teacher's College, and other Network learning opportunities, which will allow them to better support their teachers in clarifying expectations and implementing quality instruction.
- Classroom teachers attend Teacher's College, grade-appropriate, workshops depending on areas of need and interest. Learning is then shared during PLC's and Teacher Team meetings.
- Administration follows a formal and informal observation protocol, which clarifies expectations, incorporates teacher effectiveness, and addresses individually identified teacher goals. On-going support and feedback allows teachers to grow in a non-threatening learning community.
- Instructional Coaches, Lead Teachers, and administrators will conduct professional learning activities designed to develop a clear and shared understanding of what effective teaching looks and sounds like in specific areas of focus.

Service and program coordination

EDVPP: Extended Day Violence Prevention Program Grant

All activities funded by EDVPP occur during and after-school. Students are targeted based on performance levels, interests, and needs. Ongoing communication and planning between teachers and consultants allow for support of units of study and daily lessons. Skills and strategies targeted are those most in need, for example, main idea, citing evidence from text to back up thinking and/or main idea, vocabulary/word choice, inferring, understanding and analyzing characters. Programs also support social studies units through developing and building on student's prior knowledge and content area vocabulary and concepts. These skills, strategies, and content are enhanced through:

- Mosaic Art
- Dance
- Martial Arts
- Leadership
- Building Community

Materials/Resources

Elmo: Teachers ability to demonstrate student's work/reflections during the course of a lesson.

Texts/Literature: Book Club books, Library books/resources aligned with Common Core Standards, and other texts/literature in support of reader's workshop, specifically leveled guided reading texts.

Fordham Tremont Mental Health

Provides social/emotional support to students and their families. Therapists work collaboratively with the school community and provide 1:1 and small group counseling based on needs. Support occurs both within the school community during the school day in addition to outside support at their facility.

Breakfast in the Classroom

All students in grades 3, 4 and 5 participate in the breakfast in the classroom program. The program has increased the number of students who eat a healthy breakfast and in turn are better prepared for a successful learning day.

Budget and resources alignment

Human Resources

- Administrators
- Instructional Coaches
- Lead Teachers
- Classroom Teachers
- Teacher Mentor

Conceptually Consolidated: Yes

- Title 1
- Title 1 (1% Parent Involvement)
- FSF
- Title III
- School Supplement

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2012, students will demonstrate a 3% increase in student performance on the NYS Mathematics assessment demonstrated in Student Performance on the School Progress Report by engaging students in mathematical tasks that have multiple entry points for all learners and which are embedded in a rigorous curriculum unit aligned to the Common Core Standards.

Comprehensive needs assessment

- The School Progress Report for the 2010-2011 school year reflected an A in student performance however only received 14.2 out of 25, a decrease from 2009-2010 in which the school community received 16.9 out of 25.
- According to the School Progress Report students performing at levels 3 and 4 decreased 17.2% from 2010 to 2011 as demonstrated on the NYS Mathematics assessment. 63.3% of students performed at level 3 and 4 in 2011 compared to 80.5% of students in 2010.

Instructional strategies/activities

- The Common Core aligned tasks will incorporate rigorous student work. The student work will then be assessed to plan for future instruction.
- In mathematics, the units of study will continue to align to Common Core Standards. Students will be engaged in rigorous tasks that require them to build and explore the reasoning behind their mathematical thinking and process in order to arrive at a solution. The tasks will focus on domain areas that reflect the greatest needs according to grade-level data and goals.
- Teacher teams have 4 common preparation periods a week. 1 of the 4 allows teachers to meet for 3 consecutive periods. Teachers meet regularly to review data, plan, revise units and daily plans, and share ideas.

- Two Lead Teacher teams are established: The *Literacy and Social Studies* Lead Teacher team and the *Math and Science* Lead Teacher team. Each team will meet two times a month (Mondays) for 1-2 periods. Learning and work generated will be shared and guide the work of Thursday Teacher Team meetings. This will be our shared Inquiry process.
- Teacher teams will collaboratively generate tasks built on sequence, which are reflected in units of study. Teachers will notice the progression of a task with the same concepts embedded, raising the complexity as they move forward. The importance of the “process” and what students are thinking will drive reflection and conversations.
- Instructional coaches, administrators, and chosen Lead Teachers, from both teams, will participate in Network sponsored professional development designed to support the creating of tasks aligned with the Common Core Standards.
- Instructional coaches, administrators, and Lead Teachers will plan for professional development with grade-level Teacher Teams supporting the acquisition of skills and knowledge related to creating and implementing the described tasks and assessments.
- Ongoing visits and collaboration with the Network Instructional CCLS Coach will facilitate and guide school-wide next steps and provide multiple resources depending on needs. (For example, protocols for looking at student work, depth of knowledge resources, sample task bundles.)
- Instructional coaches and administrators will support teachers on implementing the aligned tasks with their class by modeling, co-teaching, observing, and providing the teacher with feedback.
- Teacher Team meetings, PLC’s, common planning periods, and Calendar Days will support the creation, implementation, and collaborative understanding of these tasks.
- Administrators, partners and facilitators of the work, will allow for quality control in the creation and implementation of task bundles.
- Revision of units of study and daily lessons will be evident and confirmed by administrators and instructional coaches.

Scheduled Calendar Days allow teachers to:

- Discuss and analyze student work and plan accordingly
- Participate in Learning Walks and Labsites
- Revise units, including assessments, depending on recent data
- Discuss and revise student and grade-level goals
- Develop tasks aligned to Common Core Standards.

Calendar Days are scheduled in cycles for each grade level. This does not interfere or take time away from regularly scheduled PLC, common planning, or Teacher Team meetings.

- Individual teachers and teacher teams will monitor and practice analyzing student data by sub-groups.
- During baseline, mid-year and end-year performance conversations, teachers, coaches, and supervisors will discuss how tasks have impacted teacher/student goals and progress.

Strategies to increase parental involvement

- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, student goals, assessment data, 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.
- Support school-level committees that include parents who are members of the School Leadership Team, and the Parent Association (or Parent-Teacher Association). This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- 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.
- Translate all critical school documents and provide interpretation during meetings and events as needed.
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- Encouraging meaningful parent participation on School Leadership Teams and Parent Association (or Parent-Teacher Association).
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents.
- 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 and school website designed to keep parents informed about school activities and student progress.
- Providing school planners/notebooks for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

Strategies for attracting Highly Qualified Teachers (HQT)

- A focus on teacher growth and support attracts highly qualified teachers through the numerous learning opportunities, collaborative planning, and strong teamwork and development, which provides a nurturing adult learning environment. Instructional coaches, administrators, and lead teachers will engage in professional conversations and professional development supported by the Network's Teacher Center initiative, LCI, Teacher's College, and other Network learning opportunities, which will allow them to better support their teachers in clarifying expectations and implementing quality instruction.
- Classroom teachers attend Teacher's College, grade-appropriate, workshops depending on areas of need and interest. Learning is then shared during PLC's and Teacher Team meetings.
- Administration follows a formal and informal observation protocol, which clarifies expectations, incorporates teacher effectiveness, and addresses individually identified teacher goals. On-going support and feedback allows teachers to grow in a non-threatening learning community.
- Instructional Coaches, Lead Teachers, and administrators will conduct professional learning activities designed to develop a clear and shared understanding of

what effective teaching looks and sounds like in specific areas of focus.

- Teachers engage in the collaborative development, implementation, and analyze student work reflecting the Common Core aligned tasks. The Common Core aligned tasks incorporate more rigorous student work. The student work is assessed to plan for future instruction. In mathematics, the tasks will be aligned to selected common core mathematics standards, depending on grade-level data and goals. Lead Teachers and teams will identify these standard(s) per grade-level.

Service and program coordination

EDVPP: Extended Day Violence Prevention Program Grant

All activities funded by EDVPP occur during and after-school. Students are targeted based on performance levels, interests, and needs. Ongoing communication and planning between teachers and consultants allow for support of units of study and daily lessons. Skills and strategies targeted are those most in need, for example, main idea, citing evidence from text to back up thinking and/or main idea, vocabulary/word choice, inferring, understanding and analyzing characters. Programs also support social studies units through developing and building on student's prior knowledge and content area vocabulary and concepts. These skills, strategies, and content are enhanced through:

- Mosaic Art
- Dance
- Pottery
- Martial Arts
- Percussion
- Building Community, Conflict Resolution

Materials/Resources

Elmo: Teachers ability to demonstrate student's work/reflections during the course of a lesson.

Fordham Tremont Mental Health

Provides social/emotional support to students and their families. Therapists work collaboratively with the school community and provide 1:1 and small group counseling based on needs. Support occurs both within the school community during the school day in addition to outside support at their facility.

Breakfast in the Classroom

All students in grades 3, 4 and 5 participate in the breakfast in the classroom program. The program has increased the number of students who eat a healthy breakfast and in turn are better prepared for a successful learning day.

Budget and resources alignment

- Administrators
- Instructional Coaches
- Lead Teachers
- Classroom Teachers
- Teacher Mentor

Conceptually Consolidated: Yes

- Title 1
- Title 1 (1% Parent Involvement)

- FSF
- Title III
- School Supplement

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012, there will be 2% less initial referral rate to special education by deepening the work of the Response to Intervention (RTI) Team by creating shared team goals, objectives, policies, and procedures that support teacher practice and student progress while ensuring interventions and programs are strategically meeting all students needs.

Comprehensive needs assessment

High initial referral rate during the 2010-2011 school year leading to an increase in initial evaluations and students with IEP's.

Student's progress will be tracked for a determined amount of time. Duration of intervention/program/strategy(s) will depend on student's needs, and progress or lack of. The ongoing collection of data from each designated team member will allow for progress monitoring and change in intervention if needed. The classroom teacher will also continue with ongoing assessments. Data is shared during a scheduled re-visit of the student, which is reflected in the RTI calendar. Successful strategies are shared and applied to other at-risk students if appropriate.

Create and build upon a "Toolbox" of resources and strategies for students, parents, and teachers to be used daily. Integration of resources and strategies into daily routines and lesson plans. Some of these resources will translated and be made available in Spanish for families.

Consistent documentation of the RTI process (stated below).

Instructional strategies/activities

- Use of more effective Tier 1 and Tier 2 interventions and strategies in order to see increased student success and a lower initial special education referral rate.
- Increase classroom teacher knowledge through developing more effective teaching and management practices in order for students to become more successful in the classroom setting with minimal support services.
- Create a toolbox of resources and strategies for students, parents, and staff members to use daily.
- Increase parent involvement throughout the process to build awareness and provide a variety of resources, which can be used in the home.
- Network/DOE RTI training and conferences turn-keyed by RTI leadership and implementation of new ideas & information.

RTI Meeting

- RTI Team meets every Thursday beginning at 9:00 AM for two consecutive periods (90 minutes). Team members have been assigned roles and responsibilities based on positions, strengths, and interests. Clear expectations and team norms have been collaboratively developed and defined for all team members. Agenda's are based on the RTI calendar and previous meeting items which are reflected in meeting minutes. Meeting minutes consist of details of

conversations around targeted students, including notes from a teacher(s) presentation of a student(s), next steps, and action plan. The teacher presentation consists of sharing student data (strengths, needs, interests), current work, patterns in work habits and behaviors, and social/emotional information. The team also brings data to the table in preparation for the meeting (attendance/lateness, student history, observations made in the classroom setting, etc.). Team members come prepared with data and assigned tasks related to the student in order to maximize the time of the team.

Role of the Classroom Teacher

- Prior to a classroom teacher submitting a Student Presentation Request, there needs to be evidence of a variety of Tier I strategies attempted in the classroom. Teachers are supported by their teacher teams, administrators, and instructional coaches. If the teacher and student continue to struggle the teacher is assigned a date and time to present a child. The team has knowledge of who is being presented before hand so there is time to collect a variety of data and observe the child in different school settings. During the meeting, the classroom teacher and team paints a picture of the child providing evidence of academic, emotional, and/or social growth or lack of. If applicable a School-Based Anecdotal Form is also shared consisting of detailed student behaviors, teacher behaviors, frequency of occurrences, and patterns/trends in behaviors.

Current and/or Previous Interventions and Strategies

- The team discusses and shares: What interventions have the student received? What steps have already been taken? What strategies have been attempted? How does the teacher differentiate? Account for strengths, learning style, and interests? What has been most successful? Student strengths? What has proven to show the most growth? Where is the student mostly struggling? What does the student data and work tell us about the student and their work habits?
- The RTI School Plan outlines all academic and social/emotional interventions, programs, supports, preventive services, offered as a school community. The plan also includes strategies however we are building upon a "Toolbox" for students, parents, and teachers.

Student Action Plan: Student Interventions, Programs, and Instructional/Behavioral Strategies

- Each team member, being experts in their field, provide support to both teacher and student by sharing ideas for different Tier I, Tier II, and Tier III interventions and strategies. After learning about the student from multiple sources of data and having knowledge of previous/existing interventions, a plan is put into place. Depending on students needs, students receive new strategies at the classroom level and at-risk services provided by one or more team member. Other school resources are also used for example, mainstreaming, AIS, chorus, the arts, and/or keyboarding. Each staff member is responsible for tracking student's progress to determine if the intervention, strategy, and/or program is appropriate and working. The student is revisited to determine the next course of action.

Strategies to increase parental involvement

- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, student goals, assessment data, 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.
- 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.
- 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.

- Translate all critical school documents and provide interpretation during meetings and events as needed.
- 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.
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents.

Strategies for attracting Highly Qualified Teachers (HQT)

- **Teacher support and collaboration:** Teachers are supported and part of an important process regarding students that present academic, social/emotional, health, and other challenges. The process is attractive because there is a shared responsibility for all students in the school community and teachers have the support necessary to ensure all students become successful.
- **RTI School Plan (shared with the school community):** Team guiding questions and goals, team members roles and responsibilities, targeted students, team operations, expectations of both team members and classroom teachers, programs and interventions (academic & social/emotional), community role and involvement, additional items/notes.
- **Teacher Request Form:** Begins the RTI process in support of highly qualified teachers. Consists of student data and information, Tier I and Tier II strategies/programs already attempted and/or currently in progress, student data (strengths/needs), student goals.

Service and program coordination

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- Mosaic Art
- Dance
- Martial Arts
- Leadership
- Building Community

Materials/Resources

Elmo: Teachers ability to demonstrate student's work/reflections during the course of a lesson.

Texts/Literature: Book Club books, Library books/resources aligned with Common Core Standards, and other texts/literature in support of reader's workshop, specifically leveled guided reading texts.

Fordham Tremont Mental Health

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Breakfast in the Classroom

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Budget and resources alignment**Human Resources**

RTI Leadership: Principal, assistant principal, school psychologist, social worker, guidance counselor, and instructional coach.

RTI Team Members: Principal, assistant principal, instructional coach (2), guidance counselor, social worker (2), psychologist, bilingual speech teacher, speech teacher, SETSS bilingual, SETSS, parent coordinator, AIS teacher, classroom teacher, parent(s), mental health provider (if applicable). Roles and responsibilities are defined in the RTI School Plan

Budget Sources**Conceptually Consolidated: Yes**

- Title 1
- Title 1 (1% Parent Involvement)
- FSF
- Title III
- School Supplement

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	44	25	N/A	N/A	9	0		3
1	37	30	N/A	N/A	5	0		5
2	35	25	N/A	N/A	8	0	4	3
3	40	30	N/A	N/A		0	14	2
4	35	35	15	10		0	20	13
5	25	35	8	14		0	11	12
6	<p>Note: Numbers do not include all 1st and 2nd grade students that receive additional small group instruction during extended-day program, Tuesdays and Wednesdays for 50-minute block of time. All 1st and 2nd grade students receive this instruction. In grades 3, 4 and 5 selected students receive the same instruction, approximately 110 students per each upper grade.</p>							
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Guided Reading/Strategy Groups: Use of appropriate leveled texts, teacher created guiding questions and activities, encourages student analyzing and conversations around text. Provided in addition to classroom instruction, small group, targets students needs.</p> <p>Foundations: Increases phonological/phonemic awareness, phonics and spelling, focuses on sequence skills, print knowledge, alphabet awareness, phonological, phonemic awareness, decoding, fluency, vocabulary, and spelling. Critical thinking, speaking, and listening skills are also addressed through text activities. (Small group instruction)</p> <p>Sounds in Motion: Targets early literacy improving skills in: listening, phonemic awareness, articulation, discrimination of speech sounds, auditory processing, and vocabulary development through movement. (Small group instruction)</p> <p>Avenues: Used to address all four modalities (speaking, listening, reading and writing). This program uses culturally relevant materials, relates to all content areas, and integrates thematic units of study. It emphasizes a multi-sensory approach through songs, stories, poems, rhymes as well as photographs. The program also develops vocabulary, grammar, comprehension while incorporating critical thinking skills. Big books, audio cd's and leveled texts also support students learning. Teachers can take an individual or cooperative learning approach. (Small group instruction)</p> <p>Imagine Learning: Imagine Learning is a technology-based program, which is individualized to meet the needs of students according to English Proficiency and student reading levels. Components of Imagine Learning include, vocabulary development, listening comprehension, songs and chants, phonemic awareness, letter recognition, as well as fluency and comprehension. The program also individualizes learning within groups of students while encouraging students to practice reading and speaking out loud. (Targets ELL's, technology based, 1:1 program that targets students needs, including small group component)</p> <p>SuccessMaker: A balanced, integrated approach to reading, a strong instructional focus on developing phonological awareness, phonics, reading fluency, vocabulary and comprehension skills through a lesson-based format that allows students to practice and apply these skills. (Technology based, 1:1 program,</p>

	<p>including small group component)</p> <p>Sound Reading: Each level of the reading process is broken down into smaller steps. Students practice single and multi-syllable word reading and fluency combined with small steps sentences, story reading, and activities. (Targets students with IEP's, technology based, 1:1 program)</p> <ul style="list-style-type: none"> • Hop, Skip, Jump (K-2): Develops listening skills, phonemic awareness, fluency, comprehension • Boost (3-5): Develops word reading, phonics, fluency, comprehension <p>READ 180: A technology based program that delivers effective reading, writing and vocabulary instruction to struggling readers by differentiating instruction according to each individual student's level and needs. <i>Read 180</i> has a rich and engaging curriculum and includes a variety of resources for differentiated instruction. In addition to the technology component, students engage in both independent and small group learning activities. The individual activities include an independent reading and listening center experience which targets student's needs. (Technology based, 1:1 program, including small group component)</p> <p>Zip Zoom: A program that beginning ELL's with special needs also use. It is also a technology based program which introduces letters to sounds by touching the keys. Zip Zoom also teaches words, word families, vocabulary, read alouds and poems/songs.</p> <ul style="list-style-type: none"> • AIS programs are provided during the school day.
<p>Mathematics</p>	<p>Math Steps: Reinforces a strong foundation of mathematical skills and scaffolds students learning. Focus on place value, basic operations, computational skills, and word problems, number and numeration, understanding various concepts, scaffolding of more complex concepts</p> <p>Nuefeld Math: This program is designed for whole group, small group, and 1:1 instruction. The program also consists of tutorials based on student's assessment data. There is animation and interactive participation for the students to get an accurate description of what different mathematical concepts are. Support for parents and teachers are available online in a worksheet format as well as a review sheet of the conceptual material and practice sheets.</p> <p>SuccessMaker: A presentation of problems and consistent areas for answer input let learners focus on how to do math, while developing basic skills and more complex problems depending on student's responses on ongoing assessments. Fun characters and reinforcements keep students engaged and motivated. (Technology based, 1:1 program, including small group component)</p> <p>Guided Math/Strategy Groups: Provided in addition to classroom instruction, small group, targets students needs.</p> <p>EDM Games: The EDM games have an emphasis on developing computational skills through application-</p>

	<p>based problem solving. There are also many fact practicing games and opportunities to reinforce basic facts. Online component for students, teachers, and parents.</p> <ul style="list-style-type: none"> • AIS programs are provided during the school day.
Science	<p>Measuring Up: NYS Learning Standards (Science, Level D & E), Includes assessments and test practice. Guided small group instruction on specific grade-level science standards during the school day.</p> <ul style="list-style-type: none"> • AIS programs are provided during the school day.
Social Studies	<p>Measuring Up: NYS Learning Standards (Social Studies, Level D & E), Includes assessments and test practice. Guided small group instruction on specific grade-level social studies standards during the school day.</p> <ul style="list-style-type: none"> • AIS programs are provided during the school day.
At-risk Services provided by the Guidance Counselor	<p>1:1 and small group counseling provided to at-risk students during the school day. Depending on students needs, services may include conflict resolution, the use of strategic games, team/community building, self-esteem activities, technology use/integration.</p> <ul style="list-style-type: none"> • AIS programs are provided during the school day.
At-risk Services provided by the School Psychologist	<p>N/A</p>
At-risk Services provided by the Social Worker	<p>1:1 and small group counseling provided to at-risk students during the school day. Depending on students needs, services may include conflict resolution, the use of strategic games, team/community building, self-esteem activities, technology use/integration.</p> <ul style="list-style-type: none"> • AIS programs are provided during the school day.
At-risk Health-related Services	<p>Asthma and Nutrition Awareness and Instruction (small group provided during the school day by the school nurse, assisted by the school nutritionist when needed).</p> <p>Based on Fitnessgram data, additional physical activity provided to students during and after the school day. Program focuses on at-risk overweight students, activities based on need and interest.</p> <ul style="list-style-type: none"> • AIS programs are provided during the school day.

**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 and Parent Association as trained volunteers and welcomed members of our school community. As a School-Wide Programs School, all students are Title 1. 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 and the Parent Association (or Parent-Teacher Association) also represents the 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; represented by the Parent Association;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader 5, CFN534	District 10	Borough Bronx	School Number 32
School Name Belmont School			

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

Principal Adalia Rosamilia	Assistant Principal Rhonda Stigliano
Coach Jessica Caba	Coach Renee Schwartz
Teacher/Subject Area Elisabete Melo-Fernandes	Guidance Counselor Martha Estevez
Teacher/Subject Area Eleana DeLuna/Gr. K Bilingual	Parent Jenny Torres
Teacher/Subject Area Maria Caceres/Gr. 1/2 Bilingual	Parent Coordinator Emma Santana
Related Service Provider Gwendolyn Alvarado	Other Arielle Landeck
Network Leader Ben Waxman	Other Marie Flanagan

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	2	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	4	Number of Teachers of ELLs without ESL/Bilingual Certification	0

D. School Demographics

Total Number of Students in School	744	Total Number of ELLs	100	ELLs as Share of Total Student Population (%)	13.44%
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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. The PS 32 school community takes a series of steps to accurately identify students that fall into the ELL sub-group. We identify our ELL's through:

- Administer the Home Language Survey to parents during registration, to first time admits, by the ESL teacher Elisabete Melo-Fernandes. Rhonda Stigliano, assistant principal, also assists in this process. The HLIS is given in the parents preferred language.
- Conduct formal interviews, both student and parent, to determine the language spoken in the home.
- If a language other than English is spoken in the home, the Language Assessment Battery (LAB-R) is administered within the first ten days of initial enrollment.
- The Spanish LAB is administered to students who score less than proficient on the LAB-R and speak Spanish in the home.

These steps are conducted by the certified ESL Teacher, Bilingual Pedagogues, and an assistant principal oversees the process to ensure its accuracy.

Our school sends the ELL entitlement letter to parents informing them of their child's entitlement to ELL services and the parents right to choose one of the three programs offered in NYC schools. Parents of entitled students also receive invitation letters to attend the parent orientation session in order to present valuable information and all three programs available for ELLs.

English Language Learners are assessed both formally and informally throughout the school year. A variety of assessments are used depending on the students grade-level. Progress is also monitored using the New York State English as a Second Language Achievement Test (NYSESLAT). The data is analyzed and interpreted in order to group students according to their needs and/or levels. Ongoing assessment also allows us to plan accordingly and teach to students needs while building on their interests and strengths.

2. After the initial assessments are complete, a Parent Orientation is held for parents of new admits whose home language is other than English. A description of the three programs available for English Language Learners are discussed and a video is shown which describes each program in more detail. The video is viewed in the parent's dominate language. Parents are provided with Program Selection Information including: Parent Surveys and Program Selection Forms to assist parents in making a choice of which program would best meet the needs of their child. The ESL teacher, Bilingual Pedagogues, and Parent Coordinator are available to answer any questions and/or concerns.

3. Parents complete the necessary information during the Parent Orientation. If a parent cannot attend the meeting, they are given the opportunity to have a one-to-one meeting with the ESL Teacher, Bilingual Pedagogue, and/or Parent Coordinator. Once a program has been selected to best meet the needs of a child, the parent receives a placement letter stating the program their child is enrolled in. Parents also receive a placement letter that specifies the program their child will be enrolled in for the 2011-2012 school year. Entitlement letters for current ELLs and non entitlement letters for students who scored proficient on the NYSESLAT are also provided to parents. A copy of the letter(s) is filed for school records, in addition to the copy provided to the parent.

4. Parents are informed of data gathered on each student. Each student is then placed in the appropriate setting according to

performance on the assessments (LAB-R, Spanish LAB, and NYSESLAT) and Program Selection Form.

5. After analyzing trends from the Parent Survey's and Parent Selection Forms for the past three years the following has been determined. Program choices that parents have requested differ in grades K-3 than in grades 4-5. In grades K-3 the trend is a Transitional Bilingual Education (TBE). In grades 4-5 the trend is Freestanding English as a Second Language (ESL). This is shown in the chart below, which provides information from the last 3 years.

Year		Total Entitled	Bilingual	ESL
2011-2012	K-3	72	31	41
2010-2011	K-3	96	52	44
2009-2010	K-3	130	72	58
2008-2009	K-3	101	67	34
2007-2008	K-3	78	48	30
2006-2007	K-3	97	55	42
2011-2012	4-5	28	0	28
2010-2011	4-5	49	0	49
2009-2010	4-5	58	29	29
2008-2009	4-5	50	23	27
2007-2008	4-5	28	0	28
2006-2007	4-5	32	0	32

6. The program models offered at PS 32, Transitional Bilingual Education and English as a Second Language, are aligned with parent requests. In grades three to five parents request the ESL program for their children.

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	0	0	0								3

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	100	Newcomers (ELLs receiving service 0-3 years)	72	Special Education	21
SIFE	0	ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	31			0			0		0	31
Dual Language	0			0			0		0	0
ESL	41		12	28		9	0		0	69
Total	72	0	12	28	0	9	0	0	0	100

Number of ELLs in a TBE program who are in alternate placement: 13

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	17	6	8	0	0	0								31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	17	6	8	0	31									

**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	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	3	10	10	15	11	16								65
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1													1
Other			1		1									2
TOTAL	5	10	11	15	12	16	0	69						

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?

1. We have ELL students in Transitional Bilingual Classes. Students receive instruction in Native Language Arts as well as ESL.

Transitional Bilingual Programs

Level	Beginning	Intermediate	Advanced
Grades K – 5	360 minutes ESL 225 minutes NLA	360 minutes ESL 225 minutes NLA	180 minutes ESL 225 minutes NLA

Kindergarten 60/40 model
60% (native language) and
40% (English)

Grades 1-2 Level, 50/50 model
50% (native language)

A. Programming and Scheduling Information

and 50% (English)

Grades 3-5

25/75 model
25% (native language)
and 75% (English)

All of our classes, including bilingual classes, are taught by certified bilingual teachers. Our bilingual students are grouped by grade level. All teachers participate in a balanced literacy program including oral language development, reading and writing workshop and word study in NLA and ELA. Small group instruction (SGI) provided by the classroom teacher is strategic and flexible. SGI is driven by ongoing assessment data, targets student's needs, and includes various ESL strategies. Our bilingual classes develop the Spanish language through Native Language Arts instruction. Our mathematics program is Everyday Mathematics and we use Math Steps as a supplement resource in every classroom. Classrooms contain these resources in both English and Spanish. All bilingual classes also receive science and social studies instruction in their Native Language (Spanish). Certified bilingual teachers provide Academic Intervention Services (AIS) with supplementary instruction three times per week from September to June to academically at-risk students. This intervention may vary depending on students needs and progress. PS 32 is a School Wide Program school, all students, including our ELL's, benefit from Title I services. Saturday Academy, 50-minute extended-day, and after-school programs also provide additional support. We also use our Title III funding for extra resources for the ELL's. Students selected for AIS are based on a variety of data sources. Some of the data sources include: student work, standardized exams (LAB R, NYSESLAT, ELA, and ELE), portfolio review, El Sol, Teachers College Reading Quick Assessment, Predictive and ITA Assessments, and teacher conference notes. Students are matched to programs based on their needs. The language of instruction and resources also vary depending on the students being serviced. The service providers are proficient in both languages.

Imagine Learning was added to our bilingual program during the 2008-2009 school year and continues for the 2011 and 2012 school year. This is a computer-based program put into every bilingual classroom. This program focuses on individual needs as well as vocabulary development and oral language. In addition, the first grade Bilingual class uses Rigby's "On Our Way to English", which also focuses on vocabulary development and oral language.

Free Standing ESL:

We also offer a free standing ESL pull-out program. 69 students participate in the pull-out ESL program taught by certified ESL teachers. These students receive ESL services until they receive a level of "Proficiency" on the NYSESLAT examination in order to meet the requirements as per CR Part 154. Advanced ELL students receive 180 minutes per week. Beginner and Intermediate ELL students receive 360 minutes per week.

	Beginning	Intermediate	Advanced
ESL Instruction for all ELL's as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA Instruction for all ELL's as required under CR Part 154			180 minutes per week

3. One of the programs used for the ESL is Avenues. Avenues is a program which develops language and literacy in all content areas. Avenues partners fiction and non-fiction literature while encouraging student conversations around the text. Students examine, discuss and, interpret text in order to deepen their level of comprehension. There are also built in instructional supports and activities to assist students in developing language skills, reading fluency, and writing.

We emphasize language acquisition and will continue to build on programs such as Avenues, Read 180, Zip Zoom, Imagine Learning and Readers Theatre. Other supports addressing literacy based skills and strategies are: drama, visual arts, Dreamyard, music, movement, instructional games that enhance phonemic awareness, phonetic instruction, vocabulary building, comprehension strategies and storytelling

A. Programming and Scheduling Information

to help our bilingual students enhance vocabulary and comprehension. Read alouds and Accountable Talk are also used in all content areas to enhance instruction and assist in developing oral language. In addition, read alouds, shared reading, and guided reading provide a direct channel for synopsis, language, and academic vocabulary. Children's literature, criteria charts/checklists, and graphic organizers are also created for building background and prior knowledge, as well as language and academic vocabulary. There are also supports and additional resource for students. The 6+1 Traits of Writing (Ideas, Organization, Sentence Fluency, Voice, Word Choice, Conventions, and Presentation) are used to develop and assess student's writing. Criteria and rubrics developed for each trait supports and assists in tracking student progress and levels. SIOP strategies are also used through out all instruction. Some SIOP Strategies used are: using books on tape to develop oral language, listening center activities, scaffolding which includes verbal paraphrasing, explicit teaching and modeling, predicting, inferring and self-monitoring, cognitive strategies such as rereading, highlighting, note-taking, using graphic organizers and identifying key vocabulary to support students in the areas of reading, writing and speaking.

4. We begin to assess students as soon as they enter our school. When a child is entering the NYC school system for the first time the

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100% use the El Sol kit, run records (Spanish and/or English), student work, portfolio review, Teachers College Quick Assessment, Interim Assessments, Predictive Assessments, ITA Assessments, teacher's conference notes, teacher observation, practice exams, ELE and NYSESLAT to monitor students progress.	75%	50%	25%
25%			
5. Students with Interim Formal Education (SIFE)	100%	50%	25%
Currently there are no SIFE Students attending PS 32. If any are admitted, they will be welcomed and given classroom buddies. They are screened in both English and Spanish. The proficiency basis. AIS services in Literacy and Mathematics will be provided.	75%	50%	25%
25%			
New Comers (0-3 years old):	100%	50%	25%
New arrivals to the community are welcomed and given classroom buddies. They are screened in both English and Spanish. The proficiency in each language is assessed and an educational plan is developed. The RTI Team assists in this process. AIS services in literacy and mathematics are provided by Title I to support our students.	75%	50%	25%
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.

For all new arrivals there is a focus on interventions that assist them in developing reading skills to prevent these children from becoming long-term ELLs.

B. Programming and Scheduling Information--Continued

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

8. Our ELLs also receive additional support in the content areas by working in small groups with teacher assistance and guidance when needed. This also includes individual and small group conferencing in all content areas. Teachers work with an instructional coach in

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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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. Our ELLs also receive additional support in the content areas by working in small groups with teacher assistance and guidance when needed. This also includes individual and small group conferencing in all content areas. Teachers work with our instructional coaches in the various content areas to incorporate different strategies that will help make material more comprehensible for our ELL students. Students are able to work in small groups, strategy groups, use technology-based programs and after-school program. Students engage in various activities to develop their ability to make predictions, draw conclusions, identify main idea and supporting details, and develop other areas of comprehension. Students are also encouraged to use manipulatives, materials and tools in the classroom and strategies learned. Student supports and tools are also provided in notebooks, folders, and at times taped to students desks. Students will also continue to engage in technology programs such as Read 180, Zip-Zoom, Success Maker and Imagine Learning.

9. We will continue to support our students and engage them in challenging tasks and programs such as Read 180, Zip Zoom, Imagine Learning. Students will continue to receive quality small group instruction, AIS, and other resources named to assist them in becoming fluent speakers, readers, and writers. ELL students will also have the opportunity to engage in an interactive program called Success Maker. The use of the Smart Board will also engage students in interactive learning, hands-on lessons and activities, and visual supports.

10. Our school is going to continue to develop units of study, daily lessons, and programs that meet the needs of our students. Our students will engage in an Enrichment Program that allows students to engage in project-based learning while incorporating students interests and strengths. Also new this school year is Sound Reading, a technology-based program targeting mostly ELL students with IEP's. Students engage in the program for 20 minutes a day during an extended literacy block.

11. We do not have any programs that will be discontinued for this school year.

12. Our ELL students are afforded equal access to all school programs. Students are selected for the various programs based on their needs and strengths. Students are given the opportunity to work in one or more programs including before and after-school such as small group instruction, AIS, Zip-Zoom, NYSESLAT practice and Read 180 that will help students overcome obstacles and give them tools and strategies that they will need to become more successful.

13. ELL students also receive additional support by using classroom materials such as mentor texts, textbooks, English/Spanish/picture dictionaries, thesaurus, supplementary materials that are level appropriate for students, computer software programs, Smart Board accesability, language/grammar development games, and books on tape in the listening center.

14. Native Language support is delivered according to CR-Part 154 requirements in conjunction with tools and strategies previously mentioned.

15. ELL services and resources correspond to student's current levels, needs, age and grade-level. The RTI team meets with classroom teachers and support service personnel to monitor students progress and make changes to programs and/or interventions if needed.

16. Newly enrolled ELLs have the opportunity to visit and familiarize themselves with our school before the beginning of the school year. Parents of new students entering kindergarten have the opportunity to attend our kindergarten Parent Orientation. In addition, the students are encouraged to attend the Early Kindergarten Program that takes place one week prior to the beginning of the school year. It allows students to attend school a couple of hours a day and meet the teacher and peers in a calm, friendly environment. New admits to other

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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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)?

N/A

Courses Taught in Languages Other than English

D. Professional Development and Support for School Staff

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

Professional Learning Community Meetings, ELL meetings, Calendar Days, and common planning periods are used for consultants, administrators, instructional coaches, and Lead Teachers. Agenda's are based on school and grade-level data in addition to student and teacher needs. Goals are publicized with expectations and are communicated to all students. Grade-wide goals, teacher goals, and student goals are all aligned and reflect school data and goals. Student goals are discussed in class and are revisited on a regular basis. All grade goals are kept in work folders and portfolios.

There are English Language Learners in most of the monolingual classes at PS 32. Professional development in using ESL strategies is provided for both Bilingual and Monolingual teachers in regards to the Jose P mandates by the Certified ESL Teacher. Strategies are also infused into the professional development weekly by our literacy and mathematics coaches. Our Bilingual Team meets monthly and will continue to look at how instruction and tasks address the needs of our ELL population. The team will continue to examine the expectations and quality of classroom instruction, rigor, environments, differentiated instruction, academic rigor and assessment. All Bilingual Classroom Teachers analyze NYSESLAT data in addition to ongoing assessment data. They are involved in the grade level planning for units of study and planning daily lessons with instructional coaches. Time to reflect on best practices and collaborative planning happens weekly. All Bilingual Educators have had and will continue to have the opportunity to share ideas, materials, and discuss the need for additional resources. Professional development opportunities were also presented when teachers attended professional development at BETAC and shared information learned with the rest of the team.

Professional development will be provided by our literacy/social studies and math/science instructional coaches, by our consultants, through participation in workshops, in other venues and through turn-key sessions presented by bilingual/ESL staff members and consultants.

Included in the Professional Development Workshops for 2011-2012 topics will be:

- Analyzing NYSESLAT data as well as ELL Interim Assessment Data
- Using ARIS
- * Using Acuity
- Analyzing student work and data, planning for instruction based on data
- Developing small group and individual instructional plans based on data
- Looking at Common Core Standards and Other Standards: ESL, ELA and NLA
- Developing oral language
- Examining and revising the curriculum calendars and units of study, looking at how to differentiate instruction for ELL's
- Planning lessons that incorporate language content/skills and integrating ESL Strategies into all content areas
- Demanding rigor in our genre studies in reading and writing
- Looking at student work (writing) in ESL and ELA
- * Using the 6+1 traits of writing in ESL and ELA
- Using the science kits which are hands on using TPR (Total Physical Response)
- Participate in Learning Walks and Labsites
- Involving parents in the work
- * Study Group focusing on current research

D. Professional Development and Support for School Staff

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- Developing small group and individual instructional plans based on data
- Looking at Common Core Standards and Other Standards: ESL, ELA and NLA
- Developing oral language
- Examining and revising the curriculum calendars and units of study, looking at how to differentiate instruction for ELL's
- Planning lessons that incorporate language content/skills and integrating ESL Strategies into all content areas
- Demanding rigor in our genre studies in reading and writing
- Looking at student work (writing) in ESL and ELA
- * Using the 6+1 traits of writing in ESL and ELA
- Using the science kits which are hands on using TPR (Total Physical Response)
- Participate in Learning Walks and Labsites
- Involving parents in the work
- * Study Group focusing on current research
- * Using SESIS

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?

Our Parent Coordinator, Bilingual Coordinator, Assistant Principals and veteran Bilingual team members assist in the presentation of our yearly Bilingual Parent Orientation. The orientation focuses on our bilingual classroom and instructional programs in addition to our ESL

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?

Our Parent Coordinator, Bilingual Coordinator, Assistant Principals and veteran Bilingual team members assist in the presentation of our yearly Bilingual Parent Orientation. The orientation focuses on our bilingual classroom and instructional programs in addition to our ESL program this allows parents to address questions and concerns. It also includes regulations pertaining to ELL students in regards to our Accountability Systems and No Child Left Behind Act. The Parent Coordinator, Coaches, Assistant Principals and outside consultants provide ongoing workshops that educate parents on ways to support their children at home. Workshop topics range from standards, goal setting, expectations, technology, nutrition, Asthma, children's literature, homework help, online resources, available community resources, test sophistication units, test support, and math/reading strategies to assist their child's learning. An ESL Program for adults is also facilitated by our Parent Coordinator and ESL Teacher. The Bilingual Parent Coordinator is easily accessible during arrivals, dismissals, school celebrations and events. She also distributes and is available to translate and explain calendars, flyers, and information weekly to parents in addition to being a liaison between parents and many community organizations. She is always available to translate during Parent Association meetings and planned workshops. She translates all newsletters and parent information into Spanish. In addition, our Robin Hood Library is the hub of many of our educational programs. These programs are designed to support parents in fostering good reading habits. Parents are encouraged to read daily with their child reinforcing skills and strategies learned in the classroom and in these programs. The library has a variety of material geared towards our English Language Learners which also support these programs. ARIS Parent Link is a program parents can use to look at their child's academic history and tasks are assigned by classroom teachers on ACUITY. Parents are then able to meet with their child's teacher three times a year to review progress, growth, and promotion criteria for their child. Meetings happen more regularly at the parent and teachers request.

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	Page 38
75%	
50%	
25%	

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. Our ELLs also receive additional support in the content areas by working in small groups with teacher assistance and guidance when needed. This also includes individual and small group conferencing in all content areas. Teachers work with our instructional coaches in the various content areas to incorporate different strategies that will help make material more comprehensible for our ELL students. Students are able to work in small groups, strategy groups, use technology-based programs and after-school program. Students engage in various activities to develop their ability to make predictions, draw conclusions, identify main idea and supporting details, and develop other areas of comprehension. Students are also encouraged to use manipulatives, materials and tools in the classroom and strategies learned. Student supports and tools are also provided in notebooks, folders, and at times taped to students desks. Students will also continue to engage in technology programs such as Read 180, Zip-Zoom, Success Maker and Imagine Learning.

9. We will continue to support our students and engage them in challenging tasks and programs such as Read 180, Zip Zoom, Imagine Learning. Students will continue to receive quality small group instruction, AIS, and other resources named to assist them in becoming fluent speakers, readers, and writers. ELL students will also have the opportunity to engage in an interactive program called Success Maker. The use of the Smart Board will also engage students in interactive learning, hands-on lessons and activities, and visual supports.

10. Our school is going to continue to develop units of study, daily lessons, and programs that meet the needs of our students. Our students will engage in an Enrichment Program that allows students to engage in project-based learning while incorporating students interests and strengths. Also new this school year is Sound Reading, a technology-based program targeting mostly ELL students with IEP's. Students engage in the program for 20 minutes a day during an extended literacy block.

11. We do not have any programs that will be discontinued for this school year.

12. Our ELL students are afforded equal access to all school programs. Students are selected for the various programs based on their needs and strengths. Students are given the opportunity to work in one or more programs including before and after-school such as small group instruction, AIS, Zip-Zoom, NYSESLAT practice and Read 180 that will help students overcome obstacles and give them tools and strategies that they will need to become more successful.

13. ELL students also receive additional support by using classroom materials such as mentor texts, textbooks, English/Spanish/picture dictionaries, thesaurus, supplementary materials that are level appropriate for students, computer software programs, Smart Board accessibility, language/grammar development games, and books on tape in the listening center.

14. Native Language support is delivered according to CR-Part 154 requirements in conjunction with tools and strategies previously mentioned.

15. ELL services and resources correspond to student's current levels, needs, age and grade-level. The RTI team meets with classroom teachers and support service personnel to monitor students progress and make changes to programs and/or interventions if needed.

16. Newly enrolled ELLs have the opportunity to visit and familiarize themselves with our school before the beginning of the school year. Parents of new students entering kindergarten have the opportunity to attend our kindergarten Parent Orientation. In addition, the students

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?
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C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

Professional Learning Community Meetings, ELL meetings, Calendar Days, and common planning periods are used for consultants, administrators, instructional coaches, and Lead Teachers. Agenda's are based on school and grade-level data in addition to student and teacher needs. Goals are publicized with expectations and are communicated to all students. Grade-wide goals, teacher goals, and student goals are all aligned and reflect school data and goals. Student goals are discussed in class and are revisited on a regular basis. All grade goals are kept in work folders and portfolios.

There are English Language Learners in most of the monolingual classes at PS 32. Professional development in using ESL strategies is provided for both Bilingual and Monolingual teachers in regards to the Jose P mandates by the Certified ESL Teacher. Strategies are also infused into the professional development weekly by our literacy and mathematics coaches. Our Bilingual Team meets monthly and will continue to look at how instruction and tasks address the needs of our ELL population. The team will continue to examine the expectations and quality of classroom instruction, rigor, environments, differentiated instruction, academic rigor and assessment. All Bilingual Classroom Teachers analyze NYSESLAT data in addition to ongoing assessment data. They are involved in the grade level planning for units of study and planning daily lessons with instructional coaches. Time to reflect on best practices and collaborative planning happens weekly. All Bilingual Educators have had and will continue to have the opportunity to share ideas, materials, and discuss the need for additional resources. Professional development opportunities were also presented when teachers attended professional development at BETAC and shared information learned with the rest of the team.

Professional development will be provided by our literacy/social studies and math/science instructional coaches, by our consultants, through participation in workshops, in other venues and through turn-key sessions presented by bilingual/ESL staff members and consultants.

Included in the Professional Development Workshops for 2011-2012 topics will be:

- Analyzing NYSESLAT data as well as ELL Interim Assessment Data
- Using ARIS
- * Using Acuity
- Analyzing student work and data, planning for instruction based on data
- Developing small group and individual instructional plans based on data
- Looking at Common Core Standards and Other Standards: ESL, ELA and NLA
- Developing oral language
- Examining and revising the curriculum calendars and units of study, looking at how to differentiate instruction for ELL's
- Planning lessons that incorporate language content/skills and integrating ESL Strategies into all content areas
- Demanding rigor in our genre studies in reading and writing
- Looking at student work (writing) in ESL and ELA
- * Using the 6+1 traits of writing in ESL and ELA
- Using the science kits which are hands on using TPR (Total Physical Response)
- Participate in Learning Walks and Labsites
- Involving parents in the work
- * Study Group focusing on current research

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- Participate in Learning Walks and Labsites
- Involving parents in the work
- * Study Group focusing on current research
- * Using SESIS

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?

Our Parent Coordinator, Bilingual Coordinator, Assistant Principals and veteran Bilingual team members assist in the presentation of our yearly Bilingual Parent Orientation. The orientation focuses on our bilingual classroom and instructional programs in addition to our ESL

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4. How do your parental involvement activities address the needs of the parents?

Our Parent Coordinator, Bilingual Coordinator, Assistant Principals and veteran Bilingual team members assist in the presentation of our yearly Bilingual Parent Orientation. The orientation focuses on our bilingual classroom and instructional programs in addition to our ESL program this allows parents to address questions and concerns. It also includes regulations pertaining to ELL students in regards to our Accountability Systems and No Child Left Behind Act. The Parent Coordinator, Coaches, Assistant Principals and outside consultants provide ongoing workshops that educate parents on ways to support their children at home. Workshop topics range from standards, goal setting, expectations, technology, nutrition, Asthma, children's literature, homework help, online resources, available community resources, test sophistication units, test support, and math/reading strategies to assist their child's learning. An ESL Program for adults is also facilitated by our Parent Coordinator and ESL Teacher. The Bilingual Parent Coordinator is easily accessible during arrivals, dismissals, school celebrations and events. She also distributes and is available to translate and explain calendars, flyers, and information weekly to parents in addition to being a liaison between parents and many community organizations. She is always available to translate during Parent Association meetings and planned workshops. She translates all newsletters and parent information into Spanish. In addition, our Robin Hood Library is the hub of many of our educational programs. These programs are designed to support parents in fostering good reading habits. Parents are encouraged to read daily with their child reinforcing skills and strategies learned in the classroom and in these programs. The library has a variety of material geared towards our English Language Learners which also support these programs. ARIS Parent Link is a program parents can use to look at their child's academic history and tasks are assigned by classroom teachers on ACUITY. Parents are then able to meet with their child's teacher three times a year to review progress, growth, and promotion criteria for their child. Meetings happen more regularly at the parent and teachers request.

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)	5	3	7	5	2	5								27
Intermediate(I)	3	9	6	5	4	2								29
Advanced (A)	14	3	6	5	6	6								40
Total	22	15	19	15	12	13	0	0	0	0	0	0	0	96

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P	0	20	15	9	16	21							
READING/ WRITING	B	0	1	5	1	2	3							
	I	0	9	5	5	4	2							
	A	1	3	6	5	6	6							
	P	0	14	8	3	6	15							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	10	4	0	16
4	2	10	9	2	23
5	3	9	7	0	19
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		9		7				16
4		1	8		9		5	1	24
5	0		6		12		1		19
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		1		13	2	8		24
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

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	5	1	4	1				
Chinese Reading Test								

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

1. 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.
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. Various Assessment tools are used to assess the literacy skills of our Ells. Some of the assessments used are Lab R, ELL assessment Kit (Rigby), El Sol, Eclas 2, TC Quick Assessments, Independent Reading Levels, teacher conference notes and observation, technology-based program assessments, and protocols for looking at student work. These assessments identify students struggles and strenths which allow

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: <u>PS 32x The Belmont School</u>		School DBN: <u>10X032</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adalia Rosamilia	Principal		9/30/11
Rhonda Stigliano	Assistant Principal		9/30/11
Emma Santana	Parent Coordinator		9/30/11
Elisabete Melo-Fernandes	ESL Teacher		9/30/11
Jenny Torres	Parent		9/30/11
Maria Caceres	Teacher/Subject Area		9/30/11
Eleana DeLuna	Teacher/Subject Area		9/30/11
Jessica Caba	Coach		9/30/11
Renee Schwartz	Coach		9/30/11
Martha Estevez	Guidance Counselor		9/30/11
Ben Waxman	Network Leader		9/30/11
Gwendolyn Alvarado	Other		9/30/11
Marie Flanagan	Other		9/30/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X032 **School Name:** 32

Cluster: 5, CFN 534 **Network:** 19

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.

During registration, both parent and child are interviewed to determine the primary language spoken. Parents also complete the Home Language Survey and Emergency Blue Card that identifies parents preferred language of communication (written and oral). Resources such as the school brochure, family guides, parent Bill of Rights, school calendar, school vision and mission statements, discipline code, newsletters, school goals, and school survey's are provided in both English and Spanish.

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.

Based on survey data and family information documents, our findings indicate that the primary languages spoken are English and Spanish. Other languages spoken are: Afrikaans, Albanian, Arabic, Chinese, French, Macedonian, and Romanian. Most parents who speak these other languages also speak, read, and write English. We have two families that speak Afrikaan, four Albanian, one Arabic, two Chinese, four hundred fifty six English, one French, one Macedonian, one Romanian, and two hundred and eighty three Spanish speaking families. Students home language is entered into the ATS system at the time of enrollment into a New York City school. The Home Language Report (RHLA) can be accessed in ATS. The school community is informed on these translation and interpretation needs through student and family profile sheets completed each year, ARIS, and school memos.

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.

Our school provides the following translation services for limited English proficient parents/families whose primary language is Spanish: All notes, school letters and memos, calendars, newsletters, flyers/posters, announcements, educational supports, and instructional expectations are translated into Spanish daily/weekly. Also provided in both English and Spanish (translation) are Parent-Teacher Conferences and meetings, workshops, Parent Association meetings, School Leadership Team meetings, school and classroom celebrations. Other languages in need of translation are provided through the use of websites, phone system support, DOE and State Education websites and links. (Other resources also include: translation unit, over the phone translations and interpretation, oral interpretation services, <http://schools.nyc.gov/parentfamilies/NYCFamilyGuide.htm> and written submission at schools.nyc.gov. are used for translation needs.) When a parent needs interpretation of documents or assistance, other than English or Spanish, our school provides this within one to two school days. On-going translation of Spanish is provided by the Parent Coordinator, three school social workers, bilingual teachers/paraprofessionals, and/or the ESL teacher.

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 interpretation services at our school are provided in-house by a staff member (Parent Coordinator, guidance counselor, social worker, ESL teacher, bilingual teachers) speaks the parents language. Languages spoken by our staff consist of English, Spanish, Albanian, Portugese, Arabic, and French. Outside resources are also used, such as the translation and interpretation unit and DOE website and links, when the parents primary language is not spoken by any staff member within our school community.

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>.

Our school fulfills section VII of Chancellor's regulation by providing each parent with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document are given to parents in their primary language that we obtain from <http://schools.nycgov/rules-policies/ParentBillofRights/Parent+Bill+of+Rights+and+Responsibilities.htm>. At our school's entrance parents find a language interpretation poster that specifies the availability of interpretation services. It also states Parent Coordinators and District Family Advocate's (DFA) contact information.

The Parent Coordinator has a Language Access Kit which includes

- multi-lingual welcome posters (to remind parents we can assist with interpretation services)
- language identification guides
- over the phone information guides
- guides to support school safety agents
- translation and interpretation services on written and over the phone services available
- parent language identification guide to assist visiting limited English proficient parents
- I speak cards distributed to limited English proficient parents in our school

Budget

Tax Levy Translation Services

General Supplies: \$575

Title 1 Translation: \$1608

Bilingual Guidance Counselor Per Session: \$1556

Bilingual Bulk School Aide: \$51

Total: \$3790

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 32x	DBN: 10X032
Cluster Leader: Debra Maldonado	Network Leader: Ben Waxman
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ✱Other: During School
Total # of ELLs to be served: 100 Grades to be served by this program (check all that apply): ✱K ✱1 ✱2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 8 # of content area teachers: 56

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: All students are receiving the required instructional minutes from certified ESL teachers during the school day. Based on an analysis of the 2011 NYSESLAT scores we see a need to provide additional supplementary work in reading, writing and listening. ESL teacher, classroom teachers, and The Core Inquiry Team of 10X032 has analyzed the ELL data determining school, grade-level, class, and individual student trends, strengths, and areas most in need. The data has impacted classroom small group instruction and conferences, ESL programs and instruction, AIS instruction, and extended day programs.

The Imagine Learning program in the kindergarten, first grade, and second grade students has extension activities which are used for additional small group instruction and center activity work. Ms. Eaione, licensed in ESL, and Ms. Figueroa are F-status teachers who work with kindergarten, grade 1 and grade 2 student's in small groups two to three days per week, depending on students needs and/or requirements, to build on classroom instruction/curriculum. This is in addition to their ESL programs. These extension and small group activities allow for more targeted and individualized planning and instruction. They work on listening and oral English Language Development through the use of picture cards, text illustrations, and student work/illustrations. They also work with three groups of eight ELL students from the fourth and fifth grade using the NYSESLAT books and an ESL approach to the integrated curriculum. The instruction provided by the Title III funds, therefore, include supplemental services provided by F-status certified teachers, certified bilingual and/or ESL certified teachers via a pull-out program during the school day. Schedules are as follows:

Free Standing ESL Instruction:

Beginning	Intermediate	Advanced
360 Minutes Per Week	360 Minutes Per Week	180 Minutes Per Week

ELA Instruction Required for ELL's:

180 Minutes Per Week

Transitional Bilingual Programs:

Grades K-5		
Beginning	Intermediate	Advanced

Part B: Direct Instruction Supplemental Program Information

360 Minutes ESL 360 Minutes ESL 180 Minutes ESL

225 Minutes NLA 225 Minutes NLA 225 Minutes NLA

Beginning Intermediate Advanced

K 60/40 Model (60% Native Language, 40% English)

1 & 2 50/50 Model (50% Native Language, 50% English)

3, 4 & 5 25/75 Model (25% Native Language, 75% English)

Additional Instruction:

Ms. Eaione

- Grade Levels: K, 1 & 2
- 2 Days Per Week for 45-Minute Block

Ms. Figueroa

- Grade Levels: 1, 2, 4/5
- 2/3 Days Per Week for 45-Minute Block

The extended-day programs for ELL's will begin in January. One program will develop student's comprehension skills increasing their independent reading levels and an additional program will engage students using the Empire State NYSESLAT program strengthening student's oral, social, and academic language. The activities will be developed based on students' need as determined by analyzing data including NYSESLAT, attendance and formative assessment data, for example, ITA's, ELL Predictive Assessment, and Predictive Data. Student work also informs instruction and programs. Programs will be designed to help students achieve academic success aligned to Common Core State Standards and ESL Standards set for grade-levels and will support language development, reading, writing, and listening. Instruction will be provided in both the students Native Language and the English language. The extended-day program will run 2 days per week for an hour after-school from January through March. The cost for certified bilingual and ESL teachers per session \$4,893. If additional funding becomes available supplemental support programs will be developed.

The following supplies will be purchased to support Title III programs provided by other funding sources: paper, pencils, folders, markers, chart tablets. The Empire State NYSESLAT workbooks, listening center materials (texts on tape/CD), and instructional games are also purchased to support the programs. (No cost to Title III)

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: PS 32 begins the school year with a professional development plan. This plan reflects school and network goals. Professional Learning Communities are scheduled and consultants and school level coaches are assigned grade levels. Goals are publicized; expectations are communicated. Throughout the professional development plan ESL strategies are integrated thoroughly. There are English Language Learners in most of our monolingual classes. Jose P. training is provided for our monolingual teachers via tax levy funding. Our Bilingual Team meets monthly and will continue to look at how instruction and tasks address the needs of our ELL population. The team will examine the expectations and quality of classroom instruction, classroom environments, differentiated instruction, academic rigor and assessment. Educators will have the opportunity to look at data, share ideas and materials and discuss the need for additional resources. The funding for this plan will be covered by tax levy and Title I but will, of course, include the bilingual and ESL teachers. Professional development on the programs used in the Title III efforts such as Imagine Learning will be provided on site at no cost to Title III. Opportunities for Professional Development offsite provided by Network experts/consultants, will be presented to the staff in addition to the onsite workshops. Professional development will be provided by our literacy and math coaches, and by our technology AUSSIE consultant through participation in workshops, in other venues and through turnkey sessions presented by bilingual/ESL staff members and consultants. The emphasis in this instance and in the technology piece is oral and listening English language development and making meaning from the words used.

Professional Learning Community Meetings, ELL meetings, Calendar Days, and common planning periods are used for consultants, administrators, instructional coaches, and Lead Teachers. Agenda's are based on school and grade-level data in addition to student and teacher needs. Goals are publicized with expectations and are communicated to all students. Grade-wide goals, teacher goals, and student goals are all aligned and reflect school data and goals. Student goals are discussed in class and are revisited on a regular basis. All grade goals are kept in work folders and portfolios.

There are English Language Learners in most of the monolingual classes at PS 32. Professional development in using ESL strategies is provided for both Bilingual and Monolingual teachers in regards to the Jose P mandates by the Certified ESL Teacher. Strategies are also infused into the professional development weekly by our literacy and mathematics coaches. Our Bilingual Team meets monthly and will continue to look at how instruction and tasks address the needs of our ELL population. The team will continue to examine the expectations and quality of classroom instruction, rigor, environments, differentiated instruction, academic rigor and assessment. All Bilingual Classroom Teachers analyze NYSESLAT data in addition to ongoing assessment data. They are involved in the grade level planning for units of study and planning daily lessons with instructional coaches. Time to reflect on best practices and collaborative planning happens weekly. All Bilingual Educators have had and will continue to have the opportunity to share ideas, materials, and discuss the need for additional resources. Professional

Part C: Professional Development

development opportunities were also presented when teachers attended professional development through the Network and DOE and shared information learned with the rest of the team.

Professional development will be provided by our literacy/social studies and math/science instructional coaches, by our consultants, through participation in workshops, in other venues and through turn-key sessions presented by bilingual/ESL staff members and consultants.

Included in the Professional Development Workshops for 2011-2012 topics will be:

- Analyzing NYSESLAT data as well as ELL Interim Assessment Data
- Using ARIS
- Using Acuity
- Analyzing student work and data, planning for instruction based on data
- Developing small group and individual instructional plans based on data
- Looking at Common Core Standards and Other Standards: ESL, ELA and NLA
- Developing oral language
- Examining and revising the curriculum calendars and units of study, looking at how to differentiate instruction for ELL's
- Planning lessons that incorporate language content/skills and integrating ESL Strategies into all content areas
- Demanding rigor in our genre studies in reading and writing
- Looking at student work (writing) in ESL and ELA
- Using the 6+1 traits of writing in ESL and ELA
- Using the science kits which are hands on using TPR (Total Physical Response)
- Participate in Learning Walks and Labsites
- Involving parents in the work
- Study Group focusing on current research
- Using SESIS

Part D: Parental Engagement Activities

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: Our Parent Coordinator, Bilingual Coordinator, Assistant Principals and veteran Bilingual team members assist in the presentation of our yearly Bilingual Parent Orientation. The orientation focuses on our bilingual classroom and instructional programs in addition to our ESL program this allows parents to address questions and concerns. It also includes regulations pertaining to ELL students in regards to our Accountability Systems and No Child Left Behind Act. The Parent Coordinator, Coaches, Assistant Principals and outside consultants provide ongoing workshops that educate parents on ways to support their children at home. Workshop topics range from standards, goal setting, expectations, technology, nutrition, Asthma, children’s literature, homework help, online resources, available community resources, test sophistication units, test support, and math/reading strategies to assist their child’s learning. An ESL Program for adults is also facilitated by our Parent Coordinator and ESL Teacher. The Bilingual Parent Coordinator is easily accessible during arrivals, dismissals, school celebrations and events. She also distributes and is available to translate and explain calendars, flyers, and information weekly to parents in addition to being a liaison between parents and many community organizations. She is always available to translate during Parent Association meetings and planned workshops. She translates all newsletters and parent information into Spanish. In addition, our Robin Hood Library is the hub of many of our educational programs. These programs are designed to support parents in fostering good reading habits. Parents are encouraged to read daily with their child reinforcing skills and strategies learned in the classroom and in these programs. The library has a variety of material geared towards our English Language Learners which also support these programs. ARIS Parent Link is a program parents can use to look at their child’s academic history and tasks are assigned by classroom teachers on ACUITY. Parents are then able to meet with their child’s teacher three times a year to review progress, growth, and promotion criteria for their child. Meetings happen more regularly at the parent and teachers request.

Part E: Budget

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

Allocation Amount: \$16884

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 	\$11,992 F-Status, ESL License & \$4893 Per Session	F status teacher working 2 full days per week with selected ESL students from grades K, 1, and 2. Each session is forty five minute periods to supplement core bilingual and ESL services provided in the regular class and by the ESL teacher. Teacher uses

Part E: Budget

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

Allocation Amount: \$16884

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>Imagine Learning extensions and activities from the Avenues program.</p> <p>Per session classes are to take place after-school and on Saturdays to supplement the improvement of language development as addressed during the school day. The NYSESLAT supplemental program will also be used.</p> <p>The extended day program will run 2 days per week for an hour after school from January through March.</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
<p>Educational Software (Object Code 199)</p>		
<p>Travel</p>		
<p>Other</p>		
<p>TOTAL</p>	<p>16,884</p>	<p>16,884</p>