



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



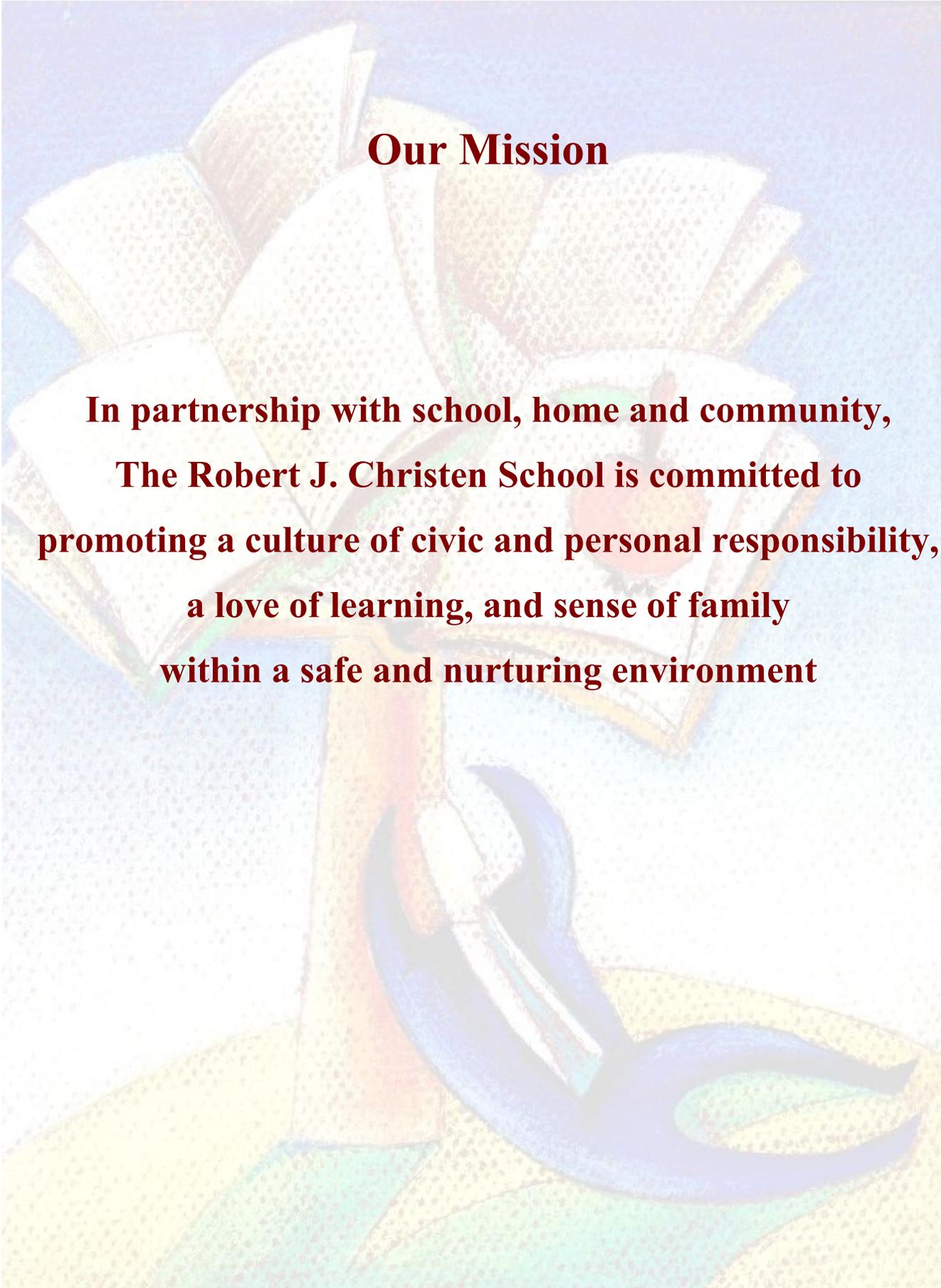
## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** ROBERT J. CHRISTEN SCHOOL, P.S. 81

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 10X081

**PRINCIPAL:** MS. MELODIE MASHEL **EMAIL:** [MMASHEL@SCHOOLS.NYC.GOV](mailto:MMASHEL@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** MS. SONIA MENENDEZ



## **Our Mission**

**In partnership with school, home and community,  
The Robert J. Christen School is committed to  
promoting a culture of civic and personal responsibility,  
a love of learning, and sense of family  
within a safe and nurturing environment**

## **OUR VISION**

**PS 81, The Robert J. Christen School, is a school of excellence.**

**Our vision is to maintain a safe and nurturing child-centered learning atmosphere.**

**We focus on implementing educational programs that promote high standards, a love of learning and contribute to the growth and social development of our children.**

**We treat children as individuals and provide every child with a supportive and appropriately challenging learning environment.**

**We celebrate our cultural and ethnic diversity, and strive to create an atmosphere of tolerance that will be the foundation for our children's lives.**

**Our educational program prepares our children to be productive, literate members of their community and our democratic society.**

**Our Educational Program will:**

- **Engage and involve parents in the life of the school**
- **Collaborate with organizations that provide enrichment and cultural opportunities across the subject areas**
- **Foster tolerance, promote respect, and celebrate diversity**
- **Assist students in becoming independent learners and thinkers**
- **Promote positive values that will generate respect, civic pride and a sense of community**
- **Immerse children in reading a variety of genre for the purpose of making connections formulating questions, making interpretations and reading critically**
- **Use the writing process to write freely and creatively, across genre; write for the purpose of research, write to prompts and write in response to literature**
- **Support aesthetic appreciation by ensuring music and art are an integral part of the curriculum**
- **Focus on the development of mathematical concepts, processes and problem solving**
- **Utilize scientific inquiry and research as the basis/method of scientific instruction and use our planetarium to enrich the science curriculum**
- **Focus on the study of neighborhoods, communities, history, geography, government, economics culture and current events as a way to better understand the world in which we live.**
- **Use technology to compliment the curriculum**
- **Provide intervention services to struggling students**
- **Provide enrichment program opportunities to students meeting or exceeding the standards**
- **Encourage health and fitness which is enhanced by the use of our state of the art playground**

### 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
Melodie Mashel	*Principal or Designee	
Marisa Maher	*UFT Chapter Leader or Designee	
Amy Moore	*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	
Anne Kirrane Non Voting Member	Assistant Principal	
Rebecca Aviles-Rodriguez Non Voting Member	Assistant Principal	
Phyllis Beinstein	Literacy Coach	
Dorothy Piontek	Secretary	
Leslie DeLello	Teacher	
Anne Marie Finlan	Teacher	
Felicia Collins	Teacher	
Debbie Young	Paraprofessional	

Mary Anne Cebeci	Parent	
L. Carmona	Parent	
N. Rios	Parent	
Maria Garcia-Underwood	Parent	
J. Salleres	Parent	
T. Zorer	Parent	

## SCHOOL PROFILE

P.S. 81, The Robert J. Christen School, is an elementary school of excellence located in the Northwest area of the Bronx. P.S. 81 has been identified as a Well Developed school and has received an A rating. It is a K-5 school servicing approximately 660 students. The building utilization rate is 120%. All students, with the exception of special education students, live in the community. The student body includes 11.9% English language learners and 15.9% special education students. Our student population is very diverse. The ethnic breakdown of our school is 37.93% Hispanic, 33.43% White, 10.49% African American, and 11.55% Asian. Our educational program prepares our children to be productive, literate members of their communities and our democratic society. Our goal is to maintain a safe and nurturing child-centered learning atmosphere. The administration, together with the staff and parents, promote high standards and a love of learning. Each student is treated as an individual, ensuring that he/she will experience an appropriately challenging learning environment.

The school uses a wide range of data to analyze student progress. Teachers continually analyze student work and learning data to identify student needs, improve instruction and assess progress. This process leads to the development of strategic goals for staff and students and promotes an environment for differentiated instruction. Teachers make informed decisions and offer a menu of approaches, choices, and scaffolds for the varying needs, interests, and abilities that arise in their classrooms. Our students are viewed as active and responsible thinkers. Teachers believe that learning should be interesting and engaging. To ensure that we foster critical thinking, we have increased our focus on Project Based learning.

Our children delight in visiting our computer lab and library, reading developmentally appropriate literature, publishing their work in our writer's workshop, experimenting with science, exploring the solar system and outer space in our newly remodeled planetarium, researching projects in social studies and finding practical applications for mathematics. Our reading program exposes children to many genres, strategies, and skills. Our primary goal is to help our children develop a real love of learning that is integrated into real life experiences. In order to facilitate this goal we have instituted the following: Big Brother, Big Sister Program, Student Government and Good Citizen Program.

Our school is dedicated to accelerating continuous improvement of both teaching and learning. Therefore, focused and targeted professional development is one of our top priorities. Best practices are clearly identified and promptly replicated.

In partnership with school, home, and community, The Robert J. Christen School is committed to promoting a love of learning and a sense of family. Parental involvement is highly valued and respected. Our administration and staff are dedicated to working together in concert with parents in order to ensure positive learning experiences are made available to all students.

We collaborate with Teacher's College, Manhattan College and The College of Mount Saint Vincent. We have partnerships with Lincoln Center, Henry Street Settlement, American Globe Theatre, and Hebrew Home for the Aged, Riverdale Neighborhood House and the Riverdale "Y". The New Horizons sponsors an after- school program for our children in the school.



## **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.

## ANALYSIS OF STRENGTHS AND AREAS OF CONCERNS

THIRD GRADE- ELA 2011				
EIGHTY –EIGHT PERCENT OF Students WERE ABLE TO APPLY THE SPECIFIC READING SKILL				
Read unfamiliar texts to collect data, facts, and ideas	Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events	Identify elements of character, plot, and setting to understand the author’s message or intent	Use knowledge of story structure, story elements, and key vocabulary to interpret stories	Distinguish between fact and opinion

Analyzing the data identified the following skills as concerns:

- Identify main ideas and supporting details in informational texts
- Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources
- Analyze information on the basis of new or prior knowledge and/or personal experience
- Identify a conclusion that summarizes the main idea

FOURTH GRADE				
EIGHTY –FIVE PERCENT OF STUDENTS WERE ABLE TO APPLY THE SPECIFIC READING SKILL				
Use knowledge of story structure, story elements, and key vocabulary to interpret stories	Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events	Use knowledge of story structure, story elements, and key vocabulary to interpret stories	Evaluate the content by identifying important and unimportant details	Evaluate the content by identifying important and unimportant details

Analyzing the data identified the following skills as concerns. The following skills were identified as concerns. There will be an increased focus on these skills.

- Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts
- Make predictions, draw conclusions, and make inferences about events and characters
- Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events

<b>EIGHTY –FIVE PERCENT OF STUDENTS WERE ABLE TO APPLY THE SPECIFIC READING SKILL</b>				
Read to collect and interpret data, facts, and ideas from multiple sources		Read, view, and interpret literary texts from a variety of genres	Compare and contrast information on one topic from multiple sources	Use text features, such as headings, captions, and titles, to understand and interpret informational texts

Analyzing the data identified the following skills as concerns. The following skills were identified as concerns. There will be an increased focus on these skills.

- Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details
- Recognize organizational formats to assist in comprehension of informational texts
- Define characteristics of different genres

### Student Performance Trends MATHEMATICS

<b>THIRD GRADE</b>				
<b>EIGHTY –FIVE PERCENT OF STUDENTS WERE ABLE TO APPLY THE SPECIFIC MATH SKILL</b>				
Develop an understanding of fractions as part of a whole unit and as parts of a collection	Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication	Use and explain the commutative property of addition and multiplication	Read and interpret data in bar graphs and pictographs	Check reasonableness of an answer by using estimation

Analyzing the data identified the following skills as concerns. The following skills were identified as concerns. There will be an increased focus on these skills.

- Understand the place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand
- Use tables, patterns, halving, and manipulatives to provide meaning for division
- Name, describe, compare, and sort three-dimensional shapes: cube, cylinder, sphere, prism, and cone
- Develop strategies for selecting the appropriate computational and operational method in problem solving situations

### MATHEMATICS

<b>FOURTH GRADE</b>				
<b>EIGHTY –EIGHT PERCENT OF STUDENTS WERE ABLE TO APPLY THE SPECIFIC MATH SKILL</b>				
STUDENTS WERE ABLE TO:	STUDENTS WERE ABLE TO:	STUDENTS WERE ABLE TO:	STUDENTS WERE ABLE TO:	STUDENTS WERE ABLE TO:
Compare and order numbers to 10,000	Use the symbols <, >, =, and ≠ (with and without the use of a number	Find the area of a rectangle by counting the number of squares	Define and identify vertices, faces, and edges of three-dimensional	Select tools and units (customary and metric) appropriate for the

	line) to compare whole numbers and unit fractions and decimals (up to hundredths)	needed to cover the rectangle	shapes	length being measured
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Analyzing the data identified the following skills as concerns. The following skills were identified as concerns. There will be an increased focus on these skills.

- Use a variety of strategies to divide two-digit dividends by one-digit divisors (with and without remainders)
- Develop an understanding of decimals as part of a whole
- Calculate elapsed time in hours and half hours, not crossing A.M./P.M.
  - Use a variety of strategies to solve multiplication and division word problems

**Student Performance Trends  
MATHEMATICS**

<b>FIFTH GRADE</b>				
<b>EIGHTY –EIGHT PERCENT OF STUDENTS WERE ABLE TO APPLY THE SPECIFIC MATH SKILL</b>				
<b>STUDENTS WERE ABLE TO:</b>	<b>STUDENTS WERE ABLE TO:</b>	<b>STUDENTS WERE ABLE TO:</b>	<b>STUDENTS WERE ABLE TO:</b>	<b>STUDENTS WERE ABLE TO:</b>
Read and write whole numbers to millions	Identify and draw lines of symmetry of basic geometric shapes	Determine the tool and technique to measure with an appropriate level of precision: lengths and angles	Translate simple verbal expressions into algebraic expressions	Draw and identify intersecting, perpendicular, and parallel lines

**Concerns:**

- Know that the sum of the interior angles of a quadrilateral is 360 degrees
- Create equivalent fractions, given a fraction
- Use a variety of strategies to multiply three-digit by three-digit numbers Note: Multiplication by anything greater than a three-digit multiplier/ multiplicand should be done using technology.
- Display data in a line graph to show an increase or decrease over time
- Classify angles as acute, obtuse, right, and straight and create algebraic or geometric patterns using concrete objects or visual drawings (e.g., rotate and shade geometric shapes)

Our data analysis confirms that our students have strong comprehension skills and have developed a solid foundation in mathematical reasoning and problem solving strategies. In 2011, students demonstrated mastery of specific comprehension skills that are necessary for critical reading and problem solving skills that enable students to perform rigorous math tasks. While our students continue to perform well, our current trends reveal a drop in the number of students scoring 4s and an increase in the number of students scoring 2s. These trends reveal a need for an increase use of targeted and flexible small group instruction. Our teachers need to be provided with professional development and opportunities to work collaboratively to effectively use assessments and analyze student work in order to drive rigorous instruction. The administration and coaches will tailor the professional development in order to significantly increase the knowledge base

**Future Initiatives:**

Our needs assessment suggests that our targeted action for the year 2011-2011 will be to provide professional development to implement the Department of Education Expectation in order to implement the Common Core Learning Standards. Our learning community will design a vertical curriculum that supports the new strand of the NYS ELA Common Core standard of Language Conventions & vocabulary. Last year we aligned our units of study with the CCLS. This year we will designing rigorous student performance tasks within these reading units of study. Students will be required to read and analyze informational text and write opinions and or arguments in response to a task.

In addition, opportunities and support will be provided to implement an inter-disciplinary approach to teaching that is aligned with the CCLS. The needs assessment concluded that the successes of our inquiry work should be expanded. This year we will begin to increase focus on the subject area of writing, specifically writing non-fiction and in the content areas. We will be designing rigorous student performance tasks both in ELA and Mathematics for all grades. This will support the New York City expectations for implementing CCLS. We will improve teacher effectiveness by developing a shared understanding of instructional excellence using the guiding principles of Danielson’s Framework and its rubric.

**ANNUAL GOAL #1 AND ACTION PLAN**

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

**Annual Goal #1**

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

- **To Improve teacher effectiveness by developing a shared understanding of instructional excellence using the guiding p Framework and its rubric. ( adapted DOE version of Danielson’s rubric will be used)**

### **Comprehensive needs assessment**

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

New Teachers  
Building Teacher Capacity  
School Leadership Team  
Learning Environment Survey

New Tenure Process  
Formal and Informal Observation  
Principal Liaison Meetings

### **Instructional strategies/activities**

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

### **ACTION PLAN**

**Teachers engage in a self-assessment on selected components of a Danielson's rubric; and identify at least one area for growth**

**The cabinet, grade leaders and key staff members develop and implement a coherent and differentiated teacher support plan th components of the rubric.**

**School leaders set up and follow a schedule for teacher observation and feedback using Danielson's rubric that will culminate formal observations.**

**Teacher clustering around common needs/growth and goals. Teacher teams can schedule inter-visitations, model lesson course of study toward improvement and refinement of great teacher practice, use critical friends protocol for peer review pro**

**Alignment of resources: Inquiry Team allocation, common preps programmed into the master schedule, professional periods.**

### **EVIDENCE:**

**Individual a/o group suggestions and recommendation with clearly identified steps for progress and movement to the nex continuum.**

**Teacher observations with written comments. Using our own designed feedback template, teachers will be provided info teacher's identified area of growth.**

**Teacher self-assessments on selected components of the rubric**

**Teacher reflections**

**Teacher roster with dates of partial and full observations.**

### **MEASUREABLE OBJECTIVE AND TIMELINE**

**The Principals and Assistant Principals will engage in short, frequent cycles of classroom observations and provide meaningfu using selected components of Danielson's Framework Rubric; with emphasis on one component that addresses their identified October 2011 – June 2011**

### **Strategies to increase parental involvement**

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

- **conduct parent workshops with topics that may include: parenting skills, understanding educational accountability and assessment expectations; literacy, accessing community and support services; and technology training to help their children at home;**
- **provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accou proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Sur**
- **schedule parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or even about the school's educational program and other initiatives of the Chancellor and allow parents to provide sugges**
- **translate all critical school documents and provide interpretation during meetings and events as needed;**

- **School Leadership Team**

**Strategies for attracting Highly Qualified Teachers (HQT)**

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

**100% of our staff is highly qualified. The following initiatives are implemented by the administration and coaches to ensure that all teachers strengthen their skills:**

- **provide high-quality and ongoing professional development for all teachers**
- **Provide formal and informal feedback to teachers based on formal and informal feedback**
- **Engage teachers in inquiry team sessions**
- **engage teachers in collegial and collaborative dialogue to refine their skills and to develop the knowledge and expertise of all students in the learning process**
- **provide opportunities for lab sites, grade meetings and study groups**
- **Brainstorm on the effective ways to observe and question students in order to get a better idea of their attitudes, thinking and learning to apply concepts**
- **Incorporate methods to encourage students to connect and integrate academic concepts to practical problem solving with complex and realistic outcomes**
- **Focus on the examination of students' work in order to provide a clear picture of their thinking**
- **Modify instruction to ensure that the needs of all students are met.**
- **Teacher Mentoring**

**Service and program coordination**

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

Inter-Visitations

Lab Sites

Grade level Common Preps

**Budget and resources alignment**

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

- T.L. Fair Student Funding

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

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

**To design rigorous student performance tasks within our CCLS aligned reading units of study (*alignment took place last year*) read and analyze informational text and write opinions and or arguments in response to a task.**

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on data in relation to State academic content and student achievement standards.
  - Students' Baseline Writing Pieces
  - Analysis of NYS ELA Test Results
  - Analysis of Writing to Prompts

**Instructional strategies/activities**

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

**ACTION TAKEN:**

All grades will complete a performance task in ELA. However, the target group of inquiry study will be third graders.

Teacher teams will develop collaborative lessons that incorporate oral (using student discourse protocols and/or Socratic method) and written evidence needed for providing evidence to support opinions or arguments.

Teacher teams will examine student performance tasks which have been designed by other schools, districts, states including the NYC DOE. (Immersion stage)

Teacher teams will engage in designing written tasks in reading which promote the use of citing evidence from informational text to support an opinion or argument.

Teachers meet weekly (every Thursday morning) in grade teams to assess student work and plan lessons that demand evidence.

Teachers meet bi-weekly in grade teams to refine units, lessons, tasks, and create rubrics to assess the use of evidence to support an opinion or argument (work after school)

PD and coaching of teachers by literacy coach.

Alignment of resources: Inquiry Team allocation, common preps programmed into the master schedule, professional periods.

**EVIDENCE**

Data analysis tool that demonstrates student outcomes on the post literacy performance tasks.

Student work samples that demonstrate how 80% of students effectively use evidence to support arguments on the post Performance Task.

Teacher-developed units aligned to the CCLS/NYCDOE Expectations in literacy including performance tasks, activities, and rubrics.

Minutes and agendas from department meetings that detail the analysis of student work and lesson refinement.

**MEASURABLE OBJECTIVE AND TIMELINE**

Eighty percent of third grade students will demonstrate improvement of 1 level or more from pre- to post-assessments based on the use of a rubric developed by teachers.

**TIMELINE:** November 2011 – May 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. See the PIP provided on pages 11 through 15 in this CEP.
  - conduct parent teacher conferences two times a year during which this initiative will be discussed as it relates to student progress. Adjust schedules to accommodate the needs of parents when they have concerns.
  - Provide parent workshops during the day and in the evening to support the home and school partnership.
  - provide parents with reasonable access to staff. Meetings during preparation periods, before school and phone conferences available when necessary.
  - Direct parent coordinator to provide materials and training to help parents work with their children to improve their literacy, math and use of technology;
  - providing parents with the information and training needed to effectively become involved in planning and decision-making for the education of their children;
  - 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 language that is understandable;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, cultural competency in order to build stronger ties between parents and other members of our school community;

**Strategies for attracting Highly Qualified Teachers (HQT)**

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

**100% of our staff is highly qualified. The following initiatives are implemented by the administration and coaches to ensure that all teachers strengthen their skills:**

- provide opportunities for lab sites, grade meetings and study groups
- Brainstorm on the effective ways to observe and question students in order to get a better idea of their attitudes, thinking and how to apply concepts
- Incorporate methods to encourage students to connect and integrate academic concepts to practical problem solving with complex and realistic outcomes
- Focus on the examination of students' work in order to provide a clear picture of their thinking
- Modify instruction to ensure that the needs of all students are met.

**Service and program coordination**

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

Inquiry Team Meetings

Guidance to support students' organization and work ethic skills

Weekly opportunities to analyze student work

After School Program for students at risk, special education students and ELLs

**Budget and resources alignment**

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

- T.L. Fair Student Funding

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

**To create rigorous student performance tasks in mathematics which engage students in high cognitive mathematical problems that require students to explain and support their reasoning about their conclusions and solutions.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on data in relation to State academic content and student achievement standards.
  - Students' Baseline Math Assessments
  - Analysis of Scantron Results
  - Analysis of NYS Math Test Results
  - Analysis of Specific Grade Level Multistep Word Problems

#### **Instructional strategies/activities**

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

### **ACTION PLAN**

**All grades will complete a performance task in math. However, the target group of inquiry study will be fifth graders**

**Structure math groupings to provide enhanced opportunities for students to engage in conversations and discourse about mathematical conclusions.**

**Utilize Acuity assessments results and NYS item analysis information to use as the basis of designing cognitively demanding problems**

**Teacher teams meet to examine mathematical tasks prepared by DOE and our network math support individuals ( Ron Schwartz)**

**Examine unit tasks and standardized tests designed by other states in the country ( google info)**

**Facilitate collaboration of teacher teams and math coach in planning and creating math tasks that “push” student thinking.**

**Embed “mathematical practices” in the task design**

**Design student instrument/log on which students can record their “thinking” about the task**

**Design student rubric**

**Teachers meet bi-weekly in grade teams to assess student work and plan lessons that demand evidence to support their mathematical reasoning.**

**Alignment of Resources:**

**Inquiry Team allocation, common preps programmed into the master schedule, professional periods, Math coach luncheons et**

### **EVIDENCE**

**Students task logs.**

Acuity results  
Student work  
Teacher team agenda, minutes of planning sessions

## MEASUREABLE OBJECTIVE AND TIMELINE

Eighty percent of fifth grade students will demonstrate improvement of 1 level or more from pre- to post-assessments based on "explanations" area of a rubric developed by teachers.

November 2010 - June 2011

### Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal, provided on pages 11 through 15 in this CEP.
- conduct parent teacher conferences two times a year during which this initiative will be discussed as it relates to progress. Adjust schedules to accommodate the needs of parents when they have concerns.
- provide parents with reasonable access to staff. Meetings during preparation periods, before school and phone conferences available when necessary.
- providing materials and training to help parents work with their children to improve their achievement level, e.g., Internet technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making for the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor the progress of their children;
- 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 language that is understandable;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication and cultural competency in order to build stronger ties between parents and other members of our school community;

### Strategies for attracting Highly Qualified Teachers (HQT)

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

100% of our staff is highly qualified. The following initiatives are implemented by the administration and coaches to ensure that teachers strengthen their skills:

- provide opportunities for lab sites, grade meetings and study groups
- Brainstorm on the effective ways to observe and question students in order to get a better idea of their attitudes, thinking and skills to apply concepts
- Incorporate methods to encourage students to connect and integrate academic concepts to practical problem solving with complex and realistic outcomes
- Focus on the examination of students' work in order to provide a clear picture of their thinking
- Modify instruction to ensure that the needs of all students are met.

### Service and program coordination

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

Inquiry Team Meetings

Guidance to support students' organization and work ethic skills

Weekly opportunities to analyze student work

After School Program for students at risk, special education students and ELLs

**Budget and resources alignment**

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

- T.L. 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**To improve student performance in mathematics as demonstrated by an increase in NYS Math Test Scores.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on data in relation to State academic content and student achievement standards.
  - Students' Baseline Math Assessments
  - Analysis of Scantron Results
  - Analysis of NYS Math Test Results
  - Analysis of Specific Grade Level Multistep Word Problems
  - Analysis of "kid watching" problem solving strategies and computation skills

### **Instructional strategies/activities**

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

## **ACTION PLAN**

**Data review of multiple sources to assist in identifying lowest third and sub group students who may require intervention/s**

**Data review to identify student areas of greatest need.**

**Create intervention support teams to provide students with support. Design structure for support.**

**Utilize web based assessments as well as DYO assessments to track and monitor student progress.**

**Utilize a NYS approved RTI intervention ( i Ready)**

**PD and coaching of teachers by math coach**

**Alignment of resources:**

**Inquiry Team allocation, common preps programmed into the master schedule, professional periods, Math coach luncheons et**

## **EVIDENCE**

**Interim assessments**

**Review of targeted student work from goal # 3**

**Student attendance at support programs, ex: morning tutoring, after school programs, AIS groups etc.**

## **MEASUREABLE OBJECTIVE AND TIMELINE**

**Five percent of 4<sup>th</sup> & 5<sup>th</sup> grade students functioning at the lowest third in math will meet proficiency levels on the NYS Math Tes**

**September 2011 – June 2011**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal, provided on pages 11 through 15 in this CEP.
  - **providing materials and training to help parents work with their children to improve their achievement level, e.g., I technology;**
  - **provide a description and explanation of the school's curriculum, the different assessment tools used to measure ch proficiency levels students are expected to meet.**
  - **providing parents with the information and training needed to effectively become involved in planning and decision education of their children;**
  - **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor the**
  - **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 la understand;**
  - **providing professional development opportunities for school staff with the assistance of parents to improve outreach, cultural competency in order to build stronger ties between parents and other members of our school community;**

**Strategies for attracting Highly Qualified Teachers (HQT)**

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

**100% of our staff is highly qualified. The following initiatives are implemented by the administration and coaches to ensure tha strengthen their skills:**

- **provide high-quality and ongoing professional development for all teachers**
- **engage teachers in collegial and collaborative dialogue to refine their skills and to develop the knowledge and e students in the learning process**
- **provide opportunities for lab sites, grade meetings and study groups**
- **Brainstorm on the effective ways to observe and question students in order to get a better idea of their attitudes, thinki to apply concepts**
- **Incorporate methods to encourage students to connect and integrate academic concepts to practical problem solving v complex and realistic outcomes**
- **Focus on the examination of students' work in order to provide a clear picture of their thinking**
- **Modify instruction to ensure that the needs of all students are met.**

**Service and program coordination**

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

- Inquiry Team Meetings
- Guidance to support students' organization and work ethic skills
- Weekly opportunities to analyze student work
- After School Program for students at risk, Special Education students, ELLs, and espanic and black males who have been identi

**Budget and resources alignment**

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

T.L Student Fair Funding

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**To amplify students' vocabulary in essential subject areas**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on data in relation to State academic content and student achievement standards.
  - Writing Samples
  - Baseline Pieces
  - On Going Assessments
  - Oral Communication
  - Analysis of Students' Work

### **Instructional strategies/activities**

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

## **ACTION PLAN**

**Exposure to vocabulary within all units of study in a variety of subject areas.**

**Strategically identified words as they relate to our units of study.**

**Teacher expectation that vocabulary words will be utilized by the students in their writing.**

**Teacher modeling of exemplar writing using key vocabulary words. Instructional protocol developed.**

**Opportunities for students to engage in conversations using key vocabulary words.**

**Design and usage of vocabulary word wall.**

**Text based study group around strategies and practices to develop vocabulary. ( Isabel Beck and others)**

**Peer review of vocabulary word usage in writing.**

**Grade leader meetings, Thursday morning looking at student work times, common preps programmed into the master schedule**

### **ALIGNMENT OF RESOURCES :**

**Common preps programmed into the master schedule, Thursday morning meetings, professional periods.**

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. provided on pages 11 through 15 in this CEP.
  - **creating a safe, supportive and effective learning community for students and a welcoming respectful environment for guardians;**
  - **assisting parents in understanding academic achievement standards and assessments and how to monitor student progress;**
  - **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 be shared with the community;**
  - **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**

**Strategies for attracting Highly Qualified Teachers (HQT)**

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

**100% of our staff is highly qualified. The following initiatives are implemented by the administration and coaches to ensure that all teachers are highly qualified and to strengthen their skills:**

- provide high-quality and ongoing professional development for all teachers
- engage teachers in collegial and collaborative dialogue to refine their skills and to develop the knowledge and skills necessary to meet the needs of all students in the learning process
- provide opportunities for lab sites, grade meetings and study groups
- Brainstorm on the effective ways to observe and question students in order to get a better idea of their attitudes, thinking and skills in order to apply concepts
- Incorporate methods to encourage students to connect and integrate academic concepts to practical problem solving with real-world applications and complex and realistic outcomes
- Focus on the examination of students' work in order to provide a clear picture of their thinking
- Modify instruction to ensure that the needs of all students are met.

**Service and program coordination**

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

Extended Day for ELLs, Special Ed and students at Risk

After School Program for ELLs, Special Ed and students at Risk

**Budget and resources alignment**

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

Title 111,; T.L. Fair funding Fund

### 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 Services: Health Related Services
# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
25	25	N/A	N/A			5	
39	37	N/A	N/A	2		6	
53	53	N/A	N/A	9		8	
46	46	N/A	N/A	6		8	
67	63			16		5	
64	68			12		8	

Identified groups of students who have been targeted for AIS and the established criteria for identification: Students in grades K-3 who are considered at-risk for not meeting New York State Standards as determined by their performance on ECLAS 2, Teacher College Assessments, EPAL assessments, Scantron Assessments, Teachers' assessments and/ or identified as potential holdovers. Students in grades four and five who are performing at level 1 or Level 2 on the New York State ELA, Mathematics and Science. Teachers' College Assessments and teacher assessments. 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><b>ELA</b></p>	<p>Students in Grade 3, 4 and 5 who are performing at Level 1 or 2, students who have not made a year’s progress in the New York State English Language Arts tests or students who are deemed at risk for not meeting state standards are provided with tier one and tier two intervention. These small groups provide instruction to assist students in order for them to acquire the skills needed to become strategic readers. Students in grades two to five receive academic support in test taking strategies and skills in our extended day programs. Materials include anthologies, skill books and practice test materials that mirrors the New York State tests. Study Island, an online program, is also woven into the ongoing support.</p> <p><b>Extended Day Program:</b> Students in grades 1-6 receive academic support in Literacy and test taking strategies during small group instruction in extended day program. Materials</p> <p>Include anthologies, skill books and practice test materials are carefully evaluated to ensure that they are relevant to our students’ academic growth as well as a superior source for test taking strategies and skills.</p> <p><b>Online programs</b></p> <p>Students in Grades K &amp; 1 who are at-risk for not meeting State standards as determined by their performance on ECLAS 2 and Teacher’s College Assessments are provided tier one small group instruction and academic intervention during the extended day.</p> <p>Grade Reduction Teachers reading specialist provide AIS services in a “Pull Out” small group instruction model throughout the day.</p> <p>Extended day provides small group instruction to students in the lower one third. Grades one to five are targeted for this intervention.</p> <p><b>Differentiated Instruction:</b> Classroom teachers continuously assess students and provide remediation and enrichment to meet students’ needs in Tier 1 settings during the school day.</p>
<p><b>Mathematics</b></p>	<p>Tutorial programs are offered to at risk students in grades 2-5 on as needed basis before and after school.</p> <p>Students in Grade 3, 4 and 5 who are performing at Level 1 or 2, students who have not made a year’s progress in the New York State Mathematics tests or students who are deemed at risk for not meeting State Standards are provided with tier one and tier two small group interventions. Students in Grades 1 – 2, who are at-risk for not meeting State standards as determined by their performance in baseline assessments and mid-year assessments, are provided small group instruction in Math. Extended day provides small group instruction to students in the lower one third of the grade.</p> <p>Students in grades 1-6 receive academic support in math and test-taking strategies during small group instruction in our Extended Day Program. Instructional materials, manipulatives, use of Smart Board and computer-assisted instruction through Study Island are used to support our students’ needs. Teachers continuously assess students and provide instruction driven by data to support the needs of all students.</p>
<p><b>Science</b></p>	<p>All students receive state mandated periods of science instruction. In addition the Science Specialist facilitates small group instruction and or individual instruction in the science lab. Classroom teachers differentiate goals and projects for students based on a variety of assessments. Grade four receives two periods of science during our second semester.</p>

<p><b>Social Studies</b></p>	<p><b>Social Studies instruction emphasizes Project Based Learning. Through this model the classroom teacher is able to differentiate instruction and goals based on students needs. Flexible small group and one to one intervention is provided.</b>  <b>Support in Social Studies is provided through content area literacy during the literacy block. . Students learn strategies for reading nonfiction content reading and writing document based Essays.</b></p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p><b>Our guidance counselor and an “F” status guidance counselor provide mandated services to at risk students. In addition services are provided to all students on an on-going as needed basis. One-one counseling sessions or group counseling meetings are routinely in place during the day.</b></p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p><b>Our School Psychologist and related service counselor provides services to students on an on-going as needed basis.</b></p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p><b>One to one or group counseling with students to promote positive behavior and effective study habits. In addition the social worker works closely with students and their families who are experiencing problems that have impacted the students’ education. Both counselors provide small group intervention discussions.</b></p>
<p><b>At-risk Health-related Services</b></p>	<p><b>The school nurse provides health related services on an on-going as needed basis.</b>  <b>Medication is dispersed as per 504’s.</b></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.

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

### *Requirement under Chancellor's Regulations – for all schools*

**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**

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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.
  - **Parents interviewed as students are registered in kindergarten and upper grades**
  - **Surveys**
  - **Outreach by parent coordinator**
  - **Information gathered by teachers as well as support staff**
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.
  - **Chancellor's Regulations A 663 (Translations) were shared and discussed with the SLT, PTA and the school staff.**
  - **Majority of needs encompass Spanish and Russian translation**
  - **Small percentage of a great variety of other findings reported to staff during faculty meetings, Parent Coordinator**
  - **Information reported to community, at principal liaison meeting, Parent Association meeting and through Parent Association Magazine.**

#### **Part B: Strategies and Activities**

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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.

**Bilingual personnel on staff as pedagogues, student/family support personnel, paraprofessionals and members of the School Leadership Team address these needs. The school administration and parent coordinator identify parents who are newly arrived immigrants and parents who require assistance with translation. These parents are networked with support members from our staff and our Parent Association. Buddy systems are created to support these parents. At parents' meetings, parent volunteers to translate and facilitate small group discussions for parents who are limited in their ability to speak English. Parents are informed of the availability of translators and of their right to use an adult friend or family member to provide translation.**

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.  
**Professional and paraprofessional staff also translate at Parent Teachers' Conferences, when necessary. Parents are notified on parental rights regarding translation and how to obtain translation services in the school. There are signs in the entrance way reminding parents of these rights. Addressing language barriers will also be part of the 2009-2010 school safety plan, ensuring that parents with limited English communication skills can access administrative and other key school personnel. Parents will be made aware of the Office of Translation and other resources within the Department of Education. Written communication is frequently distributed in the home language in order to communicate with non- English speaking parents in their home language. Teachers are in the forefront and inform administrators when written notices need to be translated for particular families. This information is supplemented by support personnel who work with students individually or in small groups. Evenings and/or day workshops are held which identify strategies that parents could use to help promote student language acquisition and proficiency. Reading, retelling and storytelling through pictures are strategies that are stressed for students at beginning levels. The use of trade books and content area reading material for intermediate and advanced level students are encouraged. The ESL teacher meets with parents in September, November, March and on an as need basis. The meeting in September provides an introduction and orientation to ESL. A video is shared with the parents, which informs them of the ESL goals, objectives and curriculum. A question and answer session follows the viewing of the video. The ESL teacher provides an overview of the program and informs parents of assessment tools that are used in monitoring language development. Parent letters are sent home three times per year. The first provides an explanation as to why their children are in ESL and the following letters provide the parent with progress reports.**
  
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**Parents are informed about translation services, school personnel translators and their rights to chose an adult translator if desired. A cadre of translators will be available in the school to translate during meetings and conferences.**

**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 <b>Bob Cohen</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>081</b>
School Name <b>The Robert J. Christen School</b>			

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

Principal <b>Melodie Mashel</b>	Assistant Principal <b>Ann Kirrane Rebecca Rodriguez</b>
Coach <b>Phyllis Beinstein</b>	Coach <b>Liz D'Ambrosio</b>
ESL Teacher <b>Kim Jacobs Fran Turitz</b>	Guidance Counselor <b>Laurie Flannigan</b>
Teacher/Subject Area <b>Jeff Gabrielson/Third Grade</b>	Parent <b>Amy Moore</b>
Teacher/Subject Area <b>Diana Smith/Kindergarten</b>	Parent Coordinator <b>Nina Velazquez</b>
Related Service Provider <b>Marie Sheehan</b>	Other <b>Jamie Bernstein</b>
Network Leader <b>Bob Cohen</b>	Other

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>636</b>	Total Number of ELLs	<b>72</b>	ELLs as share of total student population (%)	<b>11.32%</b>
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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. P.S. 81 uses the following identification process for the ELL population in our building. During the registration process, it is determined if the student is a new admission and from what country the student is from or whether he/she is a transfer from another school. If the student is determined to be a transfer, a test history report is accessed. This report provides the child's home language, LAB-R score, and all NYSESLAT data from previous years, as well as other pertinent testing data. If the child is a transfer, his/her entitlement is based on their previously administered LAB-R score or their previous years' NYSESLAT data. The score determines the number of units of ESL per day, the child will receive for that year.

If the student is a new admit, the following process is followed. At the time of a student's initial registration into the NYC Department of Education school system, the Home Language Identification Survey (HLIS) is administered in the parent's native language. If the HLIS indicates a language other than English, an informal interview is conducted with the student by a pedagogue (preferably the ESL teacher). During the intake process, parents and students are provided native language support by available staff members that are fluent in that particular language. The Home Language Identification Survey is explained in the native language and the parent is guided through the completion of the form. Our two certified teachers are present during the registration process. The three programs offered (DL, TBE, and ESL) by the Department of Education are explained to the parents. In addition, members of the staff and parent volunteers who are fluent in the parents' native language are present to support the parents. Our ESL teachers have a basic knowledge of Spanish and French. In addition, our principal and one assistant principal are fluent in Spanish. Languages spoken by staff members include Spanish, French, Russian, and Hebrew. If the ESL teachers are not available, the principal, assistant principals, and testing coordinator have been trained to support the parent in completing the informal interview. If it is deemed from the HLIS and the interview that the child speaks a language other than English, then he/she is eligible for testing. At this point, a new admission slip generated by ATS and copy of the HLIS are given to the ESL teacher. The LAB-R is administered to all students who are new to the education system. The assessment is hand scored and based on the predetermined cut scores, the eligibility of the student is determined. The LAB-R can only be administered once in the child's life. This process is completed within the first ten days of the student's registration. If a student does not pass the Lab-R, and is a native Spanish speaker, then the Spanish LAB is administered. The LAB-R will be brought to the assigned person on the designated day for collection to be brought to the scanning center. The parent is sent an initial entitlement letter that indicates whether the child is entitled or not for ESL and what program he/she has been provisionally placed in. It also informs the parent what the child's score was on the LAB-R.

In the first ten days of the child's admittance, a parent orientation is held if the child is considered an ELL based on the assessment. During the parent orientation, the ESL teacher shares with the parents the entire process for identifying students for services. The various program options are identified. At this time, the program survey and program selection form is completed by the parent. Students are placed in the appropriate group(s) depending on their level of language proficiency. The students are flagged in ATS for ESL and the newly required English Language Learner Parent Choice screen (ELPC) is completed recording the parent's option. Based on the Lab-R cut scores, levels of language proficiency include beginning, intermediate, and advanced.

Each September, continued entitlement is determined. A student's continued entitlement is determined based upon the results of the previous spring NYSESLAT. The school generates an RLAT report from ATS to determine the student's score. This report will determine which students attained the proficient level. Students who are not proficient will be placed in the appropriate ESL group based on language proficiency. Students, who have been identified as beginning or intermediate, will receive ESL services based on the mandated number of units. Advanced students will receive ESL services based on the required number of units. The students with a proficient score are eligible for transitional services for a period of two years. The ESL teacher monitors the transitional students' progress. This group of students are placed in Academic Intervention Services (AIS) for further support. This support occurs during the day and in extended day programs offered in the building.

Annually, the NYSESLAT is given to all ELL's in the building. Before the administration of the NYSESLAT, several ATS reports are run. The ESL teacher runs an RLER report from ATS that lists the students that are eligible for the NYSESLAT. This list is used to double check that all ELL's are listed. A RYOS report is run to confirm the years of service for each student. A test modification report is also run from CAP to determine the correct testing modifications for each ELL-SWD. A letter is sent home to the parents to inform them when the NYSESLAT will be administered to the students. The administration window for each part is listed in this letter. A tear off slip is returned to the ESL teachers signed and collected that the parents have received this information. Then, a master EXCEL spreadsheet is created for the purposes of test administration. As each part is administered to the individual student, he/she is checked off on the checklist with the date the part was administered.

2. There are structures in place to ensure that our parents understand all three program choices. In the first ten days, if the student is identified to be an English language Learner, a parent orientation is scheduled contingent on the time of the year, this could consist of a small group or one-to-one conferences. A folder is prepared for each parent. The contents of the folder include an agenda, the brochure by NYC DOE explaining the three programs, the parent survey, and the program selection form. The brochure on the three programs is given to the parent. **This school serves the following grades (includes ELLs and EPs)** The program selection form and parent survey are included in English and the parent orientation, a powerpoint is shown to the parents. The DVD created by the NYC Department of Education explaining the three program options is shown in all pertinent languages. A make-up session is scheduled for all parents unable to attend. A robo call is placed to the parents that do not have a parent option letter on file. Individual conferences are scheduled in order to explain the options. During these conferences, the program selection form is completed.

3. After the administration of the LAB-R, an initial entitlement letter is sent home with the student. The purpose of this letter is to let the parent know if the child is entitled to services or not. The letter also indicates in which program the student has been provisionally placed. A copy of this letter is placed in the child's individual compliance folder as well as the returned signed tear off letter. All completed program selection letters are kept in the students' individual compliance folders. Records are kept of program selection forms and the parent choices.

4. Parents are informed at registration and parent orientation of the three program choices offered by the Department of Education. As described in question #1; during the meeting the program choices are described in English as well as in the family's native language. Parents are informed of the choices of a TBE, DL, or ESL program. Parents are informed that even while our school does not offer all three programs they are free to select the program of their choice.

Based on the past and current parent program choices, we do not currently have a need for a Dual Language or Transitional Bilingual Education. The numbers are closely monitored by the administration and the ESL teachers particularly in contiguous grades. All of our current students are placed in a Freestanding English as a Second language program model. As previously explained, all important pertinent documents such as the HLIS and parent option forms are distributed in the child's native language. Translation is provided by school personnel and parent volunteers as necessary. Very often, our Russian population brings a friend with them for translation purposes. All procedures and criteria as outlined by the CR Part 154 are followed for identification purposes.

5. Program choices are carefully monitored by the ESL teachers and the administration. After reviewing parent surveys each year, our parent population has consistently opted for a Freestanding English as a Second Language program (push in or pull out model) as shown by the data shown below. The trend in our building is a Free Standing ESL program (push in and pull out model)

Program Selection Data

	2007-2008	2009-2010	2010-2011	2011-2012
Bilingual		0	0	0
Dual Language	0	0	0	0
Free Standing ESL		18	30	26

Since we do not have the other program models, it is explained to the parents that if this is their choice we would be very happy to find a seat for their child in another NYC school that offers their desired first choice. Our parents do not want the other program choices and do not want to leave our building.

6. Yes, program models offered by this building are aligned with parent requests. This based on the data that has been recorded in the past four years.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K\* 1\* 2\* 3\* 4\* 5\*  
6\* 7\* 8\* 9\* 10\* 11\* 12\*

#### This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	61	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	61	0	2	11	0	1	0	0	0	72
Total	61	0	2	11	0	1	0	0	0	72
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

### C. Home Language Breakdown and ELL Programs

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

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
<b>TOTAL</b>	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
<b>TOTAL</b>	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:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	4	8	0	7	4								25
Chinese	0	0	2	2	0	0								4
Russian	8	5	6	4	4	1								28
Bengali	0	0	1	2	0	0								3
Urdu	0	0	1	1	0	1								3
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	2	0	0	0	0								2
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								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	0	0	0	0	0								0
Other	0	5	0	2	0	0								7
<b>TOTAL</b>	<b>10</b>	<b>16</b>	<b>18</b>	<b>11</b>	<b>11</b>	<b>6</b>	<b>0</b>	<b>72</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1a. We currently have a Freestanding English as a Second Language (ESL) pull out and push in program that services approximately seventy-two students. We service kindergarten through fifth grade. Each of the program models (pull out and push in) follows the Common Core Learning Standards and the ESL standards. We currently have two ESL teachers. This year, one teacher is targeting grades K,3,4,5 with a pull out model. Our other teacher is using a push in model to target grades 1 and 2 to support the acquisition of academic content language. Groups are formed based on grade level and language proficiency level.

1b. As stated previously, we use a push in and pull out model as outlined by CR Part 154. The children are seen in heterogeneous (mixed proficiency level) graded groups. Students that are identified to be beginners or intermediate are seen a second time with the grade level preceding them. For example, a first grader that is a beginner or intermediate is seen with a First Grade group and a Kindergarten group

2. Our ESL teachers, data coach, and administrators analyze all relevant data. Our two ESL teachers collaborate with the administration and outline their schedule to ensure that all students receive the mandated time of instruction. Beginning and intermediate students receive 360 minutes per week. Advanced students receive 180 minutes of ESL instruction per week.

2a. Our Free Standing ESL Program adheres to the mandates of the New York State CR Part 154. This requires students who are at the

## A. Programming and Scheduling Information

beginning level to receive 360 minutes of instruction. The intermediate students also receive 360 minutes a week and the advanced students receive 180 minutes a week. Strict guidelines are followed to align the instruction with Common Core Standards. Peer conversations are skillfully folded into the instructional model to support students who are new to the program. Peer translation and the use of bilingual resources such as dictionaries to support students understanding are readily available. Native language partnerships are part of the organizational environment. Books in students' native language are also available. Students are encouraged to share their books with their peers. In addition to the units of instruction provided by the ESL teacher, advanced language proficiency students are engaged in an additional unit of instruction in ELA. The additional unit of instruction includes ELA instruction and content area instruction provided by the classroom teacher. A unit is defined by CR Part 154 as 180 minutes. ELA instruction is comprised of the Reader's Workshop, Writer's Workshop, and Word work. Content area instruction includes Mathematics, Social Studies, and Science. Strict guidelines are followed for ELA as per the Common Core State standards. Features of the standards that are addressed are:

Reading: Text complexity and the development of comprehension

Writing: text types, reading responses, and research

Speaking and Listening: communication (flexible) and collaboration, focus on student discourse to support and defend a point of view or argument

Language: conventions and vocabulary

The 180 minutes of ELA instruction includes:

90 minutes of Reader's Workshop/Writer's Workshop

45 minutes of Math

15 minutes of Word Work

45 minutes of Social Studies/Science

These standards are the basis of the Freestanding ESL program as well as the literacy model in the building. According to requirements of CR Part 154, NLA instruction is only required in bilingual programs.

3.

The content areas are addressed in our organizational models using a variety of systems, structures, and resources. In the content area of Social Studies, we work closely with the classroom teacher in aligning the ELL work with our Social Studies units. Therefore, opportunities are provided to ELL's to converse about Social Studies topics and work on special projects. In the content area of Science, ELL's follow the NYC DOE scope and sequence and our focus is on hands-on experimental learning. Students are exposed to inquiry and all ELL's participate in our Science Exposition. ELL's follow the NYC DOE Math Expectations. They are immersed in Everyday Math hands on lessons. In addition, all ELL's participate in the arts through our residencies.

Each of the program models (pull out and push in) follow the New York State standards in each of the content areas. These subject areas are interwoven into the daily lessons of the Free Standing ESL programs. The four modalities of listening, speaking, reading, and writing are the basic components of planning and direct instruction of the students. A listening and writing center are in the room and a rotation system is being implemented. Children work in instructional cycles. A classroom library is used to promote language development. An English Language Learner (ELL) lending library has been set up for use by the students and teachers. The library contains teaching resources as well as leveled books and varying genres. Visuals are used to scaffold the students with vocabulary development. An example of a visual includes items labeled in the classroom with the word and picture such as the calendar or the computer. Posters are displayed in the room that deal with social skills as well as academic information. Pictures are used in daily instruction. Posters and charts are created with the children and displayed for the students to refer to as needed. Bulletin boards are used for displaying children's work as well as learning centers. Students work on projects based on a thematic topic. One of the ESL teachers has training with the techniques of Project Based Learning (PBL). High level questioning techniques and critical thinking skills are used with the intermediate and advanced students to further their language acquisition. The students sit in groups and use partners to foster discussion. Our focus is to develop and foster reading comprehension skills and critical thinking across all content area. Instruction is provided in the content areas of social studies, math, and science. Ensuring that students gain cognitive academic language is crucial to accelerating language acquisition and proficiency in all content areas.

Writing is an integral part of our program and is done on a daily basis. Short and long term pieces are produced. The students use their

## A. Programming and Scheduling Information

knowledge of word work, sentence structure, and conventions to create writing pieces. Prompt writing is folded into the program. These pieces follow the format of the ELA standardized test or the NYSESLAT to foster confidence. Longer pieces are thematic and are based on literature used in the ESL classroom. In both cases, the writing process is used is modeled and followed. Monthly pieces are used for assessment purposes and these pieces drive future instruction.

Although, instruction is delivered in English, our students participate in different types of learning experiences that take into account their language proficiency as well as their preferred learning style. As mentioned, additional projects based on the PBL methodology are designed to further support content knowledge using music, art, and technology. Students have a choice of projects from which to select and complete. These projects are designed for a grade that needs this support and offered in cycles. Last year, one such project was designed and implemented for Grade One around a thematic topic of the Farm. It was the children's choice to study the farm since many had never visited one. Content vocabulary development and scaffolding techniques are an integral part of the products produced. The project was extremely successful. In addition, all ELL's participate in Art residencies, trips, and schoolwide events. ex: Science Exposition, Dance Festival, performances.

In the content areas of Mathematics, Science, and Social Studies are supported with their content language development in the ESL room and in their classrooms. Collaboration between the ESL teacher and the classroom teacher is vital for content area language development. Problem areas are identified such as content vocabulary or mathematical keywords. Together, the teachers design strategies such as visuals to be used during instruction. Science and Social Studies instruction is enriched with leveled non-fiction texts that pertain to the unit of study which primary source documents. These documents include documents with pictures and captions. In all three content areas

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

For the newcomers will utilize visual, picture, and kinesthetic support. Role playing and dramatics is vital for this subgroup. The students who have been here for four to six years will need to be targeted for small group intervention to bring them to the next level of their second language acquisition. Each of the students will need short term goals which will be assessed constantly. At this point, the student will

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### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### Courses Taught in Languages Other than English ⓘ

#### D. Professional Development and Support for School Staff

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

1. Currently, the two ESL teachers collaborate on a daily basis. One of the ESL teachers attends meetings and appropriate conferences and turn keys the information to the other teacher. Professional development sessions are planned and implemented around the unique needs of the ELL's. These professional development sessions are conducted throughout the year. These sessions are open to the entire staff. Topics for these sessions include vocabulary development, developing content vocabulary, and questioning techniques of the ELL.

2. Collaboration between the ESL teacher and classroom teacher is vital in helping the student transition to the Middle School. Information about the student is provided to the Middle School as needed. In addition, our school guidance counselor "outreaches" to ELL parents and often 1:1 sessions are held with parents to explain/inform about Middle School decisions.

3. As per the regulations of Jose P., all teachers are provided 7.5 hours of professional development. Using Title III funding, the professional development will take place on Friday mornings. The professional development will center around the Walqui model. The premise of this model is to use scaffolding strategies for the ELL. These strategies include modeling, bridging, contextualization, schema building, text representation, and metacognition. Professional Development sessions also identify resources available for teachers to assist ELLs. Records are kept of these sessions. Agendas and sign in sheets are saved as evidence of these sessions. The agenda shows the date the meeting was held and the sign in sheet shows the people in attendance and their position in the school.

#### E. Parental Involvement

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

1. Parents are informed about translation services and their rights to have an adult translator if desired. Letters are sent home prior to Parent Teacher conferences asking the parents if they will be needing a translator. A cadre of translators are available in the school to translate during meetings and conferences. Using a translation services allocation, we also access phone translations from the DOE provided list of providers.

The Parent Coordinator conducts workshops and makes certain that ELL parents are partnered with bilingual parents. We have bilingual parent volunteers who communicate all information to assist parents new to the educational system. Parents are invited to attend all class trips and assembly programs. We have Writing and Publishing celebrations to which all parents are invited. Our parent attendance at teacher conferences is very high and we ensure that interpreters are available for our ELL parents. Parents are actively involved in life of our school. They are participants in the following organizations:

School Leadership Team

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2. Our guidance counselor provides support to parents and provide outreach programs to support the family acclimation into the school. The guidance counselor and School Based Support Team provide information and network with parents and neighborhood services that address mental health as well as community based organization such as after school programs. We refer parents that are interested in learning English or improving their English to Westchester Community College Adult Education Center. In addition, we provide families with a list of Community Based Organizations which provide extracurricular activities such as soccer, softball, arts, and dance. We work closely with organizations such as the Riverdale Y, Tennis Club of Riverdale, and Riverdale Neighborhood House.

3. Meetings conducted by ESL teachers assess parents' needs. The Parent coordinator supports ELL families transition to our school. The ESL teacher meets with parents in September, November, March and on an as need basis. The meeting in September provides an introduction and orientation to ESL. All relevant information is shared with the parents. Power Point presentation during Parent Teachers informs parents of the ESL goals, objectives and curriculum. A question and answer session follows the viewing of Power Point. The ESL teacher provide an overview of the program and informs parents of assessment tools. These meetings provides the ESL teachers the information that outlines the needs of each family. Evenings and/or day workshops are held which identify strategies that parents might use to help promote student language acquisition and proficiency. Reading/retelling/storytelling through pictures, are strategies that are stressed for students at beginning levels. The use of trade books and content area reading material for intermediate and advanced level students are provided and highly encouraged. The results from the Learning Environment Survey are also used to assess the needs of the ELL parents.

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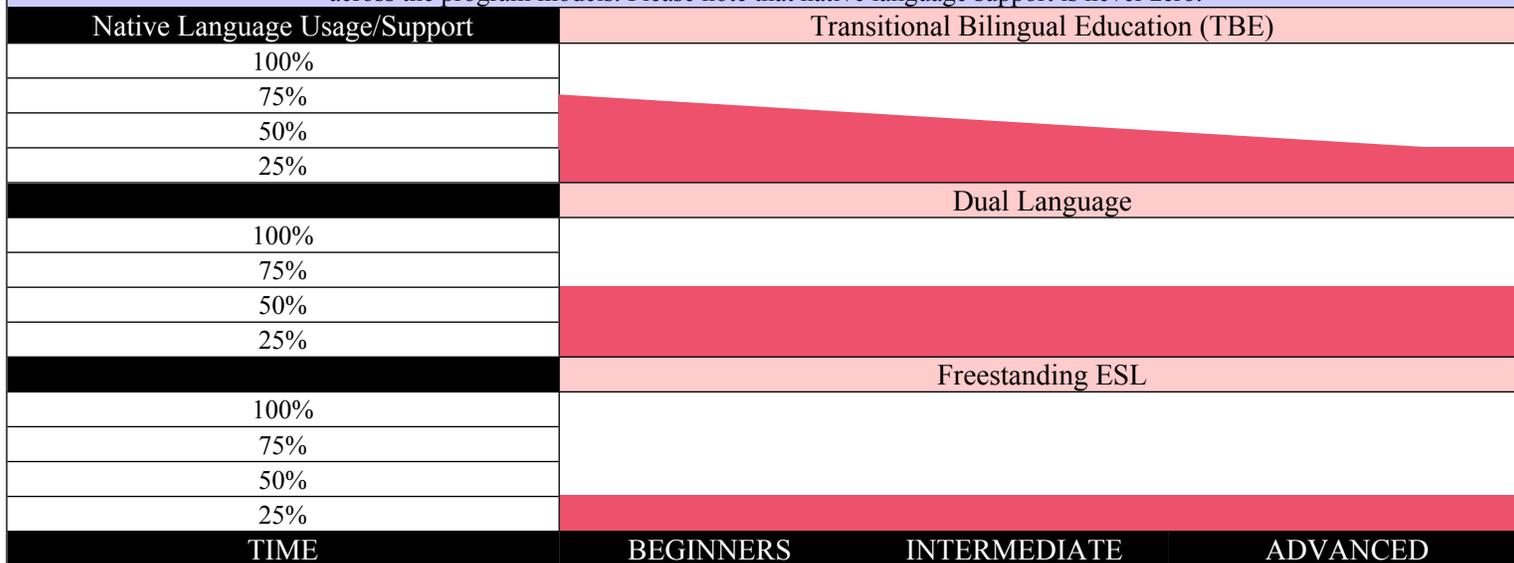
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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8. As previously described, our building has many intervention programs designed to target ELL's for them to succeed in ELA, Math, and the content areas. Using the various assessments scores that include the NYSESLAT, New York State ELA and Mathematics tests and Predictive Assessments (Acuity), specific students have been identified and are targeted for intervention programs. This year, we will be targeting the students that scored an Intermediate and Advanced on the NYSESLAT. These students fall into two ELL subgroups which includes newcomers (2-3 years in the system) and ELLs that have completed four to six years. These students are targeted because they will be taking all assessments that are required. This year, we will be targeting the students that scored an Intermediate and Advanced on the NYSESLAT. These same students will be targeted for units on test sophistication which have been deemed necessary based on last year's ELA and Math data.

List of services: Morning Tutoring, after school programs

The ELL's in these target subgroups attend these two intervention programs that are designed for ELA and Mathematics. Content area texts are woven into the design of the program. The programs are designed to scaffold their language development, improve reading comprehension strategies, and improve the students writing content and conventions. Technology intervention programs such as iReady are used for ELL's in our afterschool program. Mathematics instruction consists of computation skills and problem solving skills to foster the skills of the students in these two ELL subgroups. Targeted interventions for Social Studies and Science occur in the classroom. The ESL teacher continues to model for the classroom teacher to ensure rigorous instruction. The ESL teacher models and supports the classroom teacher to design and implement tasks for the ELL. A cooperative learning environment is fostered with the use of native language partnerships during the content areas of Social Studies and Science. Primary sources that are leveled (using Fontas and Pinnell levels) are used and students are instructed in the process of completing a document based question during Social Studies. In the content area of Science, intervention will take place during hands-on activities that are designed for language development and observation skills. Native language partners are tutors during the instruction to help with language acquisition. All of these interventions are designed and implemented to ensure rigorous instruction and intervention to move these targeted students to the next level and are offered in English.

9. The ELL that reaches proficiency on the NYSESLAT is provided with continuing transitional support for a period of two years or until the child achieves a 3 on the NYS standardized tests. The transitional support includes AIS and all required testing modifications. Students will continue to participate in a rigorous academic intervention service program. All relevant data is analyzed and triangulated to identify each student's specific needs. The students needs are met through different organizational models of instruction. These models include whole class, small group instruction, extended day, after school and academic intervention services. In addition, students have Acuity and Study Island accounts. Study Island is a web based program that they can access from home.

10. A new program that we will be implementing for this year is iReady. This program is a web-based NYS approved RTI program. Students will either be cycled into our computer lab to work with iReady or use laptops in their classrooms.

11. At this time, none of our programs will be discontinued.

12. Our ELL's are integral part of the school community and are included in all programs. These programs include residencies, trips, festivals, and performances. There are many classroom and school-wide celebrations that include parties, author celebrations, book fairs, and the Science Exposition. Parents of ELL's have access to translators during Parent Teacher conferences and as needed. These programs include residencies, class trips, festivals and performances. Other types of programs in our school community include extended day morning tutoring, afterschool intervention programs, and drama productions. Drama productions are open to all students including ELL's. The production is run by our parent association. Letters are sent home to the parents inviting the children to participate in these programs. Our parent coordinator reaches out to the parents and the staff answers questions that arise. ELL's are always a part of the show. There are many classroom and school-wide celebrations that include parties, author celebrations, book fairs, and the Science Exposition. Parents of

## 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

## 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

## D. Professional Development and Support for School Staff

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

1. Currently, the two ESL teachers collaborate on a daily basis. One of the ESL teachers attends meetings and appropriate conferences and turn keys the information to the other teacher. Professional development sessions are planned and implemented around the unique needs of the ELL's. These professional development sessions are conducted throughout the year. These sessions are open to the entire staff. Topics for these sessions include vocabulary development, developing content vocabulary, and questioning techniques of the ELL.

2. Collaboration between the ESL teacher and classroom teacher is vital in helping the student transition to the Middle School. Information about the student is provided to the Middle School as needed. In addition, our school guidance counselor "outreaches" to ELL parents and often 1:1 sessions are held with parents to explain/inform about Middle School decisions.

3. As per the regulations of Jose P., all teachers are provided 7.5 hours of professional development. Using Title III funding, the professional development will take place on Friday mornings. The professional development will center around the Walqui model. The premise of this model is to use scaffolding strategies for the ELL. These strategies include modeling, bridging, contextualization, schema building, text representation, and metacognition. Professional Development sessions also identify resources available for teachers to assist ELLs. Records are kept of these sessions. Agendas and sign in sheets are saved as evidence of these sessions. The agenda shows the date the meeting was held and the sign in sheet shows the people in attendance and their position in the school.

## E. Parental Involvement

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

1. Parents are informed about translation services and their rights to have an adult translator if desired. Letters are sent home prior to Parent Teacher conferences asking the parents if they will be needing a translator. A cadre of translators are available in the school to translate during meetings and conferences. Using a translation services allocation we also access phone translations from the DOE.

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The Parent Coordinator conducts workshops and makes certain that ELL parents are partnered with bilingual parents. We have bilingual parent volunteers who communicate all information to assist parents new to the educational system. Parents are invited to attend all class trips and assembly programs. We have Writing and Publishing celebrations to which all parents are invited. Our parent attendance at teacher conferences is very high and we ensure that interpreters are available for our ELL parents. Parents are actively involved in life of our school. They are participants in the following organizations:

School Leadership Team

Safety Committee.

Parent Association

2. Our guidance counselor provides support to parents and provide outreach programs to support the family acclimation into the school. The guidance counselor and School Based Support Team provide information and network with parents and neighborhood services that address mental health as well as community based organization such as after school programs. We refer parents that are interested in learning English or improving their English to Westchester Community College Adult Education Center. In addition, we provide families with a list of Community Based Organizations which provide extracurricular activities such as soccer, softball, arts, and dance. We work closely with organizations such as the Riverdale Y, Tennis Club of Riverdale, and Riverdale Neighborhood House.

3. Meetings conducted by ESL teachers assess parents' needs. The Parent coordinator supports ELL families transition to our school. The ESL teacher meets with parents in September, November, March and on an as need basis. The meeting in September provides an introduction and orientation to ESL. All relevant information is shared with the parents. Power Point presentation during Parent Teachers informs parents of the ESL goals, objectives and curriculum. A question and answer session follows the viewing of Power Point. The ESL teacher provide an overview of the program and informs parents of assessment tools. These meetings provides the ESL teachers the information that outlines the needs of each family. Evenings and/or day workshops are held which identify strategies that parents might use to help promote student language acquisition and proficiency. Reading/retelling/storytelling through pictures, are strategies that are stressed for students at beginning levels. The use of trade books and content area reading material for intermediate and advanced level students are provided and highly encouraged. The results from the Learning Environment Survey are also used to assess the needs of the ELL parents.

4. Evenings and/or day workshops are held which identify strategies that parents could use to help promote student language acquisition and proficiency. The ESL teacher meets with parents in September, November, March and on an as needed basis. The meeting in September provides an introduction and orientation to ESL. A video is shared with the parents, which informs them of the ESL goals, objectives and curriculum. A question and answer session follows the viewing of the video. The ESL teacher provides an overview of the program and informs parents of assessment tools that are used in monitoring language development. Professional and paraprofessional staff also translate at Parent Teachers' Conferences, when necessary. Parents are notified on parental rights regarding translation and how to obtain translation services in the school. Parents will be made aware of the Office of Translation and other resources within the Department of Education. Written communication is frequently distributed in the home language in order to communicate whenever feasible with non- English speaking parents in their home language. Pertinent information is also placed on the Parent Association website. Teachers are in the forefront and inform administrators when written notices need to be translated for particular families. This information is supplemented by support personnel who work with students individually or in small groups. Translation services for parents are available at PA meetings and open school conferences. Availability of translation services for formalized parent meetings is made clear. Multicultural celebrations through music and art programs are an ongoing practice of our school community. All parent subgroups are invited to be part of the principal liason committee. Parents are made aware of all neighborhood activities such as baseball and soccer. Evening workshops are held by our literacy and math coaches. These help to familiarize parents with curricula content as well as provide testing information.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	7	3	2	3	1								22
Intermediate(I)	1	8	6	4	4	3								26
Advanced (A)	3	1	9	5	4	2								24
Total	10	16	18	11	11	6	0	0	0	0	0	0	0	72

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	3	3	0	7
4	3	6	1	0	10
5	1	3	1	0	5
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		4		5		0		11
4	2		10		1		0		13

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	0	3	0	4	0	1	0	12
8									0
NYSAA Bilingual Spe Ed									0

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

**Native Language Tests**

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

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

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

1. Our primary ESL teacher, administration, and coaches analyze the results of the NYSESLAT, ELA, Math, and Science assessments. The data is used to identify the strengths and weaknesses of each student. The ESL teacher and data coach articulate the ESL learners' needs to classroom teachers and recommendations are made to the classroom teacher in order to help the students accelerate language proficiency. In addition, our school program uses the ECLAS-2 assessment tool and the Teacher's College reading assessment. The reading comprehension score is converted to a Fontas and Pinnell level. These assessment tools give a detailed picture of the child's early literacy skills. We strongly believe that data drives instruction. These assessment tools allow the teaching staff to determine in which areas the student needs additional support. Listening and writing skills are also assessed. Attempts and mastery are recorded. The TC reading assessment involves a miscue analysis and provides the teacher with a chance to listen to the child's reading rate, expression, and accuracy. The data results are used to create instructional programs and plans. Careful analysis dictates area of focus. Example: Working with student on inferential thinking  
working with with students on pattern recognition

2. The data patterns reveal that the majority of students increase in their proficiency from year to year. Grade three, four and five students have either tested at an Intermediate or Advanced proficiency level based on the NYSESLAT. Based on the results of the Lab-R, more students enter the school at a beginning language proficiency level. Based on the data of Spring 2011 NYSESLAT, our students have higher scores in the listening and speaking sections. The pattern shows that our students develop their reading and writing skills later. This is consistent with the academic research that children will acquire social language first. The data also shows an increase in students who scored at a proficient level. In 2010, nine students scored at a proficient and in 2011, eighteen students performed at a proficient level.

3. The modalities of listening/speaking will develop before the modalities of reading/writing in the majority of children. This pattern will be kept in mind as the instructional plan of the school is mapped. Short and long term planning are in place to ensure that the individual needs of students are addressed. There will be an increased emphasis on increasing students sight words and building content vocabulary. The ESL teacher will concentrate on listening, reading, and writing comprehension. The modality of reading will be developed with an attention to the concepts of print, initial consonants/final consonants, and decoding. Decisions about materials will be made based on needs and language proficiency of the learners in each specific group.

4a. Our results are carefully analyzed each year to look for patterns across all proficiencies and grades. The current trend is that the majority of our students are performing at a Level 2 or 3 on the NYS ELA and Math assessments. The results of the current Fourth grade reveal that three of the ESL students scored at grade level on the third grade ELA test. Based on the data represented, there was an increase in the number of students scoring a Level 1 on the NYS ELA and Math tests. Five students scored a Level 1 on the ELA and five students scored a Level 1 on the NYS Math. It was not necessarily the same five students. One of the students was exempt from the ELA, but took the Math assessment. None of our students took the NYS assessments in Mathematics or Science in their native language.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <u>The Robert J. Christen School</u>		School DBN: <u>081</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melodie Mashel	Principal		10/14/11
Ann Kirrane Rebecca Rodriguez	Assistant Principal		10/14/11
Nina Valazquez	Parent Coordinator		10/14/11
Kim Jacobs Fran Turitz	ESL Teacher		10/14/11
Amy Moore	Parent		10/14/11
Jeff Gabrielson	Teacher/Subject Area		10/14/11
Diana Smith	Teacher/Subject Area		10/14/11
Phyllis Beinstein	Coach		10/14/11
Liz D'Ambrosio	Coach		10/14/11
Laurie Flannigan	Guidance Counselor		10/14/11
Bob Cohen	Network Leader		10/14/11
Jamie Bernstein	Other <u>School Psychologist</u>		10/14/11
Marie Shehan	Other <u>SETTS</u>		10/14/11
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **10X081** School Name: **Robert J. Christen School, P.S. 81**

Cluster: **1** Network: **104**

**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.

- Parents interviewed as students are registered in kindergarten and upper grades
- Surveys
- Outreach by parent coordinator
- Information gathered by teachers as well as support staff

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.

- Chancellor's Regulations A 663 (Translations) were shared and discussed with the SLT, PTA and the school staff.
- Majority of needs encompass Spanish and Russian translation
- Small percentage of a great variety of other findings reported to staff during faculty meetings, Parent Coordinator
- Information reported to community, at principal liaison meeting, Parent Association meeting and through Parent Association Magazine.

## 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.

Bilingual personnel on staff as pedagogues, student/family support personnel, paraprofessionals and members of the School Leadership Team address these needs. The school administration and parent coordinator identify parents who are newly arrived immigrants and parents who require assistance with translation. These parents are networked with support members from our staff and our Parent Association. Buddy systems are created to support these parents. At parents' meetings, parent volunteers to translate and facilitate small group discussions for parents who are limited in their ability to speak English. Parents are informed of the availability of translators and of their right to use an adult friend or family member to provide translation.

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.

Professional and paraprofessional staff translate at Parent Teachers' Conferences, when necessary. Parents are notified on parental rights regarding translation and how to obtain translation services in the school. There are signs in the entrance way reminding parents of these rights. Addressing language barriers will also be part of the 2009-2010 school safety plan, ensuring that parents with limited English communication skills can access administrative and other key school personnel. Parents will be made aware of the Office of Translation and other resources within the Department of Education. Written communication is frequently distributed in the home language in order to communicate with non- English speaking parents in their home language. Teachers are in the forefront and inform administrators when written notices need to be translated for particular families. This information is supplemented by support personnel who work with students individually or in small groups.

Evenings and/or day workshops are held which identify strategies that parents could use to help promote student language acquisition and proficiency. Reading, retelling and storytelling through pictures are strategies that are stressed for students at beginning levels. The use of trade books and content area reading material for intermediate and advanced level students are encouraged. The ESL teacher meets with parents in September, November, March and on an as need basis. The meeting in September provides an introduction and orientation to ESL. A video is shared with the parents, which informs them of the ESL goals, objectives and curriculum. A question and answer session follows the viewing of the video. The ESL teacher provides an overview of the program and informs parents of assessment tools that are used in monitoring language development. Parent letters are sent home three times per year. The first provides an explanation as to why their children are in ESL and the following letters provide the parent with progress reports.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents are informed about translation services, school personnel translators and their rights to chose an adult translator if desired. A cadre of translators will be available in the school to translate during meetings and conferences.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 81, The Robert J. Christen	DBN: 10X081
Cluster Leader: Corrine Anselmi - Rello [REDACTED]	Network Leader: Bob Cohen
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 42 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: # of content area teachers:

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Students in grades 2- 5 will be provided supplemental services in an after school program 2 times per week for one and half hours each session.. In order to accommodate as many students as possible, the program will be offered in cycles of 4 weeks. All English Language Learners who scored either an intermediate or advanced score on the NYSESLAT Test will be provided with services. Since these students are given mandated services and will take standardized test, in order to strengthen their communication skills, these additional services will be provided to them. The language of instruction will be English. Since the NYSESLAT data suggests they need support with reading and writing, we will focus on strengthening their reading and writing skills. Two certified teachers will teach the program. The program will be a “blended” type of program. One day students will be working on a web based state approved response to intervention (RTI) in our computer lab. This software program has been purchased using NYSTL software allocation. Students will use the RTI software program, iReady in both reading and mathematics. The second day, the teacher will be responsible for working with students using content area short texts, magazines etc. Fourth and fifth grade students will do an in depth study with newspapers and magazines focusing on the content presented, the features of non- fiction etc. After reading specific articles from either source, students will be engaged in discourse about the content. Students will be “scaffolded” to take a position on a question as it relates to the information presented in the text, discuss and “defend” their position citing evidence from the text. Student will write and respond to a question about the material read using the details from text and conversation pieces from their peers. Students in second and third grade will also focus on content material. A similar model of instruction will be used. However, second and third graders will not use newspapers at this time. Instead, they will read and respond to a text which provides a great deal of content.

### 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: Professional Development

NYSESLAT results suggest students need support in reading and writing. 2010 NYS ELA results also suggest student need to move in the direction of becoming proficient (on level) on the NYS ELA Test. Since the Common Core Learning Standards call for students to be working with more non- fiction, Therefore, in order to improve reading, students will be immersed in reading non- fiction content area material independently for a specified time during the sessions. Conversations about the material read

### Part C: Professional Development

will be sparked by a high level question which the teacher poses to the students. Students will discuss their possible responses to the question citing specific evidence from the text. Students will respond to a prompt.

Professional development sessions will be held for five forty – five minute morning sessions for teachers of third, fourth and fifth grade students during the month of January. The focus of the professional development will be on developing the ELLs cognitive academic language proficiency (CALP). Since the target group of the support is primarily for the intermediate and advanced ELL student, the focus of the Professional development session will be on helping the classroom teacher shift the teaching of reading for the ELL learner from “learning to read to reading to learn.” (Jodi Reiss, 2005) The English as a Second Language teacher, Ms. Kim Jacobs will facilitate the professional development sessions. The facilitator will identify strategies which scaffold the ELL student through gaining meaning as they read non – fiction and content area texts.

Topics to be covered:

- Using visuals as entry points of topics of conversations in content area reading. Ex: pictures, videos, features of non- fictions in texts etc.
- Using “Anticipation Guides” before students read a text to develop CALP and tap student knowledge
- Reading aloud to students and “Getting the Gist.”
- Sketching and using graphic organizers ( maps, webs, flowcharts, timelines, vocabulary trees) as a means of getting through a text and gaining meaning.
- Reflecting and responding to the text- “Taking a stand” and supporting student thinking

Text resources: Teaching Content to English Language Learners – Jodi Reiss

Subject Matters – Content Area Reading – Harvey Daniels & Steven Zemelman



### 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

### Part D: Parental Engagement Activities

Begin description here: Part D - Parental Involvement Activities

To ensure program coherence, parents of intermediate and advanced students will be invited to three workshops throughout the year which will help the parent to support their child in content area reading at home. Workshops are tentatively scheduled for the months of December, February and March. One workshop will be held each month. The ESL teacher, Ms. Kim Jacobs will identify strategies parents can use at home to improve the child's CALP. Parents will be invited via student tear – off flyer and follow up phone calls to parents.

Topics to be covered:

- How to converse with your child about television programs? TV news, Discovery, Nature Channel etc.
- How to use magazines and newspapers with your child at home?
- How to help your child organize and study at home?

?????

### Part E: Budget

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

Allocation Amount: \$11200

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$10,014	Per session salaries for tcher & admin for after school program and professional development sessions.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other	\$1, 120	Parent workshops/parent involvement
<b>TOTAL</b>	<b>\$11,134</b>	