



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 72

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08x072

PRINCIPAL: MARGARITA COLON EMAIL: MCOLON@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

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
Margarita Colon	*Principal or Designee	
Elizabeth Ramos	*UFT Chapter Leader or Designee	
Brenda Porfidia	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Constance Canaras	Member/UFT	
Melissa Beatty	Member/ UFT	
Janette Hernandez	Member/ UFT	
Michelina Neal	Member/ UFT	
Pamela Young	Member/ UFT	
Sean Connolly	Member/Parent	
Elizabeth Cruz	Member/ Parent	
Evelyn Davila	Member/ Parent	
Amanda Franco	Member/ Parent	
Daisy Santiago	Member/ Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

To increase academic achievement in math for ELL and SWD for students in grades 3 - 5

Comprehensive needs assessment

- A comprehensive review of our school's 2011 NYS report card and NYCDOE Progress Report demonstrated a decline of achievement in math for ELL and SWD for students in grades 3 - 5

Instructional strategies/activities

- Teachers will receive relevant ongoing professional development in math and differentiated instruction
- Teachers will be given the opportunity to collaborate by creating a schedule where all teachers have two common planning periods per week
- Teachers will participate in professional development in math aligning differentiated instructional goals for ELL and SWD with the CCLS
- Teachers will incorporate ETM strategies to enhance mathematical knowledge and instruction
- The extended day has been consolidated into three days with 50 minutes of instruction during each day

Strategies to increase parental involvement

- Parent workshops that revolve around curriculum and instruction will provide parents with tools to support their children.
- Annual Parent Curriculum Night .
- Written and verbal progress reports that are periodically given to parents.
- School will maintain the school website (www.ps72.org) that will contain updated curricula, class information, workshops, school activities and announcements of all the information meetings.
- School will support parents and families by providing materials and training to help parents work with their children to improve achievement levels in literacy and mathematics.
- School will support parents and families by providing information and training needed to effectively become involved in planning and making decisions in support of their child's education.

Strategies for attracting Highly Qualified Teachers (HQT)

- Math staff developer will provide targeted support to identified teachers and professional development for all staff
- Model lessons will be provided to teachers to view exemplar instruction for implementation
- In addition to the NYCDOE school based mentoring program new teachers or teachers new to the grade are assigned a buddy

teacher for internal mentoring and professional support

Service and program coordination

- At grade level PLTs and grade conferences, student work will be reviewed using NCLB segregation of data
- Part-time ICT teacher will push into 3rd, 4th, and 5th grade classes that have concentration of SWD
- ELL teacher will push into 3rd, 4th and 5th grade classes that have a concentration of ELLs

Budget and resources alignment

- Fair Student Funding, Schoolwide Project, Title I, ETM funding source

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

Students in grades prek-5 will show evidence of meeting grade level Common Core Writing Standards by successfully completing the ELA tasks as per the NYCDOE Instructional Expectations.

Comprehensive needs assessment

School has been designated as SINI Year 2 Corrective Action based on 2010-2011 NYS ELA performance.

Instructional strategies/activities

- School-wide focus on main components of the Balanced Literacy approach with special attention to writing.
- Collection of student writing maintained in writing folder/portfolio, writer's notebooks are maintained and utilized
- Culminating activities are planned for each unit of study.
- PLTs collaborate in the planning and implementation of an ELA task as per the NYCDOE Instructional Expectations.
- Curriculum maps have been revised to expand the use of informational texts and are aligned with Lucy Calkin's Units of Student for Teaching Writing, and the Study for Primary Writing and Teaching Writing Grades 3-5 by Teachers College Reading and Writing Project.
- Common planning periods were scheduled in all grades.

Strategies to increase parental involvement

- Writing workshops for parents to increase knowledge of writing standards
- Provide families with an opportunity to experience first-hand their child's instructional day
- Annual Parent Curriculum Night .
- Written and verbal progress reports that are periodically given to parents.
- School will maintain the school website (www.ps72.org) that will contain updated curricula, class information, workshops, school activities and announcements of all the information meetings.
- School will support parents and families by providing materials and training to help parents work with their children to improve achievement levels in literacy and mathematics.
- School will support parents and families by providing information and training needed to effectively become involved in planning and making decisions in support of their child's education.

Strategies for attracting Highly Qualified Teachers (HQT)

- Two Common Planning/Professional Learning Team periods were scheduled per week for all teachers in grades k-5. Common Planning periods provided teachers the opportunity to review student work and plan cohesive lessons to meet the needs of individual students.
- The use of the Charlotte Danielson Framework of Teaching provides and assistance and support by teachers in planning and delivery of instruction.
- A push-in model by AIS personnel allows for small group instruction providing assistance and support fro at risk and ELL students.
- Teachers attend extensive professional development to support the writer's workshop through the use of MONDO Publishing resources and Lucy Calkins units of study.
- The Literacy through Arts cluster position was established to support the writing process in the classrooms.

Service and program coordination

- SES programs will be provided to students afterschool Monday-Thursday in English Language Arts and Mathematics that will support student writing.

Budget and resources alignment

- Title I funds, Fair Student Funding, NYSTL textbook money, NYSTL software money

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

Teachers will utilize Charlotte Danielson's Framework for Teaching to reflect upon their own practice and collaborate with colleagues to increase overall teacher effectiveness, and as a result, student achievement.

Comprehensive needs assessment

In order to increase student achievement in Math and ELA in grades PK – 5, 100% of teachers will receive regular, ongoing meaningful feedback on their delivery of instruction as outlined in the rubrics of Danielson's Framework for Teaching.

Instructional strategies/activities

Data

- Teachers receive non-evaluative classroom feedback form with questions for reflection from administration, out of classroom support, and colleagues.
- Revised classroom visitation forms reflect Danielson's Framework for Teaching.
- Grade level colleagues will videotape each other and use the video clips for professional development.
- Teachers set professional goals based on the Framework for Teaching.

Curriculum and Instruction

- PLTs meet using a six-week cycle to focus on each of the NYCDOE priority teaching competencies.
- PLTs collaborate in the planning and implementation of the NYCDOE Instructional Expectations.
- Teachers inter-visit with grade level colleagues, utilizing video clips and Charlotte Danielson's Framework for Teaching to reflect and collaborate on best practices.
- All teachers are observed and provided constructive feedback.
- Teachers classroom instruction is viewed by administrators to further plan professional development in the Framework for Teaching.
- School staff are provided weekly support in the implementation of the Framework for Teaching and the NYCDOE Instructional Expectations.

- Principal and assistant principal turn-keyed for staff the Network 607 Summer Institute for the launch of Charlotte Danielson's Framework for Teaching.

Strategies to increase parental involvement

- Workshops for parents around the instructional expectations
- Workshops for parents to explain teaching methods and how they can be used at home
- Annual Parent Curriculum Night .
- School will support parents and families by providing information and training needed to effectively become involved in planning and making decisions in support of their child's education

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% of teachers will receive regular, ongoing, meaningful feedback on their delivery of instruction as outlined in the rubrics of Danielson's Framework for Teaching.
- Classroom feedback forms are based on the rubrics in Danielson's Framework for Teaching.
- 2012 Learning Environment survey indicated that teachers receive regular feedback about improving classroom instruction.
- Teachers are required to intervisit with a colleague and complete a reflection form, at least twice a year; fall and spring.
- Teachers record videos of each other to inform instructional practices.
- Teachers establish a professional goals plan based on framework.

Service and program coordination

- Selected staff will continue to attend and turn-key professional development provided by Network 607.
- Network 607 representative visits, at least one day a week, to support the implementation of the NYCDOE Instructional Expectations and Charlotte Danielson's Framework for Teaching.
- Title 1 SWP, Title 1 ARAA funds, Title III funds.

Budget and resources alignment

- Title I SWP, Fair Student Funding

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

Develop units of study in Literacy and Mathematics embedding performance tasks that are aligned with the CCLS for each grade, PK-5, at the completion of each unit.

Comprehensive needs assessment

In compliance with the Citywide Instructional Expectations for the 2011-2012 school year, it was determined that all students would immerse themselves in both Literacy and Mathematics tasks which would be aligned to the CCLS as well as to the Literacy and Mathematics Curriculum Maps developed by the staff teams.

Instructional strategies/activities

- Principal and assistant principal attended and turn-keyed for staff the Network 607 Summer Institute for the implementation of the NYCDOE Instructional Expectations
- School staff receives weekly support in the implementation of the NYCDOE Instructional Expectations.
- Grade Leaders meet with the principal and the professional development team monthly to receive school-wide professional development for the implementation of the Instructional Expectations that they turn-key to grade level colleagues.
- Teachers look at student work to identify gaps between performance and grade level standards.
- Teachers use relevant student data to inform the planning and implementation of the performance tasks.
- Teachers use the unit of study to monitor and assess student progress.
- Teachers will meet during common planning periods to develop units of study and tasks.
- Teachers use PS72 curriculum that will be revised to reflect the development of the units of study.
- Implementation Timeline: September 2011-June 2012

Strategies to increase parental involvement

- Workshops for parents on the performance tasks and instructional expectations
- Annual Parent Curriculum Night.
- Written and verbal progress reports that are periodically given to parents.
- School will maintain the school website (www.ps72.org) that will contain updated curricula, class information, workshops, school activities and announcements of all the information meetings.
- School will support parents and families by providing materials and training to help parents work with their children to improve achievement levels in literacy and mathematics.
- School will support parents and families by providing information and training needed to effectively become involved in planning and making decisions in support of their child's education.

Strategies for attracting Highly Qualified Teachers (HQT)

- **75%** of grade level inquiry work will focus on the development of units of study in Literacy and Mathematics, and performance tasks that are aligned CCLS.
- Agendas, minutes and attendance from grade level meetings; grade conferences and PLTs.
- Agendas, minutes and attendance from Reflective Inquiry Team (full cabinet) meetings.
- Grade Leaders will complete and submit monthly Common Planning Calendars.
- Baseline, interim, and final assessments monitor student progress.
- Student work is evaluated collaboratively at grade meetings.
- Assessment of the performance tasks will indicate whether the students are approaching or meeting grade standards.

Service and program coordination

- Out of classroom support staff have modeled the implementation of units of study and performance tasks.
- Network 607 staff provide weekly support in the implementation of the NYCDOE Instructional Expectations.
- Utilization of Webb's Depth of Knowledge.
- Utilization of Common Core Library tasks.

Budget and resources alignment

- Title I funds, Fair Student Funding, NYSTL textbook money, NYSTL software money

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Provide professional development in the planning, preparation and delivery of differentiated instruction.

Comprehensive needs assessment

School has been designated as SINI Year 2 Corrective Action based on 2010-2011 NYS ELA performance. In order to increase student achievement in Math and ELA in grades PK – 5, 100% of teachers will receive professional development on how to best plan, prepare and deliver differentiated instruction.

Instructional strategies/activities

- **Data**
 - Data is disseminated to staff in a timely manner.
 - Teachers maintain a data binder that includes whole class and individual student data.
 - Teachers will expand their usage of SESIS to set differentiated learning goals.
 - Teacher use interim assessments to monitor individual student progress.
 - Teachers use data on a daily basis to plan, prepare and deliver instruction that meets the individual needs of each student in his/her class.
 - Teachers maintain conference logs that are used to differentiate instruction.
- **Curriculum and Instruction**
 - Teachers will meet twice –weekly during common planning periods to collaborate and participate in a cycle of inquiry that informs instruction.
 - Monthly grade conferences are scheduled to ensure that teachers are receiving relevant, ongoing professional development.
 - Teachers attend Professional Learning Team (PLT) conferences and collaborative planning sessions during common planning periods.
 - Teachers will participate in grade level data inquiry.
 - Teachers will receive professional development in the analysis and use of data to inform instruction.
 - Teachers will participate in ETM professional development to support differentiation of instruction.
 - Teachers use effective teaching strategies that meet students' diverse learning needs.
 - Classroom instruction is aligned to the CCLS and reflects the NYCDO Instructional Expectations.
 - Teachers utilize strategies and programs that specifically target the needs of SWDs and ELLs.

Strategies to increase parental involvement

- Workshops for parents on how to access their child's data, how to read the data, and how to understand how the teachers are meeting individual student needs.
- Annual Parent Curriculum Night

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers will participate in professional development which includes planning, preparation and delivery of differentiated instruction.
- Agendas, minutes, and attendance for PLTs, common planning, Grade Conferences and RIT.
- 2012 NYS Report Card and NYCDOE Progress Report reflects student gains.
- Interim assessments; i.e. Acuity, simulations, teacher-generated assessments, monitor student progress.
- SESI and student IEPs will be monitored and reviewed by the principal and assistant principals.

Service and program coordination**• Resources and Operations**

Continued implementation of technology based Imagine Learning intervention program. With usage , program is adapted to the specific needs of each student.

Establish Reflective inquiry Team (RIT) comprised of grade leaders to allow for vertical planning and data dialogues, as well as, provide and turn-key professional development.

Budget and resources alignment

- Title I funds, Fair Student Funding

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	60	0	N/A	N/A	148	5	10	3
1	100	0	N/A	N/A	30	5	10	0
2	101	7	N/A	N/A	50	5	10	0
3	121	12	N/A	N/A	50	5	10	0
4	81	20	20	81	50	5	10	0
5	80	12	12	80	145	5	10	0
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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
<p>ELA</p>	<p>During the School Day</p> <ul style="list-style-type: none"> • Education through Music (ETM) • Studio in a School • Fountas and Pinnell Leveled Literacy Intervention Blue System • Wilson Reading System • Mondo • Foundations (double dose) • Raz Kids • Imagine Learning • Reading A-Z • Data Inquiry • small group, one-one • using UDL <p>After School Day</p> <ul style="list-style-type: none"> • Imagine Learning • Learn-It • Data Inquiry • At home tutoring • Raz Kids
<p>Mathematics</p>	<p>During the School Day</p> <ul style="list-style-type: none"> • small group, one-one • using UDL • Do the Math • Marilyn Burns • Manipulatives • EDM • K-5MathTeachingResources.com

	<ul style="list-style-type: none"> • Minute Math • Data Inquiry • Studio in a School <p>After School Day</p> <ul style="list-style-type: none"> • Learn-It • Data Inquiry • At home tutoring • K-5MathTeachingResources.com
Science	<p>During the School Day</p> <ul style="list-style-type: none"> • small group, one-one • using UDL • Fountas and Pinnell Leveled Literacy Intervention Blue System/non-fiction text • Raz Kids/non-fiction text • Imagine Learning • Learn-It • Data Inquiry • Mondo Info Pairs • Reading A-Z
Social Studies	<p>During the School Day</p> <ul style="list-style-type: none"> • small group, one-one • using UDL • during the school day • Fountas and Pinnell Leveled Literacy Intervention Blue System/non-fiction text • Raz Kids/non-fiction text • Imagine Learning • Learn-It • Data Inquiry • Mondo Info Pairs • Reading A-Z
At-risk Services provided by the Guidance Counselor	Individual, group, whole class sessions provided during the school day.

<p>At-risk Services provided by the School Psychologist</p>	<p>Discuss/brainstorm with classroom teachers strategies to implement for specific concerns regarding individual students.</p> <p>Discuss with classroom teachers and/or parents the behaviors considered high-risk that need to further be assessed by school psychologist, social worker, or guidance counselor (i.e. depression; hallucinations; suicidal ideation).</p> <p>One-to-one interview with students identified as exhibiting high-risk behavior.</p> <p>Provide parents with lists of out of school counseling options for social-emotional support.</p> <p>Facilitate FBA process and initial BIP.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Individual and group counseling sessions provided during the school day.</p>
<p>At-risk Health-related Services</p>	<p>Individual and small group speech therapy provided during the school day.</p>

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 08X072 **School Name:** Dr. William Dorney

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

Phase: Improvement Year 1 Restructuring Year 1	Improvement Year 2 Restructuring Year 2	Corrective Action Year 1 Restructuring Advanced	X Corrective Action Year 2
Category: Basic	X Focused	Comprehensive	
Intervention: School Quality Review (SQR) Joint Intervention Team visit (JIT)		X External School Curriculum Audit (ESCA) Not Required for 2011-2012	

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

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

As a result of our SINI status, PS 72 underwent an ESCA during the Spring 2011. The auditors identified the following as "Critical Key Findings":

1. *Overall, data indicate that teachers are not receiving effective and sufficient professional development in regards to SWDs and ELLs.*
2. *There is a need for a more consistent look at all data sources for planning instruction.*
3. *Approximately half of teacher surveyed reported that they modify materials for ELLs and SWDs.*
4. *Overall, teachers report that there is a lack of collaboration between ESL and general education teachers.*

Additionally, overall pedagogy must be improved, and data inquiry and differentiated instruction must come to characterize teacher practices.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Pedagogues have been receiving extensive professional development in teacher effectiveness using Charlotte Danielson's Framework. Administration is conducting visits and giving feedback through the lens of the NYCDOE priority competencies, and teachers have been providing collegial feedback. Grade-level Professional Learning Teams have been conducting data inquiry and collaborating on the implementation of the NYCDOE Instructional Expectations and the Common Core Learning Standards.

PS 72 has expanded its implementation this year of Imagine Learning and Raz-Kids, two computer-based reading intervention programs that specifically target SWDs and ELLs. We have also hired a Math Staff Developer, who provides regular professional development, in-classroom support, and academic intervention.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

We used 10% of our Title I funds to hire a Math Staff Developer.

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

Teacher-mentoring comes in several different forms at PS 72. First, we have provided mentors for new teachers as identified through the NYCDOE. Secondly, administration and out-of-classroom staff have identified teachers in need of additional support and have been assigned as Instructional Support Mentors. Finally, all staff are required to conduct intervisitations with colleagues and provide collegial feedback using Danielson's Framework.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

All parent will be informed of our SINI status by a letter mailed in January 2012.

**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 Mr. Jose Ruiz	District 08	Borough Bronx	School Number 072
School Name PS72			

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

Principal Margarita Colon	Assistant Principal Malcolm McDowell
Coach Constance Canaras	Coach Faith Snook
ESL Teacher Mrs Patricia Blasone	Guidance Counselor Ms Melissa Beatty
Teacher/Subject Area Ms Evelyn Fortiss	Parent Brenda Porfidia
Teacher/Subject Area Ms. Guillermo	Parent Coordinator Ms. Veronica Brugram
Related Service Provider Mr. Anthony Mele	Other
Network Leader Elmer Meyer	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	922	Total Number of ELLs	48	ELLs as share of total student population (%)	5.21%
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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. Initial Identification of ELL's

To initially identify students who may possibly be ELLs, the following steps are ensured. First, students are registered by the Pupil Personnel Secretary along with the ESL Teacher and a translator when necessary. Parents receive a registration packet which includes a Health form, a Residency Questionnaire, an Ethnic Identification Form, and a Home Language Survey Form (HLIS). While the secretary reviews all the paperwork for its completion, the ESL teacher reviews the HLIS Form and has an informal interview with the parents and the new student. At this time the Parent Coordinator may be invited to meet with the parents and give further support. As the interview takes place and translation is made available, The ESL teacher / coordinator, will gather information to determine the students academic history for proper placement. All HLIS forms are analyzed by the ESL teacher/coordinator to determine whether a child is eligible for LAB-R testing. If eligible, the process is explained to the parent/guardian and the child is administered the LAB-R assessment. This test is given within the first ten days of school. The ESL teacher/coordinator hand scores the test and determines eligibility. The Spanish LAB is administered to the Spanish speaking students whose home language is Spanish and the student tested eligible ESL. For those students who are administered the New York State English as a Second Language Achievement Test (NYSESLAT) we review the RNMR report generated by ATS to analyze student progress, areas in need of improvement, and to determine continued entitlement.

2. Parent Program Choice

To ensure that parents are informed of the three program choices we follow the outlined procedure. Those students who were deemed eligible for ELL services based on their LAB-R results (which is administered to new admits with-in the first ten days of admittance) as well as previously assessed ELL's on the NYSESLAT, are offered three program choices for receiving service (Transitional Bilingual, Dual Language and/or Freestanding ESL). A parent orientation meeting occurs during the fall registration time, where parents view a video describing the three instructional ELL programs. We also give them the parent brochures explaining the three programs. Then the ESL teacher and parent coordinator explain the three program choices offered in New York City Public Schools. Survey and Program Selection Forms are distributed to parents/guardians of the identified students in their native language. Afterwards, the Parent Survey and Program Selection Forms are completed by parents. Program choices are further explained and assistance is provided. We then open up the meeting for questions. A one on one parent orientation meeting is offered throughout the year to accommodate new arrivals/new admits.

3. Distribution and Collection of Forms

These letters are mailed to those parents who do not attend the parent orientation meeting. The ESL teacher hand delivers forms to parents/guardians during dismissal. In order to ensure that all forms are returned to the school, the ESL teacher provides students with "Bee Buck" incentives to encourage return of the forms. This plan has proved extremely effective. When necessary, the ESL teacher will follow up with a phone call as well as a second mailing of the parent survey/selection form. If there are any forms not returned, the parents are sent a final notice in both English and their native language informing them that their child will be placed in a Transitional Bilingual class if there is no selection made. This letter is sent home, certified mail.

4. Criteria used to place ELL students

The criteria used and the procedures followed to place identified ELL students in a Bilingual or ESL or Dual

Language Program are as follows. After reviewing parent choice forms we align our programs to the parent requests. If enough parents select the same program as their first choice on the selection forms, we must open that type of program. Fifteen students on any two contiguous grades are needed to satisfy this requirement. Parents will conference with the Principal and/or Assistant Principals to discuss what would be the best for their child. Parents would be provided a translator whenever necessary. Parents would be encouraged to make a choice and keep their child in that language program for a minimum of three years.

5. Trends noted

After reviewing the Parent Choice Forms we have noted that the majority of our parents have opted to choose the free standing ESL program. The parents want their children to be immersed in the English Language and believe that ESL is the best program to foster this. They are made aware that we use the Push-In model for ESL. We have noted that approximately 90% of the eligible parents have selected ESL as their first choice. The remaining 10% of parents have chosen Dual Language as their first choice and ESL as their second choice.

6. Alignment

The ESL program model offered at PS 72 is directly aligned with parent request noted on the Parent Survey and Program Selection form. Parents prefer that their child be placed in an all English class while receiving Push-In Support from the ESL teacher. These children are also offered AIS Push-In support in both Literacy and Math.

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●
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This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	48	Newcomers (ELLs	33
		Special Education	16

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	1	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	33	1	7	14	0	9	1	0	0	48
Total	33	1	7	14	0	9	1	0	0	48

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	5	7	7	8	9								39
Chinese					1									1
Russian														0
Bengali		1		1										2
Urdu														0
Arabic	1	1	1											3
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														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
Albanian														0
Other			1			1								2
TOTAL	4	7	10	8	9	10	0	48						

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?

Program and Scheduling

PS 72 has a Push In ESL program currently servicing 48 LEP students in grades Kindergarten to Five. Student's who receive Special Education services are also served by the ESL provider. Many of these students are mainstreamed into the General Ed. classrooms. The children are serviced in the English language. Our ESL program supports students from multicultural facets. Our mandated services are provided as a Push-In model based on the student's required mandated minutes of instruction which is based on their English language proficiency. However, all of our English Language Learners also receive quality instruction from their classroom teachers. These teachers have incorporated ESL strategies into their daily teaching and lesson planning. Here at PS 72 we have designed our instruction around the Workshop Model. Our teachers use the architect of a mini-lesson to craft their instruction and provide whole class instruction, followed by small group targeted instruction. A summary of instruction is done during a whole class share. This model of instruction provides structure for all of our students, but more specifically it helps us to support our ELL learners. The ESL teacher supports the ELLs in all content areas. She provides differentiated instruction based on language needs. Classroom teachers have embraced the Balanced Literacy Approach for instruction in literacy. This approach supports all students in developing their listening, speaking, reading and writing skills. The ESL teacher works with the ELLs in these areas by using Scaffolding Strategies that assist the ELLs in building comprehension and mastery of subject matter. We also refer to the strategies shared by the author Aida Walkins. School wide we have introduced the Mondo Literacy program to enhance the Balanced Literacy Approach to teaching and increase learning outcomes. The Mondo program provides an Oral Language Component that has been another way for ELL students to access the learning in their class. In addition, the students read independently to increase stamina and fluency during the allotted period of 100 Book Challenge. Based on

A. Programming and Scheduling Information

benchmark assessments in the 100 Book Challenge and the Fontis and Pinnell running records, students are reading on their appropriate level which is another support from which the ELL students benefit. This year we continue to focus on the Writer’s Workshop as a systematic approach to writing for all our students. We use the Lucy Calkins Writers Workshop. We have put in place professional development to support our teachers in using total physical response (TPR) and more concrete teaching tools, such as photographs, picture cards and the use of SMART boards. In math we follow both the state and city mandates. Our school uses the EveryDay Math (EDM) curriculum to instruct in mathematics. Our classroom teachers provide support for ELL students by using visual representations and hands-on manipulatives to make an abstract concept more concrete. In addition, we use Do The Math , by Marilyn Burns. This math intervention is found to be very successful with our students it also teaches with the hands-on approach. In all academic areas we are conscious of the vocabulary that we teach our students, especially with our ELL population.. The classrooms have a print rich environment where objects in the rooms are all labeled. Teachers in grades K-2 use the Foundations Curriculum to build phonemic awareness as well as building a foundation for reading and writing. This program has supported our early emergent readers, our students with special needs and our English language learners. It especially supports our SIFE population and our Long term ELLs. As for Social Studies and Science, they are taught as interdisciplinary subjects to literacy and math. We incorporate non-fiction reading into our literacy instruction,. We apply all of our ESL teaching strategies to these subjects as well. Our teachers use Interim Progress monitoring to assess all of our students. The teachers are particularly aware of the needs of our students of the ELL and Special Ed. subgroups. The ESL teacher mainstreams the students with disabilities into general education classes where she services other ELLs during ELA and Math. In this way, the teacher uses flexible scheduling to meet the needs of students with disabilities by providing them with services in the least restrictive environment. In addition, she pulls them out into a ESL LAB room to work in their specifics area of need in literacy and math. A vareity of instructional strategies are used that support and scaffold the academic content and language for the students, helping them understand and have access to the content areas and accelerate their English language development. She works with them in small groups to target reading comprehension skills, inferencing, critical thinking, buikding vocabulary and developing their writing skills. This is done through read alouds, shared reading, guiding reading and interactive writing. During math, she uses manipulatives, flash cards to teach math vocabulary, counting charts, the smartboard is udes to dispklay visuals.

This includes our small group of SIFE students as well. The ESL teacher takes a small group of beginner ELLs and gives these students extra support. The ESL teacher also uses the Rigby, On Your Way to English program to improve the students language proficiency. This program was designed for the ELL population. It has many visuals to support student's language process. It includes large colorful charts , as well as Oral Language Audio CD's. We incorporate non-fiction reading into our literacy instruction, and apply our ESL teaching strategies to all subjects as well. Our teachers use interim progress monitoring to assess all of their students. These students also receive teacher monitered computer time using Imagine learning English. This program is ideal for ELLs. It has auditory and visual response. It develops phonemic awareness as well as reading comprehension and literacy skills

In addition to classroom instruction, the ESL teacher pushes into the classes with ELL students who have been assigned throughout grades K-5. .

Courses Taught in Languages Other than English ⓘ

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

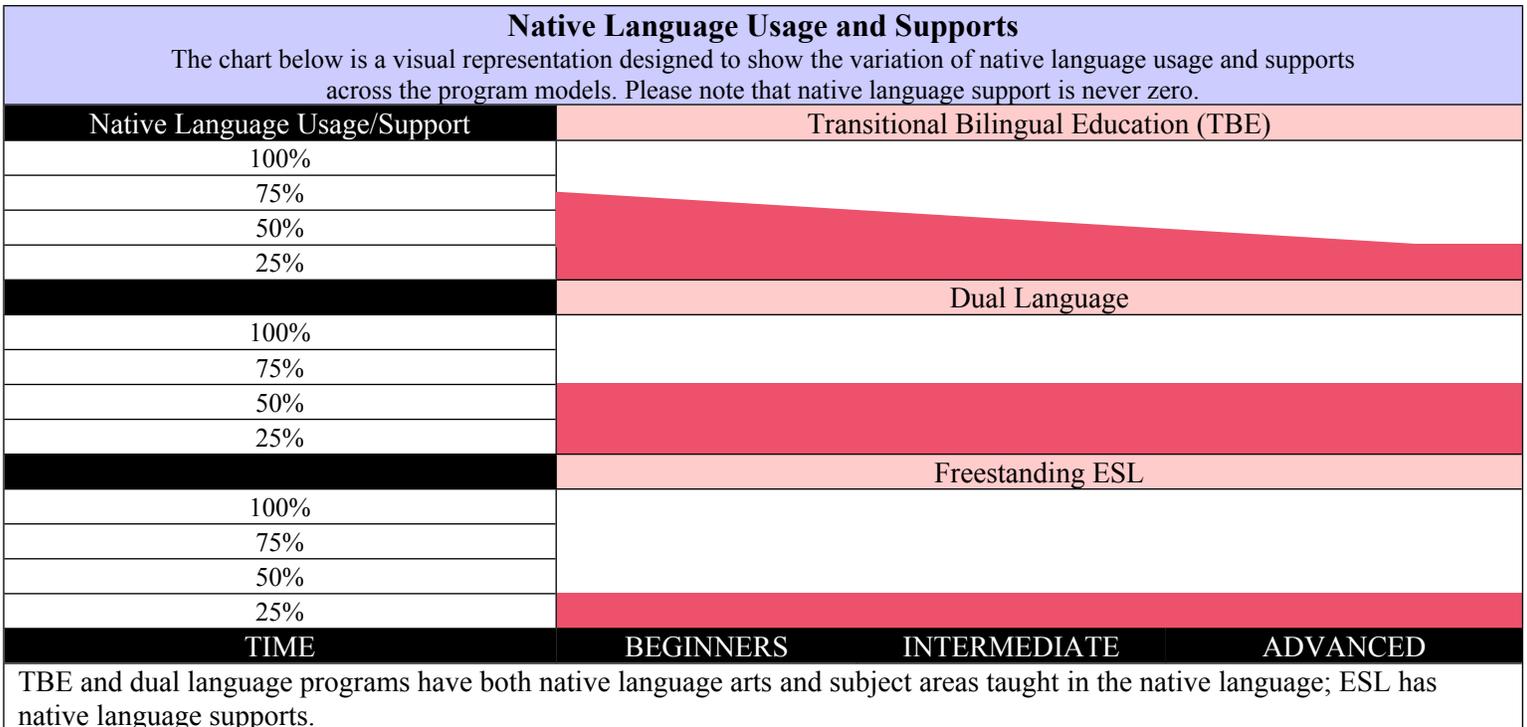
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction

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



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?

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?

Our English Language Learners receive Academic Intervention Services based on need. AIS is also provided as a push-in service.

AIS in ELA and Math: AIS providers push into the classes and work with students in small groups based on results of the ELA, Math and on going teacher assessments. Since our ELLs are grouped heterogeniously, we have all the subgroups together in mixed classes. All the ELLs are provided with AIS service in these classrooms. Students are also afforded the opportunity to take part in the ESL After School Program, which prepares them for the NYSESLAT as well as to become more proficient in the English Language. Additionally, a computer based program has been purchased, that teaches students the essential skills and strategies required for reading success. Native language support is given in the form of resources and materials. We have books in the native language of the students in the classrooms and libraries. We also have the program, Imagine Learning English, which is currently being used as an intervention, during the regular school day, as well as during the 37.5 minute .This computer program is especially beneficial to SIFE studentsas it intrduces itself in the students first language, when available. (It is offered in several languages.) It teaches early literacy skills such as letter recognition, phonics, reading comprehension and vocabulary skills. This year we will be offering after school time on Imagine Learning English . This program starts the beginner ELL's in their first language,the children are building confidence as they are introduced to english skills at their individual pace.This program is offered to the entire ELL population, K through fifth. The incoming non-english speaking ELL's learn to adapt more when given the opportunity to go on the computer. All the required services support, and the resources correspond to our ELLs' ages and grade levles. We do have any activites for newly enrolled ELLs prior to the beginning of the school year. There are no language electives offered to our ELLs.

All of our transitional ELLs who have reached proficiency on the NYSESLAT are still supported by the ESL teacher when she pushes into their classes. She will work with them in their small groups. They are also given AIS services by the providers. All ELLs continue to get accomodations on State tests.

All our ELLs have access to all of our school rprograms. OST (Out of School Time) which is housed at PS 72 offers homework help, as well as recreational time for any child whose parent has requested the after school care. This program offers dramatic experiences for the students to engage in and other family based events.

This year, our parent coordinator has continued to offer many workshops and activities for students, including but not limited to our ELL population, to participate in (i.e. - Book Club, story night, and Curriculum Fairs). We have implemented a school chorus for upper grade students. Students auditioned to be part of the chorus if they were interested in joining this extracurricular group.

Additional Support services provided to LEP students: LEP students that are in place in our school receive Academic Intervention Services (AIS), Extended Day Services (37.5 min.). In January of 2011, We offered a Title III ESL After School Support Program. The program prepared our students for the NYSESLAT State Exam as well as the challenges he or she may experience in and out of the classroom. The program offered small group reading instruction to newly admitted students. This program helped transition students from reading in their native language to reading in English. This program will be offered again in January of 2012. Our ELL's were also invited to attend the After School Test Prep Programs offered to all 3rd, 4th, and 5th graders who would be taking the ELA and/or Math State Exams.

Mondo which was mentioned in the first part of this section is an instructional material used to support our ELLs. Imagine learning which is also mentioned in the first part of this section is a software/web based technology used to support all our ELLs especially the beginners.

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?

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)?

Paste response to questions 1-5 here

instruction. This incorporates best practices in ESL strategies. Oral language development, language acquisition approaches and questioning techniques are focused on during these Professional trainings. These workshops are offered on a bi-monthly basis beginning in September and running throughout the school year (dates are assigned based on consultant availability). Teachers are provided with Writer's Workshop Professional Development which also addresses how to Implement ESL strategies into instruction for ELL students. During the monthly Grade conferences, the ESL teachers joins a different grade and provides professional learning to the teachers of ELLs based on a topic of interest or area of need. This is another time that teachers share ideas and give support to each other. At these meetings we always discuss adaptive strategies for our sub groups of ELLs. When our ESL teacher attends outside workshops she learns new ideas and strategies which she then turn keys to the staff. All of this professional development is on going and is based on the needs assessments. When the ESL teacher pushes into the classrooms, she is erving as a model for the classroom teacher. There is also time in the week when the ESL teacher meets with the classroom teacher to discuss ESL strategies that can be implemented and incorporated throughout the day. Throughout the last years, the ESL teacher and the school has provided several PDs and sent teachers to PDs that provide ELL training to all the staff. These PDs have been counted towards the teachers completing the required 7.5 hours of ELL training as per Jopse P. All the PDs held at the school are recorded with an agneda, sign in sheet and materials distributed.

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?

Parental Involvement

Parents of ELL students are invited to Parent Orientations. New ELLs are arriving through the school year, therefore, it has become necessary to consistently invite new parents, as to keep them informed of their choices. The session is conducted by the ESL teacher. At this Orientation the ESL teacher gives an overview of the services she provides through the ESL program. The workshop is also translated into their native language. A video is shown which explains the various programs offered throughout the New York City Department of Education for both bilingual and ESL students. Following the video the parents are supported in filling out a Parent Survey and Program Selection Form. As we are committed to making this a partnership with our parents, the ESL teacher clarifies any questions the parents may have. Workshops are provided as the NYSESLAT testing dates approach to support parents in better understanding this process. The Parent Coordinator participates in the session welcoming and offering assistance with any questions the parents may have. We all play a role in informing the parents of other workshops that are being offered at our school. We also make sure monthly PTA letters go home in the appropriate language. "We Are NY" is a Mayor's Program the school offers to parents which teaches Adult ESL and Conversational English.

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)	4	4	4	1	3	2								18
Intermediate(I)	0	1	5	1	4	3								14
Advanced (A)	1	2	3	6	2	8								22
Total	5	7	12	8	9	13	0	0	0	0	0	0	0	54

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	1	0	1	0							
	I	2	1	1	0	1	1							
	A	2	1	1	1	1	1							
	P	1	5	10	9	8	12							
READING/ WRITING	B	4	4	4	1	3	2							
	I	0	1	5	1	4	3							
	A	1	2	3	7	2	8							
	P	0	0	1	1	2	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	7			10
4	2	5	1		8
5	2	10			12
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	2		7		1				10
4	3		4		3				10
5	4		9		1				14
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	5		2		2		1		10
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

B. Analysis of the Data

In the K-2, the tools that we use are Fountas and Pinnell to assess for reading levels as well as the Mondo assessment for fluency and vocabulary. We use the Foundations program for phonics and spelling. In addition, the ESL teacher uses On Your Way to English Rigby program to further assess the reading abilities of the ELLs. Based on the data for early literacy skills, we are finding that 90% of our Kindergarten, 1st and 2nd grade ELL students are between the pre A reading and the C levels. Due to this fact, we provide them with phonics instruction using Foundations to build their reading skills.

After reviewing the results of the Spring NYSESLAT and administering the LAB-R, the ESL teacher and additional staff members can better plan to meet the needs of the ELL's. In addition, the ELL Periodic Assessment, will be used this school year as a tool to plan for instruction of ELL students. Last year, the ELL Periodic assessment was not administered for reasons beyond my control. Therefore, we do not have any recent data to report. The students Fountas and Pinnell reading levels is a great assessment tool to differentiate instruction. Each ELL student's individual strengths and areas in need of support are identified and shared. ESL, AIS, Literacy and Math Staff Developers plan together along with the classroom teacher to make the learning process a seamless, differentiated one.

Last Spring, fourth grade ELLs took the NYS English Language Arts Assessment (ELA). Four of these students scored a level 1 ten students scored a level 2, and 0 scored a level 3. As an interim benchmark we continue to use the MONDO assessments in grades K through 5 to monitor progress. The ESL teacher uses On Our Way to English from Rigby publishers and Focus on Fluency by Rourke publishing to address students at all proficiency levels. The ESL teacher also supplements her instruction for all Kindergarten to Grade 5 students by using the Language Proficiency Intervention Kits. These kits address fluency and comprehension using lap books, picture cards, small books and audio cassettes. Foundations by Wilson Reading is the phonics/word study program that is used in all classrooms from Kindergarten through Grade 2. This helps to teach our ELL students the necessary phonics for emergent reading in English.

On the NYS Math 4th Grade Assessment 11 of the ELL students scored a Level 2; 1 scored a level 3 and 0 children scored a Level 4. Of the 5th grade students who were tested on the NYS Math Assessment 3 scored a level 1; 3 students scored a level 2 and 2 students scored a level 3. The Math Staff Development has provided the classrooms with hands on manipulatives for a tactile approach to mathematics for our second language learners. EDM assessments, resources and games are used to differentiate instruction and meet the diverse learning styles in the classroom.

On the Fourth Grade NYS Science assessment no students scored a level one and 5 students scored a level 2. Nine students scored a level 3. The ESL teacher shares ESL strategies with classroom teachers as well as using vocabulary word lists to familiarize students with academic vocabulary.

When teaching ELL students, it is critical to use a lot of Total Physical Response (TPR) in the delivery of instruction. This is especially true for ELLs with a proficiency rating of beginner. Teaching ELL students requires a lot of oral language development, which can be addressed through wordless picture books, the Imagine Learning Computer Program, and audio tapes. This allows students to build vocabulary and comprehension. To assist ELL students, we use sentence starters and picture dictionaries. The use of Thesaurus also helps

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____	School DBN: _____		
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Margarita Colon	Principal		10/20/11
Malcolm McDowell	Assistant Principal		10/20/11
Ms. Veronica Brugram	Parent Coordinator		10/20/11
Mrs. Patricia Blasone	ESL Teacher		10/20/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		1/

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X072 **School Name:** Dr. William P. Dorney

Cluster: 6 **Network:** 607

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.

The initial analysis of the Home Language Survey provides us an opportunity to review the language needs of enrolling students. P.S. 72 studies the school demographic and students ethnic backgrounds.

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

The following is a list of the languages spoken, and numbers of students for each, at PS 72 as indicated on the Home Language Survey:

Albanian (4)
Arabic (6)
Bengali (8)
Chinese Dialect (2)
Chinese, Any (8)
English (703)
French-Haitian Creole (1)
Ga (1)
Haitian Creole (1)
Macedonian (1)
Marathi (1)
Nahauatl (1)

Philipino (Tagalog) (1)
Portuguese (2)
Spanish (169)
Twi (2)
Ukrainian (1)
Urdu (1)
Vietnamese (2)
Yoruba (2)

The number of report cards translated into a language other than English is 133. These findings have been shared with the School Leadership Team, and copies of the CEP are available for staff perusal in the Main Office.

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.

To guarantee delivery of information, written translation of parent letters and other vital documents are done in-house by a bilingual parent coordinator, paraprofessional and/or teacher. If necessary to provide information in languages other than English and Spanish, we contact the office of Translation and Interpretation through the Department of Education. We ensure that these documents are submitted to this office at least two weeks in advance of date of distribution.

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.

In house oral interpretation is provided by the staff during parent conferences as well as on Parent Teacher Conferences. Parents also receive written notification in their native language when necessary. The need for oral interpretation during PTA meetings and Parent Workshops has increased. Staff members are hired to be available to assist with translation during Parent Teacher Conferences. The Principal of P.S. 72 is bilingual, as is the Parent Coordinator; therefore they are able to conduct parent conferences in Spanish when necessary. There are some staff members who are bilingual and are able to conduct translation services as they are needed.

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>.

When necessary to provide information in languages other than English and Spanish, we contact the office of Translation and Interpretation through the Department of Education We ensure that these documents are submitted to this office at least two weeks in advance of date of distribution.

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: Dr. William P. Dorney	DBN: 08X072
Cluster Leader: Jose Ruiz	Network Leader: Elmer Myers
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 50 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The ESL After-School Support Program

The ESL After School Support Program is offered to all ELL students in grades 1-5. The goal of the program is to prepare students to achieve English proficiency. Based on the NYSESLAT results from the Spring of 2011 and ELA test, our ELLs are struggling with reading and writing. Therefore, the instructional focus of the afterschool program will be to build comprehension skills and vocabulary. All of the beginner, intermediate and advance level ELLs are invited to attend. Teachers will differentiate by flexible grouping. Depending on the ELA and NYSESLAT levels of the students, we will group them accordingly. A component to the program will be to accelerate their English acquisition in the four modalities: listening, speaking, reading, and writing. We will use the NYSESLAT test prep materials from Continental Press and Getting Ready for the NYSESLAT to support with building their language and literacy skills. In addition, these materials will help prepare them for the test. The program duration is as follows; Tuesdays and Thursdays from 3:15 – 5:10 pm, starting February 1, and ending May 1, 2012. The ESL teacher will teach with a common branch teacher or content area teacher who is participating in the program. A supervisor will assume responsibility for the overall program. The supervisor will assist teachers in the implementations of Test Prep Strategies. The supervisor will be responsible to communicate formally and informally with parents. The supervisor oversees appropriate records, including attendance.

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:

At no cost to Title III, teachers will engage in the following professional development:

PD Sessions through MONDO literacy resources, which are conducted by outside consultants, and tailored specifically for K-2 teachers and 3-5 teachers, teachers receive professional development in literacy instruction with scaffolding strategies for ELLs. This program incorporates best practices in ESL strategies. Oral language development, language acquisition approaches and questioning techniques are focused on during these Professional trainings. These workshops are offered on a regular basis beginning in November and running throughout the school year (dates are assigned based on consultant

Part C: Professional Development

availability).

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:

At no cost to Title III, the following activities are offered to parents of ELLs:

Veronica Brougman, the Parent Coordinator offers an ESL Adult class to the parents of ELLs. These are offered once a week on Wednesdays, from 4pm-6pm. The program runs during the entire school year for six week sessions at a time. Parents are invited via a flyer, emails and announced in meetings, translated in the preferred language of the parent.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$7,500	\$7, 500 In per session will be used to pay 3 teachers.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 	\$3, 700	\$2,700 will be used to purchase Student booklets from Continental Press and Getting Ready for the NYSESLAT. \$1,000 will be used for dictionaries, notebooks, phonics/grammar workbooks and audio books.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel	\$11,200	
Other		
TOTAL		