



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 94 THE KINGS COLLEGE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X094

PRINCIPAL: DIANE DAPROCIDA **EMAIL:** DDAPROC@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Diane DaProcida	*Principal	
Valerie Dash	*UFT Chapter Leader	
Debora Gonzalez	*PA/PTA President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional</i>)	
Yanire Montanez	CBO Representative/MMCC	
Juan Figueirido	CBO Representative/SASF	
Ellie Diaz-Walters	Member/UFT/Chairperson	
Maryann Zahm	Member/UFT/Secretary	
Margaret Rausse	Member/UFT	
Kerianne Citrano	Member/UFT	
Myisha Lockett	Member/Parent	
Kathleen Molina	Member/Parent	
Margarita Pajarito	Member/Parent	
Most Khatun	Member/Parent	
Amalyn Delacruz	Member/Parent/Title I	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 Literacy 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 - Literacy

- **By June 2012, there will be a 50% increase for Economically Disadvantaged 4th grade students scoring level two in Literacy.**

Comprehensive needs assessment

ELA 2010 – 2011 Overall Performance for Grades 3, 4 and 5. 468 students were tested.

For the first time in five years, we made AYP in ELA.

Specifically we fully met our targets in:

- **All students**
- **Ethnicity**
 - **Black or African American**
 - **Asian**
- **Other Subgroups**
 - **Economically Disadvantaged**

We met our target using Safe Harbor:

- **Ethnicity**
 - **Hispanic or Latino**
- **Other Subgroups**
 - **Students with Disabilities**
 - **Limited English Proficient Students**

Overall performance was 35% meeting or exceeding the state standard.

ELA – Grade 3

Based on the data from the 2010-11 NYSTP ELA Performance for Grade 3 tested students (n=167), 32% scored at Level 3 and Above. Fifty percent or more of our students chose the wrong answer for 8% of the 40 (20%) multiple choice performance indicators.

Weaknesses:

- **Overall 26% (n=43) of our students scored Level 1**
 - **80% (n=20) of Students with Disabilities scored Level 1**
 - **32% (n=33) of Hispanic students scored Level 1**
 - **23% (n=10) of Black or African American students scored Level 1**

- 34% (n=28) of Male students scored at Level 1
- 50% (n=19) of Limited English Proficient students scored at Level 1
- 27% (n=43) of Economically Disadvantaged students scored a Level 1

Item Analysis of Standards

- Information and Understanding is identified as an overall strength in Grade 3
 - Out of the 13 performance indicators, only 1 was assessed less than 50%.
 - For 46% (n=6) of the 13 performance indicators, our students scored 10 or more percentage points lower than their state counterparts.
 - For 23% (n=3) of the 13 performance indicators, the area of weakness was *Identify main ideas and supporting details in informational texts*.
- Literary Response and Expression is identified as an area with weaknesses in Grade 3
 - For 60% (n=12) of the 20 performance indicators, our students scored 10 or more percentage points lower than their state counterparts.
 - For 71% (n=5) of 7 performance indicators testing *Sequence of Events*, our students scored 10 or more percentage points lower than their state counterparts.
 - For 100% (n=4) of 4 performance indicators testing *Use of knowledge of story structure, story elements, and key vocabulary to interpret stories*, our students scored 10 or more percentage points lower than their state counterparts.
- Critical Analysis and Evaluation is identified as an area with weaknesses in Grade 3
 - For 43% (n=3) of the 7 performance indicators, our students scored 10 or more percentage points lower than their state counterparts.
 - For 67% (n=2) of 3 performance indicators testing *Evaluate the content by identifying important and unimportant details and Distinguish between fact and opinion*, our students scored 10 or more percentage points lower than their state counterparts.

ELA – Grade 4

Based on the data from the 2010-11 NYSTP ELA Performance for Grade 4 tested students, 40% scored at Level 3 and Above.

Fifty percent or more of our students chose the wrong answer for 8 of the 40 (20%) multiple choice performance indicators.

Weaknesses:

- Overall 9% (n=15) of our students scored Level 1
 - 28% (n=9) of Students with Disabilities scored Level 1
 - 10% (n=10) of Hispanic students scored Level 1
 - 10% (n=10) of Black or African American students scored Level 1
 - 13% (n=10) of Male students scored at Level 1
 - 21% (n=7) of Limited English Proficient students scored at Level 1

Item Analysis of Standards

- Information and Understanding is identified as an overall weakness in Grade 4
 - For 42% (n=8) of the 19 multiple choice performance indicators, our students scored 10 or more percentage points lower than their state counterparts
 - For 67% (n=4) of 6 performance indicators testing *Collect and interpret data, facts and ideas from unfamiliar texts*, our students scored 10 or more percentage points lower than their state counterparts.
 - For Constructed Response (2 point Items) on the single performance indicator in this area, our student's average point score was 1.5; the 'All

in State' average point score was 1.4 which is a difference of .1.

- **Literary Response and Expression is identified as an area with weaknesses in Grade 4**
 - For 32% (n=7) of the 22 multiple choice performance indicators, our students scored 10 or more percentage points lower than their state counterparts.
 - For 50% (n=2) of 4 performance indicators testing *Make predictions, draw conclusions, and make inferences about events and characters*, our students scored 10 or more percentage points lower than their state counterparts.
 - For 25% (n=1) of 4 performance indicators testing *Make predictions, draw conclusions, and make inferences about events and characters*, our students scored 24 percentage points lower than their state counterparts.
 - For Constructed Response (2 point Items) on all four of the performance indicators in this area, our students' scored similarly to their state counterparts.
- **Critical Analysis and Evaluation is identified as an area with weaknesses in Grade 4**
 - 14% (n=1) of the 7 multiple choice performance indicators, testing *Evaluate the content by identifying the author's* our students scored 10 or more percentage points lower than their state counterparts.
 - Constructed Response (2 point Items) on 100% (n=2) of 2 performance indicators in this area, our students' scored similar to their state counterparts.
 - Constructed Response (4 point Items): On the sole performance indicator in this area, our students' scored similarly to their state counterparts

ESCA REVIEW:

Identified Areas of Need in Literacy: Critical Key Findings

1. *The application of the reading components of balanced literacy (daily read alouds, shared reading, independent reading, guided reading, reading workshop) is inconsistent.*
2. *Student engagement is not consistent in all classrooms.*
3. *Word study instruction is focused mainly on phonics.*
4. *Teachers consider supports and interventions to be minimal.*

Instructional strategies/activities

a) Strategies/activities that encompass the needs of identified student subgroups:

- Development and implementation of revised units of study in literacy to reflect the new Common Core Learning Standards in all grades. The units will be revised using the Understanding by Design Template. Teacher- led teams have been developed on each grade to complete this work.
- All classes will use the components of the balanced literacy model: phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension.
- All classes will use the following instructional methods and formats: daily read alouds, shared reading, independent reading time, reading workshop, writing workshop, and systematic word study instruction.
- All classes will use the following structures during the literacy block: read-aloud, guided reading, shared reading, interactive writing and mini-lessons.
- During the reading or writing workshop all classes will use a 10 -15 minute mini-lesson focusing on a teaching point (reading or writing strategy or

skill). The teacher will explicitly model or demonstrate the skill or strategy. Students will be provided the opportunity to practice the skill or strategy (“gradual release model.”). The class will then have time to share what they have practiced.

- Additional instructional support is provided for our ELL students with use of “On Our Way to English” and “Rigby” programs. Additionally, our ESL teachers will align their instruction with the units of study for advanced and high intermediate students, providing scaffolding as needed through the use of ESL methodologies and techniques. Two additional ESL teachers were hired this year to provide out-of-classroom support for ELLS. Additionally, two bilingual classroom teachers and two ESL classroom teachers were also hired to support our ELL student population.
- Cooperative Learning Strategies: All teachers received the professional resource: Cooperative Learning for English Language Learners. We have, for the past several years, worked with our teachers on developing cooperative learning activities in the classroom. This expectation will continue this year and has proven to be very successful with our Limited English Proficient students, Special Education Students and male students. Additionally six staff members attended a KAGAN Cooperative Learning training during the fall semester.
- PBIS: Positive Behavior Intervention and Supports: This year we are employing PBIS in all instructional settings at PS 94x. We began the year with a schoolwide community meeting to develop non-negotiable expectations for classroom behaviors that are followed in every class at PS 94x. We are also rolling out behavioral expectations for all of the common areas as well. Our PBIS teacher and mandated guidance counselor are attending PBIS training. The Principal and another guidance counselor have already attended. One of the areas we have struggled with is overall student behavior. PBIS has been shown to be very effective in addressing this area of need.
- RTI and TCI strategies: Most administrators and several teachers and paraprofessionals have been trained in Therapeutic Crisis Intervention. Everyone who has been trained in the methodology are using the strategies during the school day. We are also in the process of revising our behavior tracking anecdotal form with the support of STOPP staff. Additionally, most administrators and several teachers have been trained in Response to Intervention. We are in the process of learning how to create effective teams of professionals who can assist us in being more proactive in meeting the needs of students who are struggling behaviorally.

Systematic Phonics/Phonemic Awareness, fluency and expressiveness Instruction:

- Kindergarten classes will continue to teach the “mechanics” of reading (phonics/phonemic awareness) using the Foundations Language Program whole group and small group as needed.
- First and Second Grade will use Month- by -Month Phonics whole class lessons to teach phonics/phonemic awareness, words study skills, Foundations Language Program will be used for small group instruction.
- Third through Fifth Grades will use Month- by -Month Phonics whole class lessons to teach phonics/phonemic awareness and word study skills.
- Third Grade will use Foundations Language program or Wilson to teach small group phonics/phonemic awareness instruction as needed.
- Fourth and Fifth Grade students will receive Wilson instruction in small groups as needed to teach phonics/phonemic awareness instruction.

Vocabulary and Comprehension Instruction : In addition to specific books that are identified and used for each unit of study in reading and writing, for grades kindergarten through fifth, the following additional strategies are employed:

- Kindergarten classes have developed a pacing calendar for the STAR book Emergent Reading program. All classes are reading the same STAR Book each week and participating in structured class activities designed to increase students’ reading comprehension strategies.
- Kindergarten and First Grade classes have developed a pacing calendar for grade level sight words introduced and taught each week, the use of poems, SMART board activities, as well as additional multi-sensory activities used to teach and reinforce these words.
- First Grade began the year using some of the STAR books that were read to the students last year in kindergarten to review the reading comprehension strategies taught last year. This will expand NEXT YEAR when current kindergarten students enter first grade in 2012 – 2013.
- Kindergartens through Second Grade classes are using the shared reading series from Jill Eggleton during the reading workshop to expand vocabulary and develop fluency and expression.

- Third through Fifth Grade classes are using grade wide read aloud series for the first time this year. Teachers on each grade are deciding which books to use for this project. The rationale behind this approach is to be able to provide consistent exposure to grade level vocabulary, and themes through the use of classic high quality literature. The books are used for read aloud, shared and independent reading instruction. Each student has their own copy of each book for this project.
- Third through Fifth Grade classes will continue to embed test sophistication strategies into the reading and writing units of study as well as use the Acuity Assessment results to identify areas of greatest need.
- Additional reading resources: We have purchased additional books based on student interest for the independent reading libraries in all classrooms, in addition to teacher chosen trade book sets for book clubs, mentor texts for reading and writing workshop.
- Technology:
 - All classes have working desk top computers; several web based programs are used as individualized tools for supporting reading skills and strategies in the classroom. Teachers use a center based schedule to ensure that all students have access to this resource and use it consistently. Additionally, we are exploring programs that can be used in conjunction with the home as well.
 - SMART boards: All classes located in the Annex building have full use of SMART Boards. All Third and Fourth Grade classes as well as most of the Second Grade classes in the main building also have use of SMART Boards, additionally we have received another New York City Council grant and will be able to fully upgrade the remainder of the main building with SMART Boards by 2012 – 2013 school year.

b) Staff and other resources used to implement these strategies/activities

- Classroom teachers, SETTS teachers, Academic Intervention Teacher, UFT Center Teacher, ESL Teachers, Speech Teachers, Paraprofessionals assigned to classes for academic support. Robinhood Library teacher, Cluster Library Teacher, Social Studies and Science Cluster Teachers, IEP Teacher, Guidance Counselors, and PBIS Teachers,

c) Steps taken to include teachers in the decision making process regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.

- The Developmental Reading Assessment Inventory has been used at PS 94x for the past four years with success. This tool was decided upon four years ago, when the need for a common reading assessment became evident so that student reading progress could be monitored more closely Kindergarten through Fifth grade. All student's reading inventories follow the child as they move up through the grades. This provides us with a more comprehensive picture of their reading behaviors as they develop.
- Literacy teams on each grade are creating the revised units of study along with the criteria used to evaluate end of unit writing pieces and the Language Development pre and post assessments.
- Acuity interim and predictive assessments are used in grades three through five to monitor student progress based on normed standardized assessments. Teachers use these assessments to identify significant weaknesses in student performance and then plan next steps.

d) Timeline for implementation: September 2011 – June 2012.

Strategies for attracting Highly Qualified Teachers (HQT)

- **New teachers are mentored by experienced teachers in our school. In addition to this grade level common planning takes place every week for every grade. The meeting is facilitated by the teachers or an administrator or UFT Coach. Teachers share best practices, view student work using the DOE protocol that was developed as well as plan next steps for instruction. Professional development seminars and workshops offered by Central offices, Hot104 Network, UFT Center and outside agencies are offered to our teachers throughout the year.**

Service and program coordination

- **Art Cluster – Grades Kindergarten – Second in the Annex.**
- **Studio in a School – Grades Two, Three and select classes on Fourth and Fifth in the Main Building.**
- **Creative Movement – Grades Kindergarten - Second in Annex**
- **Physical Education – Grades Second - Fifth in Main Building.**
- **Cham Jam Research Grant on physical fitness and school achievement – grades First – Fourth.**
- **Integration of Cook Shop into science – grades Kindergarten and First Grade.**
- **MMCC Afterschool integration of units of study into project based learning activities**
- **SES-In house provider – aligns units of study with day school calendar.**
- **STOPP – School wide adoption of PBIS, TCI and RTI.**
- **Robinhood Library – Instructional support for students, before, during and after school.**
- **Bully Prevention Program,- through Guidance services.**
- **STEP Team- Project Arts Program,**
- **Spelling Bee, TIGER Day, Reading Challenge, AM Breakfast Reading Club in the Annex and Main Buildings, Academic events focused on student achievement in literacy.**
- **2012-2013 Council Grant to update technology in the Main Building.**

Budget and resources alignment

- **Title 1 Parent Involvement funds are used to provide workshops and resources from outside vendors.**
- **Title 1 funds are used to purchase resources in reading and writing, including books, subscriptions to websites, UFT Center Teacher, outside agency PDs, teacher planning sessions that take place before and after school, additional academic intervention services for students during the school day.**
- **Tax Levy funds are used to hire classroom, and cluster teachers.**
- **Title III funds will be used to purchase licenses to additional websites that provide differentiated instructional support in reading designed to assist English Language Learners in acquiring English in all modalities : reading, listening, speaking and writing.**

ANNUAL GOAL #2 Math 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 - Math

- **By June 2012, there will be a 50% increase for Economically Disadvantaged 4th grade students scoring level two in Math.**

Comprehensive needs assessment

Math 2010 – 2011 Overall Performance for Grades 3, 4 and 5

We did not meet AYP in Math performance this year for the following groups:

- **All Students**
- **Ethnicity**
 - **Hispanic or Latino**
- **Other Subgroups**
 - **Students with Disabilities**
 - **Limited English Proficient**
 - **Economically Disadvantaged**

We met our targets in:

- **Ethnicity**
 - **Black or African American**
 - **Asian**

Overall performance was 40%.

Math – Grade 3

Based on the data from the 2010-11 NYSTP ELA Performance for Grade 3 tested students, 31% scored at Level 3 and Above.

Weaknesses:

- **Overall 20% (n=35) of our students scored Level 1**
- **56% (n=14) of Students with Disabilities scored Level 1**
- **22% (n=24) of Hispanic students scored Level 1**
- **21% (n=9) of Black or African American students scored Level 1**
- **24% (n=21) of Male students scored at Level 1**
- **36% (n=16) of Limited English Proficient students scored at Level 1**
- **20% (n=33) of Economically Disadvantage students scored a Level 1**

Number Sense and Operations is identified as an area with weaknesses in Grade 3

- For 57% (n=12) of the 21 performance indicators, our students scored 10 or more percentage points lower than their all state counterparts.
- The most significant disparities were the performance indicators testing:
- Use a variety of strategies to solve multiplication problems with factors up to 12X12 (-20% point difference).
- Identify odd and even numbers (-18% point difference).
- Develop an understanding of the properties of odd/even numbers as a result of addition or subtraction (-27% point difference).
- Estimate numbers up to 500 (-16% point difference).
- Understand and recognize the meaning of the numerator and denominator in the symbolic form of a fraction (-21% point difference).

Algebra is identified as an area with weaknesses in Grade 3

- For 50% (n=2) of the 4 performance indicators were incorrectly answered by 50% or more of the students. Both question types were also answered correctly by 50% of the students.
- The most significant disparities were the performance indicators testing:
- Use the symbols $<$, $>$ and $=$ (with and without the use of a number line) to compare whole numbers and unit fractions.
- Describe and extend numeric ($=$, $-$) and geometric patterns.

Geometry is identified as an area with strength in Grade 3

- Student performance was strong in this content strand.
- Students scored within 10 or less percentage points than their all state counterparts.
- Measurement is identified as an area with weaknesses in Grade 3
- For 29% (n=2) out of a total of 7 multiple choice performance indicators, 50 or more percent of our students answered incorrectly.
- For 71% (n=5) of the 7 performance indicators, our students scored 10 or more percentage points lower than their all state counterparts.

The most significant disparities were the performance indicators testing:

- Tell time to the minute, using digital and analog clocks. (-20% point difference)
- Count and represent combined coins and dollars, using currency symbols (\$0.00). (-24% points difference)
- Select tools and units (customary) appropriate for the length measured. (-20% point difference)
- Relate unit fractions to the face of the clock: Whole = 60 minutes, $\frac{1}{2}$ = 30 minutes, $\frac{1}{4}$ = 15 minutes.

Statistics and Probability is identified as an area with weaknesses in Grade 3

- For 33% (n=1) out of a total of 3 performance indicators, 50 or more percent of our students answered incorrectly.

The most significant disparities were the performance indicators testing:

- Read and interpret data in bar graphs and pictographs.

Math – Grade 4

Based on the data from the 2010-11 NYSTP ELA Performance for Grade 4 tested students, 46% scored at Level 3 and Above. (77 students of 168)

Weaknesses:

- Overall 10% (n=16) of our students scored level 1.
- 34% (n=11) of Students with Disabilities scored level 1.
- 11% (n=11) of Hispanic students scored level 1.
- 12% (n=5) of Black or African American students scored level 1.
- 10% (n=8 each) of Female and Male students scored level 1.
- 15% (n=6) of our Limited English Proficient students scored level 1.
- 10% (n=16) of our Economically Disadvantaged students scored level 1.

Overall Performance: All content strands

For 25% (n=6) out of a total of 24 Multiple Choice questions, 50 or more percent of our students answered incorrectly.

Number Sense and Operations Item Analysis

- For 46% (n=11) of a total of 24 multiple choice questions, our students scored 10 or more percentage points lower than the “All in State” data.
- For Performance Indicator 4.N16 “understand various meanings of multiplication and division” our students scored 16 percentage points lower than their state counterparts.
- For Performance Indicator 4.N10 “develop an understanding of decimals as part of a whole” our students scored 15 percentage points lower than their state counterparts.
- For Performance Indicator 4.N22 “interpret the meaning of remainders” our students scored 17 percentage points lower than their state counterparts.
- Constructed Response (2 Point Items): On all 5 of these questions, our students scored similarly to their state counterparts.

Algebra Item Analysis:

- For 25% (n=1) of a total of 4 multiple choice questions our students scored 13 percentage points lower than the “All in State” data. 4.A01 “Evaluate and express relationships using open sentences with one operation.”
- Constructed Responses: students scored similarly to their state counterparts.

Geometry Item Analysis:

- For 40% (n=2) of a total of 5 multiple choice questions, our students scored 10 or more percentage points lower than the “All in State” data.
- For Performance Indicator 4.GO4, “find the area of a rectangle by counting the number of squares needed to cover the rectangle,” our students scored 22 percentage points lower than their state counterparts.
- For Performance Indicator 4.GO1, “Identify and name polygons, recognizing that their names are related to the number of sides and angles (triangles, quadrilateral, pentagon, hexagon and octagon)” our students scored 15 percentage points lower than their state counterparts.
- Constructed Responses: students scored similarly to their state counterparts.

Measurement Item Analysis:

- For 62% (n=5) of a total of 8 Multiple Choice Questions, our students scored 10 or more percentage points lower than the “All in State” data.
- For Performance Indicator 4.MO3, “know and understand equivalent standard units of length: 12 inches=1 foot, 3 feet=1 yard” our students scored 21 percentage points lower than their state counterparts.
- For Performance Indicator 4.MO9, “calculate elapsed time in hours and half hours, not crossing A.M./P.M.” our students scored 15 percentage points lower than their state counterparts.
- Constructed Response (2 point items): On the sole question in the area, our students’ average point score was .9, the “All in State” average point

score was 1.2.

Statistics and Probability Item Analysis:

- For 50% (n=2) of a total of 4 Multiple Choice Questions, our students scored 10 or more percentage points lower than the “All in State” data.
- For Performance Indicator 4.SO5, “Develop and make predictions that are based on data,” our students scored 16 percentage points lower than their state counterparts.
- Constructed Response (3 point Item)
- On each of the two questions, in this area, our students scored similarly to their state counterparts.

a) Instructional strategies/activities that encompass the needs of identified subgroups:

- **Cooperative Learning Strategies:** All teachers received the professional resource: Cooperative Learning for English Language Learners. We have for the past several years worked with our teachers on developing cooperative learning activities in the classroom. This expectation will continue this year and has proven to be very successful with our Limited English Proficient students, Special Education Students and male students. Additionally six staff members attended a KAGAN Cooperative Learning training during the fall semester.
- **PBIS: Positive Behavior Intervention and Support:** This year we are employing PBIS in all instructional settings at PS 94x. We began the year with a school wide community meeting to develop non-negotiable expectations for classroom behaviors that are followed in every class at PS 94x. We are also rolling out behavioral expectations for all of the common areas. Our PBIS teacher and mandated guidance counselor are attending PBIS training. The Principal and another guidance counselor have already attended. One of the areas we have struggled with is student overall behavior. PBIS has shown to be very effective in addressing this area of need.
- **RTI and TCI strategies:** Most administrators and several teachers and paraprofessionals have been trained in Therapeutic Crisis Intervention. Everyone who has been trained in the methodology are using the strategies during the school day. We are also in the process of revising our behavior tracking anecdotal form with the support of STOPP staff. Additionally, most administrators and several teachers have been trained in Response to Intervention. We are in the process of learning how to create effective teams of professionals who can assist us in being more proactive in meeting the needs of students who are struggling behaviorally.
- Teacher teams will meet to analyze student performance on EDM formative and summative assessments in order to plan next steps, debrief lessons, and discuss components of upcoming lessons
- Administration will ensure that appropriate Everyday Mathematics curriculum materials are available for all Kindergarten to Grade 5 teachers
- Teachers will work with UFT Center Coach to continue to align the EDM curriculum to the Common Core Learning Standards.
- Teachers will also begin to expose students to process oriented math activities aligned to the CCLS.
- Teachers will use technology to support instruction in math.
- Whole school effort will revolve around students mastering basic addition/subtraction/multiplication and division facts.

b) Staff and other resources used to implement these strategies/activities

- All classroom teachers, SETTS, IEP teacher, AIS teacher, ESL teachers, administrators

c) Steps taken to include teachers in the decision making process regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.

- Classroom teachers are working with the UFT Center Coach to align the EDM with the CCLS. They are also working together to develop and streamline the Portfolio tasks to take into introduce a more process oriented method. The EDM progress checks are being revised by teams of teachers based on the CCLS.

- **Acuity Assessments are used in Grades Three through Five as an additional tool to monitor student progress, This is a standardized assessment tool that is provided by the DOE.**

Strategies to increase parental involvement

- **PS 94x Website automatically translates into all the major languages spoken at P.S. 94x.**
- **School Messenger: We use this phone service to keep parents informed of special events that are upcoming as well as to monitor student daily attendance.**
- **In carrying out the Title 1 Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children, including alternative formats, upon request, and, to the extent practicable, in a language parents understand.**
- **P.S. 94x will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:**
 - a. **The school will provide assistance to parents of children served by the school, as appropriate, in understanding the following:**
 - i. **State's academic content standards**
 - ii. **State's student academic achievement standards**
 - iii. **State and local academic assessments including alternate assessments, the requirements of Title1, Part A, how to monitor their child's progress, and how to work with educators.**
 - b. **The school will provide materials and workshops to help parents work with their children to improve their children's academic achievement.**

Strategies for attracting Highly Qualified Teachers (HQT)

- **New teachers are mentored by experienced teachers in our school. In addition to this grade level common planning takes place every week for every grade. The meeting is facilitated by the teachers or an administrator or UFT Coach. Teachers share best practices, view student work using the DOE protocol that was developed as well as plan next steps for instruction. Professional development seminars and workshops offered by Central offices, Hot104 Network, UFT Center and outside agencies are offered to our teachers throughout the year.**

Service and program coordination

- **Art cluster – Grades Kindergarten – Second in Annex.**
- **Studio in a School – Grades Two, Three and select classes on Fourth and Fifth in Main building.**
- **Creative Movement – Grades Kindergarten- Second in Annex**
- **Physical Education – Grades Second - Fifth in Main Building**
- **Cham Jam Research Grant on physical fitness and school achievement – Grades First – Fourth.**
- **Integration of Cook Shop into science – Grades Kindergarten and First Grade.**
- **MMCC Afterschool integration of units of study into project based learning activities**
- **SES-In house provider – aligns units of study with day school calendar.**
- **STOPP – School wide adoption of PBIS, TCI and RTI.**
- **Robinhood Library – Instructional support for students, before, during and after school.**
- **Bully Prevention Program- through Guidance services.**

- **AM Breakfast Math Club,**
- **STEP Team- Project Arts Program,**
- **2012- 2013-Council Grant to update technology in the main building.**

Budget and resources alignment

- **Title 1 Parent Involvement funds are used to provide workshops and resources from outside vendors.**
- **Title 1 funds are used to purchase resources in math including books, subscriptions to websites, UFT Center Teacher, outside agency PDs, teacher planning sessions that take place before and after school, additional academic intervention services for students during the school day.**
- **Tax Levy funds are used to hire Classroom, and Cluster teachers.**
- **Title III funds will be used to purchase licenses to additional websites that provide differentiated instructional support in reading designed to assist English Language Learners in acquiring English in all modalities : reading, listening, speaking and writing.**

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 Literacy Curriculum Revision Goal K - 5

- **By the end of the 2011 - 2012 school year, all literacy curriculum for grades Kindergarten through Fifth will be aligned to the Common Core Learning Standards, and created using the Understanding by Design Template.**

Specific Student Outcomes Expected:

- ***Writing and speaking:* Student work will show a shift in teaching and learning and account for the newly implemented Common Core Learning Standards. Our expectation is that students will begin to reflect more voice and viewpoint in their writing and speaking, and will be able to make specific references to documents to support their opinion/viewpoint.**
- ***Listening and Reading:* Our expectation is that students will begin to show increased understanding of higher level fiction and non-fiction texts as evidenced by their ability to speak or write “to” the document during formal class discussions, writing responses and/or journal entries.**

Comprehensive needs assessment

The driving force behind the revision of our literacy curriculum are State and City mandates requiring our curriculum be aligned to the newly created Common Core Learning Standards. In order for this to effectively take place, last year we began the process of studying the Common Core Standards to ensure that teacher led groups had a common understanding of the standards and were well versed to begin to align curriculum with the standards. During the summer teacher led curriculum teams worked to revise the first units of study for each grade with the CCLS. As a result of this work all grades began the year with their first unit of study in reading, writing, language development curriculum aligned to the CCLS.

In early fall, new teacher groups on each grade were formed using a vacancy posting to continue this work. The Department of Education strongly advised that we adopt a formal type of lesson planning format. P.S. 94 adopted the Understanding by Design template. For the remainder of the 2011 – 2012 school year, all additional Standards-Based unit plans, summative and formative assessments will be created using the *Understanding by Design* planning template.

Instructional strategies/activities/Specific outcomes of the Project

The new curriculum alignment will take into consideration all aspects and components of the CCLS including: Reading, Writing, Language Development, Listening and Speaking. Staff will work in grade level groups to plan complete units of study, and guides that will be implemented by classroom teachers. These units of study will be created using an *Understanding by Design* template. The focus of the unit planning will be to create standards based curriculum and assessments along with supporting documentation to ensure the implementation of this newly aligned curriculum school wide.

Strategies to increase parental involvement

- Parent workshops will be conducted to educate parents about the revised CCLS and the steps PS 94x is taking to prepare our students to meet and exceed the standards.
- Parents will also be invited to School wide publishing celebrations where our students have opportunities to share their work and celebrate their accomplishments.

Strategies for attracting Highly Qualified Teachers (HQT)

New teachers are mentored by experienced teachers in our school. In addition to this grade level common planning takes place every week for every grade. The meeting is facilitated by the teachers or an administrator or UFT coach. Teachers share best practices, view student work using the DOE protocol that was developed as well as plan next steps for instruction. Professional development seminars and workshops offered by Central offices, Hot104 Network, UFT Center and outside agencies are offered to our teachers throughout the year.

Service and program coordination

- MMCC Afterschool aligns their instructional program to our units of study in all instructional areas to create project based learning activities for student participation.
- SASF Afterschool (School based SES Program) aligns their instructional program to our units of study in literacy and math so that students are receiving a coordinated school day.

Budget and resources alignment

- Title 1 funds are being used to enable teachers to work together before and after school to revise the literacy units of study as well as purchase additional reading materials to support the instructional objectives for both the students and teachers.

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

- **PBIS Initiative: By June 2012, the PBIS (Positive Behavior Intervention and Supports) and teachers will implement with fidelity the PBIS protocol developed for school wide behavioral expectations using the P.S. 94x STARS acronym: Safety, Team Player, Always Responsible, Respect and Self-Control**

Comprehensive needs assessment

Three years ago, administration and staff observed a need for improving the tone and climate of our school. This need was based on several factors:

- Observed inconsistency in classroom behavioral expectations
- Lack of cohesive method for bringing students to attention in common areas (gym, recess, auditorium, etc).
- Lack of buy in from school staff regarding how to speak to students.
- Lack of accountability for student behavior in areas that are not directly supervised: bathrooms, hallways, dismissal locations.
- Lax dress code sent mixed messages to students: wearing shirts that depicted violence, death, drugs, etc.

A committee was formed to research various behavior intervention systems that were based on sound research and able to be implemented in an urban school without expending large amounts of capital. The committee chose "PBIS - Positive Behavioral Intervention and Supports."

- PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.
- PBIS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students.
- PBIS supports the success of ALL students in keeping with the RTI model. It is recognized both nationally and internationally.

A parent survey was created and distributed regarding the use of school uniforms for the coming school year – 2011 – 2012. Parents voted overwhelmingly for school uniforms. The school took the necessary steps to inform all families regarding the use of uniforms the coming school year.

Instructional strategies/activities

Administration and guidance counselors received training in PBIS methodology. A PBIS committee was formed and, following the format recommended by PBIS, the committee undertook the development of a school-wide behavioral expectation matrix. The committee met monthly and developed a school-wide acronym: STARS (Safety, Team Player, Always Responsible, Respect, Self-Control). Within this framework, expectations were developed for student behaviors in the cafeteria, auditorium, hallways/stairs, bathrooms, recess, and on the bus. Classroom lessons aimed at instructing students in proper behavior were written.

This school year began with an all staff community meeting to establish set norms for classroom behavior. All staff came to consensus regarding a basic five statement STARS expectations for behavior protocol as well as one uniform way to bring students to immediate attention in any location. All teachers received posters of the Classroom STARS Expectations, STARS Pledge, as well as the National Pledge; additionally, a national flag was also purchased and installed in all classrooms.

In subsequent meetings, the PBIS clusters, Guidance Counselor and Administration worked to streamline the STARS matrix for the remaining common areas. The matrix will be posted in all common areas. All staff have been informed that that our expectation is for all students to understand that they are accountable for their behavior in all areas at PS 94x.

- All Staff are responsible for holding students accountable for their behavior in all areas of the school using the STARS Matrix and PBIS methodology.
- STARS banners were donated and are now posted at the main building, with plans to roll them out at the Annex building.
- PBIS Committee was formed three years ago. The teachers on the committee had full voice and input into the Matrix, Acronym and Pledge. Currently we have two teachers responsible for teaching STARS expectations for community living. We have also held two school wide meetings to get staff input for the expectations for community living within the classroom and the roll out of the common areas STARS Matrix.
- Timeline for implementation will be September 2011 to June 2012.

Strategies to increase parental involvement

- School messenger is used to remind parents about the uniform policy.
- Once additional staff is trained, a Parent Meeting will be held to discuss the PBIS initiative.
- PS 94x Website will be used to inform parents of the matrix, and pledge, and any additional activities scheduled.

Strategies for attracting Highly Qualified Teachers (HQT)

- New teachers are mentored by experienced teachers in our school. In addition to this grade level common planning takes place every week for every grade. The meeting is facilitated by the teachers or an administrator or UFT Coach. Teachers share best practices, School wide staff meetings are held to solicit teacher feedback for establishment of classroom expectations and the reinforcement of behavioral expectations in common areas.

Service and program coordination

- STOPP training in TCI and RTI is on-going. We consistently send staff to these trainings.
- PBIS training attended by Administration, Guidance Counselor and PBIS Cluster.
- Anti-bullying training attended by Guidance Counselor and lessons have been taught to whole class and small groups.

Budget and resources alignment

- Tax Levy funds are used to hire Classroom, and Cluster Teachers.
- Title 1 funds are used fund teachers to attend PDs, and conduct teacher planning sessions that take place before and after school.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	60	60	N/A	N/A	17	2	2	
1	144	144	N/A	N/A	13	2	2	
2	73	73	N/A	N/A	15	2	2	
3	65	65	N/A	N/A	10	2	2	
4	57	57	50	50	12	2	2	
5	44	44	50	50	10	2	2	
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>Wilson taught in small group to third through fifth graders during AM Extended Day and regular school day.</p> <p>Foundations taught whole group during the school day to kindergarten students. It is also taught in small groups to kindergarten through third grade students during AM Extended Day and regular school day.</p> <p>Sidewalks Reading Program is taught small group during AM Extended Day and regular school day-grades second through fifth.</p> <p>Guided Reading Methodology using leveled text resources is taught small group during AM Extended Day and regular school day all grades.</p> <p>Guided Writing Methodology using graphic organizers, spelling support structures, and structured paper types are used during AM Extended Day, and regular school day all grades.</p>
<p>Mathematics</p>	<p>Everyday Mathematics reinforcement activities and games are used for students in all grades. Small group instruction during AM Extended Day and regular school day.</p>
<p>Science</p>	<p>FOSS Science Investigation Series is used. Small group instruction occurs during science program implementation.</p>
<p>Social Studies</p>	<p>Small group instruction conducted during lessons in social studies, during the school day.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Small group lessons are conducted during the school day. PBIS methods and strategies are used as well as peer mediation techniques. Whole class lessons are conducted regarding Bullying. Parent support is provided: outside agencies are recommended when needed, counselor will meet with parent to offer suggestions and provide guidance.</p>

At-risk Services provided by the School Psychologist	One to one counseling for students who have difficulty self regulating their behavior. Meetings with families to address parenting skills and additional outside resources that are available.
At-risk Services provided by the Social Worker	One to one counseling for students who have difficulty self regulating their behavior. Meetings with families to address parenting skills and additional outside resources that are available.
At-risk Health-related Services	Nutrition guidance for students and their families to address obesity, diabetes. Health maintenance guidance for students who are asthmatic.

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

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

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

PARENT INVOLVEMENT POLICY (PIP)

I. General Expectations:

PS x094 – Kings College School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of parents consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title 1 Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title 1, Part A programs and decisions about how the 1% of Title 1, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring:
 - *Parents play an integral role in assisting their child's learning;
 - *Parents are encouraged to be actively involved in their child's education at school;
 - *Parents becoming full partners in their child's education; and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child, carrying out other activities, such as those described in section 1118 of the ESEA.
 - *The school will inform parents and parental organization of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How P.S. 94x – Kings College School will Implement Required Parent Involvement Policy Component

1. PS 94x will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

The Parent Association Executive Board will meet with the Principal once a month. The needs of the parents are assessed by survey each year. An Overview Curriculum Guide is sent out every two months to update parents on the focus of each curriculum area of instruction. A monthly calendar is sent out to inform parents of class trips, assemblies, parent meetings, etc. Parent workshop offerings are sent out regularly to parents. The School Community Bulletin Board is also used to publicize events in multiple languages. There is also a school Website that translates into Spanish and Bengali when parents select the language. A Parent Messenger phone system is also used to notify parents of significant events and their child's attendance. The service is provided in English and Spanish.

2. PS 94x will take the following actions to involve in the process of school review and improvement under section 1116 of the ESEA:

The Parent Association Executive Board is a part of the School Leadership Team. Parents are notified by letter and at an annual meeting of school academic standing according to the New York State Education.

3. PS 94x will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

The Parents Association works with the administration and the Parent Coordinator to offer support and assistance in planning and implementing effective parental involvement activities. Parent Coordinator maintains a regular dialogue with parents to publicize school events, address parent concerns and serve as a liaison between the school and the parents. School Assessment Team, School Counselors, teachers, Parent Coordinator and administrators work with parents and students to plan for student improvement through Child Study Meetings, Individual Student Plans, Parent- Teacher meetings, and Parent – Teacher Conferences.

4. PS 94x will coordinate and integrate Title 1 parental involvement strategies under the following other programs:

Library Open Access, Library After school, at-risk student counseling groups, School Clubs/Enrichment: Visual Arts, STEP, CBO Partner Organizations: Studios in a School, MMCC After-school, SASF, Learn-It First, Literacy Academic Intervention Programs: Wilson, FOUNDATIONS, Sidewalks Reading Intervention System, Everyday Math small group, Parent Workshops, Monthly Calendar Activities, Take a Child Under Your Wing Program.

5. PS 94x will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial minority background). The school will use the findings of the evaluation about its parental involvement policy to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies).

The school will conduct a parent survey each year. The results are used to revise and plan parent involvement activities for the coming year. The results will be communicated to parents during their monthly parent meetings.

6. PS 94x will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as

appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph-

- i. State's academic content standards.
- ii. State's student academic achievement standards.
- iii. State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.

- b. The school will provide materials and workshops to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

Offering workshops on parent selected topics throughout the year as well as informational meetings regarding curriculum, articulation and preschool entry (Kindergarten Open House).

The school library maintains Open Access hours to parents everyday. A monthly calendar along with follow up flyers is regularly distributed to inform parents of upcoming events and school activities. A school website provides a wealth of information for parents and students to use.

- c. The school will, with the assistance of its parents, educate its teachers, pupil personnel services, principal and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools:

Parents are informed of school activities via the school website, monthly school wide calendars, parent letters and alerts from the administration and from the teachers.

- d. The school will, to the extent feasible and appropriate, coordinate and integrates parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

PS 94x collaborates with the Mosholu Montifiore Center. Preschool programs in the community visit the school in June for an Open House of our Kindergarten classes and meet our school community.

- e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

Parent notices are backpacked. Notices are posted at main door entrances and School Community Bulletin boards. Translations of information in other languages are made by school staff, NYC Translation Unit, and outside contracted agencies. Parents are contacted by phone as the need arises. The school website and school messenger are also utilized.

The School Parental Involvement Policy was developed jointly with, and agreed upon with parents of children participating in Title 1, Part A programs. The Policy is distributed yearly to all parents in November at Parent Teacher Conferences and is posted on the school website.

SCHOOL COMMUNITY COMPACT

The PS 94x – Kings College School Staff, the students of PS 94x, and the parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) at PS 94x, agree that this compact outlines how the parents/guardians, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children achieve the State's high standards.

The School Community Compact is in effect during the 2011 -2012 school year.

The School-Parent Compact: Literacy

Schools Pledge: We agree to

- Teach our students to read
- Foster a love of reading, by engaging students in meaningful discussions about their reading
- Pledge to provide materials and opportunities to read in school
- Assign reading homework every night.
- Provide additional support to students who are struggling
- Monitor reading homework
- Provide parents and students with test preparation strategies that can be practiced at home
- Celebrate our successes in reading

Parents/Guardians Pledge: We agree to

- Encourage our children to read by taking them to places where they can read
- Read together with them and/or read to them
- Monitor our children's reading habits by talking to them about what they have read
- Help our children prepare for standardized tests

Students Pledge: I agree to

- Go to the library and read
- Read with my family at home and at the library
- Practice understanding what I am reading by discussing what I read with others
- Promise to complete books that I begin
- Read a wide variety of reading materials
- Read every night
- Read at least the minimum number of books by fulfilling the state standard of at least 25 books
- Demonstrate evidence of reading assignments to meet or exceed the state standard.
- To broaden and deepen comprehension levels using related activities/lessons.

The School-Parent Compact: Mathematics

Schools Pledge: We agree to

- Teach students according to state math standards
- Assign math homework on a daily basis
- Provide additional support to students who are struggling
- Celebrate our math successes
- Monitor homework
- Practice different math strategies with our students.
- Provide parents/guardians and students with test prep strategies that can be practiced at home

Parents /Guardians Pledge: We agree to

- Expose our children to opportunities that will allow them to practice math skills
- Be actively involved with our children’s homework assignments, math projects, etc.
- Help reinforce math concepts at home
- Help our children prepare for standardized tests

Students Pledge: I agree to

- Participate in all math activities in school
- Ask for help when I need it
- Complete homework assignments
- Practice my basic facts until I know them by heart

The School-Parent Compact: Science

School Pledge: We agree to

- Teach students according to science standards
- Provide students with the opportunity to have a central role in the discovery process
- Provide additional support for students who are struggling
- Celebrate our science successes
- Practice different scientific thinking processes

Parents/Guardians Pledge: We agree to

- Help reinforce science concepts at home
- Help our children prepare for standardized tests
- Be actively involved in children’s homework assignments and science projects
- Expose our children to opportunities that will allow them to practice science skills

Students Pledge: I agree to

- Follow the science class rules
- Try my best and participate in all science investigations
- Ask for help when I need it

The School-Parent Compact: Social Studies

School Pledge: We agree to

- Teach students according to State Social Studies standards
- Provide students with the opportunity to have a central role in the discovery process
- Provide additional support for students who are struggling
- Celebrate our social studies successes

Parents/Guardians Pledge: We agree to

- Help reinforce science concepts at home
- Help our children prepare for tests
- Be actively involved in children's homework assignments and social studies projects
- Expose our children to opportunities that will allow them to research skills

Students Pledge: I agree to

- Follow the social studies class rules
- Try my best and participate in social studies projects.
- Ask for help when I need it

The School-Parent Compact: The Arts

Schools Pledge: We agree to

- Expose students to experiences in the Arts as outlined in the New York City Benchmarks for the Visual Arts
- Allow students to exercise their imagination through an exploration of art materials
- To expose students to a variety of the best art materials and techniques
- To foster a love and appreciation of Art by displaying our students' work in our school
- Celebrate creativity by allowing students to give meaning to their experiences through drawing
- To study and honor the art history of our culture and the culture of others

Parents/Guardians Pledge: We agree to

- Celebrate our child's Artwork when they bring it home
- Display our child's artwork in our homes
- Encourage our children to talk to us about their artwork

Students Pledge: I agree to

- Take my Artwork home to show my family
- Always try my best especially when a new material or experience is given to me
- Complete my Art projects
- Use my time in Art wisely
- Express my experiences through Art

The School-Parent Compact- Physical and Health Education/Creative Dance Movement

Schools Pledge: We agree to

- Provide our students with the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activities and maintain personal health.
- Equip our students with the knowledge necessary to create and maintain personal health
- Teach our students how to manage their personal and community resources.

Parents/Guardians Pledge: We agree to

- Send my child to school with appropriate attire for physical education/Creative Dance Movement.
- Review and discuss health and nutrition materials with my child.
- Discuss with my child the importance of physical education/Creative Dance Movement.
- Support the school by participating in school sponsored Field Day physical activities.

Students Pledge: I agree to

- Enter and leave the gym in line as described by my instructor
- Walk and sit on my floor spot as described by my instructor
- Stop, look and listen when I hear the whistle
- Always show good sportsmanship
- Come dressed and prepared for physical activities

The School-Parent Compact: Expectations for Community Living - PBIS

Schools Pledge: We agree to

- Treat our students with respect
- Implement character education school wide
- Implement PBIS (Positive Behavior Intervention and Supports) school wide
- Celebrate positive citizenship
- Set clear expectations for appropriate school behavior
- Provide peer mediation to assist students in resolving disagreements peacefully with peers
- Inform parents when students engage in inappropriate conduct
- Partner with the parents in building a mutually respectful, nurturing learning environment

Parents/Guardians Pledge: We agree to

- Be a positive role model for my child
- Inform the school of problems that might interfere with my child's learning
- Meet with the school if there is a problem that needs to be resolved
- Assist my child in peaceful conflict resolution
- Be actively involved in my child's education by supporting the school's activities

- Partner with the school community in building a mutually respectful, nurturing learning environment

Students Pledge: I agree to

- Abide by the school wide rules
- Respect myself and my school community
- Resolve disagreements peacefully
- Try my best and work my hardest

The School-Parent Compact: Communication

Schools Pledge: We agree to

- Inform parents of students' progress
- Distribute NYDOE email addresses of staff members
- Hold two Parent/Teacher Conferences during the school year
- Hold an "Open House" once a year
- Respond to inquiries in a timely fashion
- Hold two open school weeks a year
- Provide information regarding our state status, report cards, Quality Review and Principal's Performance Review
- Provide progress reports on an individual students upon request
- Provide periodic newsletters to parents
- Send home monthly calendar of events
- Send home notes in a timely fashion

Parents/Guardians Pledge: We agree to

- Provide updated contact information on blue emergency card
- Provide updated contact information to classroom teachers
- Provide email and telephone numbers
- Respond to school inquiries in a timely fashion
- Sign documents sent home by the school that need to be returned
- Read documents sent home by the school
- Attend school functions pertaining to my child
- Listen to my children

Students Pledge: I agree to

- Give information sent home by the school to my parents/guardians
- Inform my parents/guardians of school functions

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 10 x094 **School Name:** Kings College School

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

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

Category: Basic Focused Comprehensive

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

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

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

For the first time in five years we made AYP in ELA.

Specifically we fully met our targets in:

- All students
- Ethnicity
 - Black or African American
 - Asian
- Other Subgroups
 - Economically Disadvantage

We met our target using Safe Harbor:

- Ethnicity
 - Hispanic or Latino
- Other Subgroups
 - Students with Disabilities
 - Limited English Proficient Students

We did not meet AYP in Math performance this year for the following groups:

- All Students
- Ethnicity
 - Hispanic or Latino
- Other Subgroups
 - Students with Disabilities
 - Limited English Proficient
 - Economically Disadvantaged

We met our targets in:

- Ethnicity
 - Black or African American
 - Asian

Findings from ESCA

1. The application of the reading components of balanced literacy (daily read alouds, independent reading, guided reading, reading workshop) is inconsistent.
 2. Student engagement is not consistent.
 3. Word-study instruction is focused mainly on phonics.
 4. Classroom routines are not consistent.
 5. Teachers consider supports and interventions to be minimal.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

ELA Work:

- Development and implementation of revised units of study in literacy to reflect the new Common Core Learning Standards- all grades. The units will be revised using the Understanding by Design Template. Teacher led teams have been developed on each grade to complete this work.
- All classes will use the components of the balanced literacy model: phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension.
- All classes will use the following instructional methods and formats: daily read alouds, independent reading time, reading workshop, writing workshop, and systematic word study instruction.
- All classes will use the following structures during the literacy block: read-aloud, guided reading, shared reading, interactive writing, and mini-lessons.
- During the reading or writing workshop all classes will use a 10 -15 minute mini-lesson focusing on a teaching point (reading or writing strategy or skill). The teacher will explicitly model or demonstrate the skill or strategy. Students will be provided the opportunity to practice the skill or strategy (“gradual release model.”). The class will then have time share what they have practiced.
- Additional instructional support is provided for our ELL students with use of On Our Way to English and Rigby programs. Additionally, our ESL teachers will align their instruction with the units of study for advanced and high intermediate students, providing scaffolding as needed through the use of ESL methodologies and techniques. Two additional ESL teachers were hired this year to support out of classroom support for ELLS. Additionally, two bilingual classroom teachers and two ESL classroom teachers were also hired to support our ELL student population.
- **Cooperative Learning Strategies:** All teachers received the professional resource: Cooperative Learning for English Language Learners.
We have for the past several years worked with our teachers on developing cooperative learning activities in the classroom. This expectation will continue this year and has proven to be very successful with our Limited English Proficient students, Special Education Students and male students. Additionally six staff members attended a KAGAN Cooperative Learning training during the fall semester.
- **PBIS: Positive Behavior Intervention Systems:** This year we are employing PBIS in all instructional settings at PS 94x. We began the year with a schoolwide community meeting to develop non-negotiable expectations for classroom behaviors that are followed in every class at PS 94x. We are also rolling out behavioral expectations for all of the common areas as well. Our PBIS teacher and mandated guidance counselor are attending PBIS training. The Principal and another guidance counselor have already attended. One of the areas we have struggled with is student overall behavior. PBIS has shown to be very effective in addressing this area of need.
- **RTI and TCI strategies:** Most administrators and several teachers and paraprofessionals have been trained in Therapeutic Crisis Intervention. Everyone who has been trained in the methodology are using the strategies during the school day. We are also in the process of revising our behavior tracking anecdotal form with the support of STOPP staff. Additionally, most administrators and several teachers have been trained in Response to Intervention. We are in the process of learning how to create effective teams of professionals who can assist us in being more proactive in meeting the needs of students who are struggling behaviorally.

Systematic Phonics/Phonemic Awareness, fluency and expressiveness Instruction:

- Kindergarten classes will continue to teach the “mechanics” of reading (phonics/phonemic awareness) using the Foundations Language Program whole group and small group as needed.

- First and second grade will use Month by Month Phonics whole class lessons to teach phonics/phonemic awareness, and Foundations Language Program in small group instruction.
- Third through Fifth grade will use Month by Month Phonics whole class lessons to teach phonics/phonemic awareness.
- Third grade will use Foundations Language program or Wilson to teach small group phonics/phonemic awareness instruction as needed.
- Fourth and fifth grade students will receive Wilson instruction in small groups as needed to teach phonics/phonemic awareness instruction as needed.

Vocabulary and Comprehension Instruction: In addition to specific books that are identified and used for each unit of study in reading and writing, for grades kindergarten through fifth, the following additional strategies are employed:

- Kindergarten classes have developed a pacing calendar for the STAR book Emergent Reading program. All classes are reading the same STAR Book each week and participating in structured class activities designed to increase student s' reading comprehension strategies.
- Kindergarten and first grade classes have developed a pacing calendar for grade level sight words introduced and taught each week, the use of poems, SMART board activities, as well as additional multi-sensory activities are used to teach and reinforce these words.
- First grade began the year using some of the STAR books that were read to the students last year in kindergarten, as a way to review the reading comprehension strategies taught last year in kindergarten. This will expand NEXT YEAR when current kindergarten students enter first grade in 2012 – 2013.
- Kindergartens through second grade classes are using the shared reading series from Eggleton during the reading workshop to expand vocabulary and develop fluency and expression.
- Third through fifth grade classes are using grade wide read aloud series for the first time this year. Teachers on each grade are deciding which books to use for this project. The rationale behind this approach is to be able to provide consistent exposure to grade level vocabulary, and themes through the use of classic high quality literature the books are used for read aloud, shared and independent reading instruction. Each student ideally has their own copy of each book for this project.
- Third through fifth grade classes will continue to embed test sophistication strategies into the reading and writing units of study as well as use the Acuity Assessment results to identify areas of greatest need.

MATH WORK:

- **Cooperative Learning Strategies:** All teachers received the professional resource: Cooperative Learning for English Language Learners. We have for the past several years worked with our teachers on developing cooperative learning activities in the classroom. This expectation will continue this year and has proven to be very successful with our Limited English Proficient students, Special Education Students and male students. Additionally six staff members attended a KAGAN Cooperative Learning training during the fall semester.
- **PBIS: Positive Behavior Intervention Systems:** This year we are employing PBIS in all instructional settings at PS 94x. We began the year with a school wide community meeting to develop non-negotiable expectations for classroom behaviors that are followed in every class at PS 94x. We are also rolling out behavioral expectations for all of the common areas as well. Our PBIS teacher and mandated guidance counselor are attending PBIS training. The Principal and another guidance counselor have already attended. One of the areas we have struggled with is student overall behavior. PBIS has shown to be very effective in addressing this area of need.
- **RTI and TCI strategies:** Most administrators and several teachers and paraprofessionals have been trained in Therapeutic Crisis Intervention. Everyone who has been trained in the methodology are using the strategies during the school day. We are also in the process of revising our behavior tracking anecdotal form with the support of STOPP staff. Additionally, most administrators and several teachers have been trained in Response to Intervention. We are in the process of learning how to create effective teams of professionals who can assist us in being more proactive in meeting the needs of students who are struggling behaviorally.
- **Teacher teams will meet to analyze student performance on EDM formative and summative assessments in order to plan next steps, debrief lessons, and discuss components of upcoming lessons**
- **Administration will ensure that appropriate Everyday Mathematics curriculum materials are available for all Kindergarten to Grade 5 teachers**
- **Teachers will work with UFT Center Coach to continue to align the EDM curriculum to the Common Core Learning Standards.**
- **Teachers will also begin to expose students to process oriented math activities aligned to the CCLS.**

- Teachers will use technology to support instruction in math.
 - Whole school effort will revolve around students mastering basic addition/subtraction/multiplication and division facts.
 - b) Staff and other resources used to implement these strategies/activities
 - All classroom teachers, SETTS, IEP teacher, AIS teacher, ESL teachers, administrators
 - c) Steps taken to include teachers in the decision making process regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.
 - Classroom teachers are working with the UFT Center Coach to align the EDM with the CCLS. They are also working together to develop and streamline the Portfolio tasks to take into introduce a more process oriented method. The EDM progress checks are being revised by teams of teachers based on the CCLS.
 - Acuity Assessments are used in grade three through five as an additional tool to monitor student progress, This is a standardized assessment tool that is provided by the DOE.
-

Part B: For Title I SINI Schools Only

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

Teachers went to the Teachers College Reading Institute this past summer (eight). Six more will be attending the Institute during the February break. Five teachers attended the Cooperative Learning PD presented by KAGAN. We also work collaboratively with our HOT 104 Network to send our teachers to high quality professional development offerings. We are also a UFT Teacher Center school and regularly release teachers to attend PD sessions that are aligned with our goals.

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

We have paired our eighteen new teachers up with highly qualified teachers at our school to be mentored. We have sent our mentors out to professional development to advance their skills at working with their mentees. We are using the Professional Learning Standards. Our mentees work one on one with their mentors to before, during and after school. Our mentors have modeled lessons for their charges and we have set up schedules for them to have the opportunity to debrief after the lessons.

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

The Principal will conduct the notification meeting at the January Parents Association Meeting. The Principal will send out flyers at the beginning of January in the three languages we use most at PS 94x. We will also use our website, the monthly calendar and School Messenger to publicize the meeting. We will have translators at the meeting to translate the content of the meeting in Bengali and Spanish.

**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 Corinne Rello-Anselmi	District 10	Borough Bronx	School Number 094
School Name P.S. 94 - Kings College			

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

Principal Diane DaProcida	Assistant Principal Frank Lucerna
Coach type here	Coach Keicha Bolden
ESL Teacher Rosalee Choniuk-ESL	Guidance Counselor Lucy Rivera
Teacher/Subject Area Susan Caico-ESL	Parent type here
Teacher/Subject Area Valerie Dash-Social Studies	Parent Coordinator Miriam Seminario
Related Service Provider type here	Other
Network Leader Bob Cohen	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	5	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	1167	Total Number of ELLs	360	ELLs as share of total student population (%)	30.85%
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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. During registration two of our five ESL pedagogues have set aside a time for registration on a rotation basis. The parent is greeted by the ESL licensed pedagogue in the main office where the HLIS (in their native language when applicable) is administered and parent interviewed, including child if present. Our licensed ESL pedagogues are able to translate/interview as needed in Spanish. The next most predominant language is Bengali and we have parent volunteers on standby to assist when necessary. All forms are also translated by these volunteers in Bengali.

The parent is also informed of the purpose of HLIS and next steps based on results in their native language. Based on the language ratio results, if language is other than English, the child is given the LAB-R within ten days as mandated including Spanish LAB for those identified as Spanish speakers. Also, in the beginning of the year when NYSESLAT results are obtained ESL staff analyze the score (levels) within each modality to assess strengths/weaknesses in order to strengthen language skills and drive instruction toward proficiency. To ensure all eligible students are properly served (ESL/bilingual) and administered LAB-R and NYSESLAT the RLER is periodically printed out from ATS and cross-referenced with our entitlement list and admissions report by our ESL coordinator. In addition all four components of NYSESLAT exam are given based on a timeframed testing schedule and eligible student list created by coordinator based on RLER and Entitlement list These exams are administered by qualified staff after receiving proper training for each component. Upon noticing children's absences, parents are notified by phone stating the importance of their presence for these exams. Further actions are taken if necessary.

2. If children are identified as an ELL parents are invited to attend a parent orientation through a formal invite letter provided in their home language. At the orientation, parents are welcomed, explained the purpose and importance of orientation and given choices such as TBE, DL, and ESL offered for ELLs. They then watch the DOE video which also explains the program choices. Afterwards, they are given a Program Selection Form in their home language where they are asked to choose a program in order of preference. The meeting is conducted by the ESL coordinator, one of the ESL teachers, an administrator on site, and Parent Coordinator following an agenda. Bilingual translators in Spanish and Bengali (given that these are our predominant language groups) are present as well. Besides an orientation invite parents receive phone call reminders from the Parent Coordinator. Currently the parent orientations are scheduled as new students are admitted within a timely manner. Parents who do not attend their scheduled orientation are re-invited to the following orientation. Results from the parent orientation are later analyzed and provided to the Principal for program determination purposes.

3. Entitlement letters (Placement & Continuation) that notify parents of the child's English proficiency level and their entitlement to federally mandated program choices are sent home with a signature request tear-off. Tear-offs are returned/collected by ESL staff to ensure parents are informed of child's placement and the only way to exit program is by passing the NYSESLAT exam in the Spring. These tear-offs are organized in envelopes and cross-referenced by grade specified class lists to confirm their return. If tear-offs are not returned, subsequent requests are sent home again until officially returned. If needed, phone calls are also made to remind parents of importance of document. Entitlement letters for the current school year are organized, filed and securely stored within ESL office. At the parent orientation, the Parent Survey and Program Selection Forms are collected, copied and filed within ESL Compliance Officer's

office. Originals are filed within students' cumulative folders.

4. At the orientation, we strive to provide translation in the native language whenever possible. Once parent selection forms are reviewed, results are sent to Principal to determine placement of student based on program choice. Also, Spanish LAB results are taken into consideration for Bilingual placement purposes. In addition, program placement is confirmed through phone call or school letter and Placement Letter for new admits are distributed, signed by parents, collected and filed along with Letters of Continuation within appropriate grade envelopes that are identified by attached class list.

5. At present, as per our parent selection forms for current 2011-2012 school year, there was an indication of a higher interest for ESL classes in Kindergarten (80 percent of parents were in favor of ESL). For those who requested Bilingual classes, they were given their option resulting in one Kindergarten Bilingual class and First Grade. Currently, all Bilingual requests were honored K-1, for grades 2-5 new admit numbers were low. Upper grade Bilingual classes have not been formed due to lack of sufficient interest.

6. According to parent interest in Bilingual programs we have implemented a Kindergarten Bilingual class. Additionally, the Kindergarten Bilingual class from last year is currently a first grade Bilingual class. We hope to continue this trend and eventually be able to offer Bilingual classes in grades K-5. As per parent approval through the entitlement letter, the remainder of our ELLs are placed in our ESL program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	0	0	0	0								2
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	0	1	2	0	0								4
Push-In	2	2	8	3	0	2								17
Total	4	3	9	5	0	2	0	0	0	0	0	0	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	360	Newcomers (ELLs receiving service 0-3 years)	325	Special Education	14
SIFE	1	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)	2

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	45									45
Dual Language										0
ESL	280	1	11	34		2	1		1	315
Total	325	1	11	34	0	2	1	0	1	360

Number of ELLs in a TBE program who are in alternate placement: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	28	0	0	0	0								45
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	17	28	0	45										

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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	67	65	48	52	33	21								286
Chinese	2		1		1									4
Russian														0
Bengali	6	7	7	3	2	6								31
Urdu	4	1	1	1	2	2								11
Arabic	1	1	5	2										9
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other	10		4	1	2	2								19
TOTAL	90	74	66	59	40	31	0	360						

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?

Regarding instructional models, we have:

TRANSITIONAL BILINGUAL- One Kindergarten and one first grade class that receive all day instruction from a licensed bilingual teacher.

The Kindergarten class is a Bilingual CTT, taught by licensed bilingual and special ed. teachers who co-teach the entire day.

Within our Transitional Bilingual Program, the majority of ELLs are of Beginner and Intermediate levels, therefore receive their mandated native language support of 60 percent within areas of literacy and math. In science and social studies content areas, about 40 percent is taught in English language with a linguistic summary at the end of each lesson. As students become more advanced in the English language teachers differentiate and offer more English language support. Our Everyday Math Program within TBE is delivered in Spanish, their native language along with program materials in Spanish as a support. Lessons are differentiated with an emphasis on vocabulary and critical thinking skills through use of manipulatives, cooperative learning activities/groups, and games that reinforce concepts taught. Our math coach regularly attends math workshops specifically geared toward ELLs and how to better support classroom teachers in their instruction.

For our science program, our school utilizes the Foss Program which incorporates content vocabulary and hands-on experiments to better facilitate learning. For science and social studies, content is instructed in the English language using ESL strategies such as realia, visuals and various techniques to assist them in learning the material. Students are given a linguistic summary at the end of each lesson. In science and social studies, picture dictionaries are utilized and quizzes/materials are differentiated to assure that content is aligned with standards.

A. Programming and Scheduling Information

-Native language instruction includes themes and activities that are academically challenging. The instruction which incorporates challenging work that develops cognition and utilizes higher order thinking skills. Their Literacy Block/Balanced Literacy which is approximately 150 minutes each day addresses the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension. The components of the Literacy Block are: read-aloud, shared reading, guided reading, independent reading, word study and writers' workshop. ELL students will continue to learn content area in their native language with adequate support provided for English language development of concepts. Students in bilingual classes will receive a minimum of 360 minutes instruction in Native Language Arts. ELL students will receive a minimum of 180 minutes instruction in English as a Second Language. Our students will be assessed using the Eclac2, in addition, teachers do DRAs, informal reading running records, writing baselines, math end of unit progress checks and interim and periodic assessments.

FREE STANDING English as a Second Language

ESL PUSH-IN/PULL-OUT MODEL- 5 licensed ESL teachers who service ELLs daily using this model for all K-5 beginner, intermediate, advanced and long-term ELL students. Currently we utilize more of the Pull-Out Model (Push-in when feasible) to maximize instruction and meet the mandated requirements as per CR Part 154. For our beginning and intermediate ELLs: 360 minutes per week, for our advanced students: 180 minutes per week. Native language support is given when necessary to clarify concepts and aid students' understanding. The ESL Program will encompass areas other than Language Arts, such as Science, Social Studies and Mathematics. Teachers will provide both social and academically rigorous instruction to develop English language skills using ESL methodologies and strategies.

SELF-CONTAINED ESL- Two classes of third grade are currently placed in self-contained model ESL classes where ELLs receive their mandated minutes in the classroom by dually licensed pedagogues.

All organizational models, including self-contained ESL contain ELLs groups are grouped heterogeneously. All content areas are taught through scaffolded ESL instruction. All our program models, including bilingual and ESL utilize strategies from the Sheltered Instruction Observation Protocol (SIOP) Method including daily targeting of explicit language and content objectives in all lessons. All our ELLs are instructed using small/whole group instruction that is differentiated for various levels of language proficiency. An instructional focus is development of vocabulary within content areas utilizing tools/techniques such as: word wall, four corners, flash cards and student created dictionaries. Cooperative learning techniques are implemented as well as pairing students by levels. To ensure content is comprehensible ESL pedagogues use graphic organizers and visual supports. In addition, collaboration of ESL and classroom teachers ensures that ELLs receive the current content curriculum with the appropriate scaffolding for optimal comprehension. ESL teachers use higher order critical thinking questions to assess student learning. (Bloom's Taxonomy)

DIFFERENTIATED INSTRUCTION FOR ELL SUB-GROUPS (SIFE, Newcomers, Long Term ELLs and Special Ed.)

- All students within the sub-groups are invited to AM extended day where they receive small group instruction to assist them in obtaining language proficiency. Daily scaffolding is key to our instructional program. Some of these techniques such as K-W-L charts, word banks, guided reading groups and vocabulary development are implemented to assist their literacy skills. These students are introduced and familiarized with standardized testing formats by deconstructing/constructing passages, jigsaw, questioning, using context clues, note-taking, understanding of concepts within test questions such as: compare/contrast, main idea, least/greatest and making inferences. Instruction is driven through analysis of the NYSESLAT modality report. In addition to as stated above, our SIFE students receive additional support through small group instruction targeting content through use of sight word/vocabulary activities, graphic organizers, visuals, TPR, realia and oral language development through targeted conversational activities. Instruction is differentiated for our newcomers through the use of Rigby's On Our Way to English series incorporating chants, charts, graphic organizers, and audio tapes. The focus being on oral language development, content vocabulary as well as acclimating them with the customs and expectations of their new home. Instruction is focused and built upon on the newcomers background knowledge in order to facilitate their learning, acquire content and foster self-confidence. Our ELLs who have been receiving services for 4 to 6 years as well as our LTE students, we utilize more scaffolding techniques such as cooperative learning groups built upon higher critical thinking questions and discussions. Also, students utilize various graphic organizers and are taught how to transition from these organizers to more independent tasks such as writing. An emphasis is placed on student reflection working toward their academic goals. The areas of greatest need are addressed in order to achieve language proficiency. ELLs who are also designated as Special Needs still receive the mandated ESL requirements along with other required services as per IEP. They are provided with the same small group content based instruction, however, with additional visual scaffolding and hands on manipulatives when applicable. (Smartboard activities, realia, computer software such as Imagine

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)

A. Programming and Scheduling Information

Learning, One More Story, A-Z Reading and Starfall).

B. Programming and Scheduling Information--Continued

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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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Students who have reached proficiency on the NYSESLAT will continue to receive for up to two years: testing accommodations, invitation to our extended day program, and continued articulation between classroom and ESL teacher. At this time, there are no specific programs decided upon for the upcoming year but we are actively researching a more challenging writing program for our upper grades since this is the weakest strand on the NYSESLAT. One example to help support our ELLs are through use of reading response and writing notebooks to extend their thought and writing process.

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Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

C. Schools with Dual Language Programs

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

N/A

Science:

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.

Our teachers of ELLs receive Professional Development by our ESL staff/coach in order to strengthen/differentiate their instruction in all content areas with a focus on literacy and math using ESL strategies and methodologies to facilitate second language learning. All teachers have received copies of Second Language Learning Through Cooperative Learning by Julie High to facilitate instruction. Also all teachers and staff are offered opportunities to attend additional Professional Development seminars and workshops offered through OELL, ProTraxx, QTEL, and SABE throughout the year as per Jose P. requirement. Our ESL staff will also meet with classroom teachers to discuss ESL techniques that may be used in the classroom and model them when needed such as: Think-Alouds (think-pair-share), vocabulary development, use of realia, TPR and graphic organizers. We also use additional web-based programs such as Imagine Learning, One More Story, Starfall, BrainPop ESL to support our English Language Learner students. Also our Guidance Counselor provides informational meetings about Middle Schools to both parents and students in English and their language on a continual basis informally and formally. Individual meetings and conferences are also provided to assist with applications and clarify any questions/doubt they may have in transitioning their child to Middle School.

We are in the planning stages of implementing professional development in the areas of science and social studies along with Jose P. training for all staff excluding those who hold ESL/bilingual licenses using the professional development days aligned with the school calendar.

E. Parental Involvement

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

Our school sends out a calendar each month in English with Spanish translation that offers our parents the opportunity to attend various meetings and workshops as based on their requests from our parent surveys and Parent Coordinator. This Parent Coordinator facilitates these workshops which include our parent volunteers when necessary. We have about thirty learning leaders who are parents of our students. They work in our classrooms with our ELL students, assist us with registering newcomer families, assist with translating and publicizing various school events. In addition, we partner with FLAME Company to provide workshops for our parents on a variety of topics based on their interests: How to Help Your Child Succeed, Homework assistance, Encouraging Positive Behavior. We are also planning to offer as in past a Parent Child Saturday Academy in the Spring that is designed to have parents and their children work together in literacy and creative arts activities. We evaluate the needs of our parents based on a survey that is translated into Spanish and Bengali to ascertain the needs of our parent body. We use the survey to schedule parent workshops and provide additional services as needed to our families. Our ELL parents consistently ask for support in helping their children. The majority of our workshops involve how to assist their children at home with learning English, adapting to the culture of this country, and accessing support services for medical, social and emotional needs.

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

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

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

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

Native Language Usage and Supports

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In addition, we are using On Our Way to English, Rigby, which is aligned with the curriculum. In mathematics, we are presently using the Everyday Mathematics Program. Our Math Coach makes revisions in the lessons and adjusts the pacing calendar as needed to adhere to the Common Core Learning Standards. Also collaboration between ESL Coordinator and Math Coach ensures that classroom teachers will utilize ESL strategies/techniques during math instruction such as: collaborative grouping, math word walls, visuals, manipulatives and hands on activities including discussion/written responses that focus more on the thinking process used to obtain their answers. Also, when needed, native language support is given through teacher and texts. This collaboration incorporates on-going Professional Development through given workshops. At this time we do not offer specific intervention programs in social studies and science but are currently planning for their implementation for the 2012-2013 school year.

Students who have reached proficiency on the NYSESLAT will continue to receive for up to two years: testing accommodations, invitation to our extended day program, and continued articulation between classroom and ESL teacher. At this time, there are no specific programs decided upon for the upcoming year but we are actively researching a more challenging writing program for our upper grades since this is the weakest strand on the NYSESLAT. One example to help support our ELLs are through use of reading response and writing notebooks to extend their thought and writing process.

All students are included in all of our programs such as: STEP- Afterschool- Title 1 Funding, Cham Jam-MMCC Federal Grant Research Project, Morning Basketball Club-Taxy Levy Funda, Cook Shop-FDA Grant, Before/Afterschool Library Open Access- Robin Hood Funding. We have SES afterschool programs: Sports and Arts Foundation, Learn it First (technology based) and MMCC Wrap-Around Program. The SES programs are small group instruction academic supplemental services. The MMCC is an after-school recreation homework support and enrichment program. We use the bilingual services of our Parent Coordinator to reach our Spanish Bilingual families. In addition to this, we have a large bilingual Bengali parent volunteer group who assist in reaching out to the monolingual Bengali families. We strive to provide translation on all of our documents. Presently, Spanish and Bengali are our largest ELL groups. We also use the DOE phone translation unit as needed.

The instructional materials used to support our ELLs are native language glossaries/texts, visual aides such as charts, word walls and graphic organizers, hands on activities with manipulatives, use of smartboard, computer based software such as StarFall, Imagine Learning, One More Story, Reading A-Z and guided reading/writing notebooks.

Native Language Support is provided not only through ESL but also by school personnel including classroom teachers who provide support orally and written to students during the school day to provide understanding for ELLs who may be struggling with content and concepts in their subject area classes. In addition, glossaries, dictionaries and materials, especially in Spanish, are provided when necessary. Also, teachers group/buddy students of the same language for certain activities so they can assist each other and respond in the native language.

Required services support and correspond to students' grade levels. Beginner and Low level intermediate students who are newcomers, use On Our Way to English. This program has been purchased for each grade level. Currently, for advanced and high level intermediate students, ESL instruction is aligned to curriculum with a focus on development of reading and writing skills.

Newly enrolled Kindergarten ELL students are invited to our Open House events in June. Translators are available during these events to discuss programs and answer questions.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

Our teachers of ELLs receive Professional Development by our ESL staff/coach in order to strengthen/differentiate their instruction in all content areas with a focus on literacy and math using ESL strategies and methodologies to facilitate second language learning. All teachers have received copies of Second Language Learning Through Cooperative Learning by Julie High to facilitate instruction. Also all teachers and staff are offered opportunities to attend additional Professional Development seminars and workshops offered through OELL, ProTraxx, QTEL, and SABE throughout the year as per Jose P. requirement. Our ESL staff will also meet with classroom teachers to discuss ESL techniques that may be used in the classroom and model them when needed such as: Think-Alouds (think-pair-share), vocabulary development, use of realia, TPR and graphic organizers. We also use additional web-based programs such as Imagine Learning, One More Story, Starfall, BrainPop ESL to support our English Language Learner students. Also our Guidance Counselor provides informational meetings about Middle Schools to both parents and students in English and their language on a continual basis informally and formally. Individual meetings and conferences are also provided to assist with applications and clarify any questions/doubt they may have in transitioning their child to Middle School.

We are in the planning stages of implementing professional development in the areas of science and social studies along with Jose P. training for all staff excluding those who hold ESL/bilingual licenses using the professional development days aligned with the school calendar.

E. Parental Involvement

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

Our school sends out a calendar each month in English with Spanish translation that offers our parents the opportunity to attend various meetings and workshops as based on their requests from our parent surveys and Parent Coordinator. This Parent Coordinator facilitates these workshops which include our parent volunteers when necessary. We have about thirty learning leaders who are parents of our students. They work in our classrooms with our ELL students, assist us with registering newcomer families, assist with translating and publicizing various school events. In addition, we partner with FLAME Company to provide workshops for our parents on a variety of topics based on their interests: How to Help Your Child Succeed, Homework assistance, Encouraging Positive Behavior. We are also planning to offer as in past a Parent Child Saturday Academy in the Spring that is designed to have parents and their children work together in literacy and creative arts activities. We evaluate the needs of our parents based on a survey that is translated into Spanish and Bengali to ascertain the needs of our parent body. We use the survey to schedule parent workshops and provide additional services as needed to our families. Our ELL parents consistently ask for support in helping their children. The majority of our workshops involve how to assist their children at home with learning English, adapting to the culture of this country, and accessing support services for medical, social and emotional needs.

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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)	52	40	11	19	7	2								131
Intermediate(I)	8	17	21	30	9	12								97
Advanced (A)	30	7	29	6	14	14								100
Total	90	64	61	55	30	28	0	0	0	0	0	0	0	328

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	0	2	3	1	0							
	I	18	9	3	3	1	5							
	A	25	44	30	2	8	18							
	P	18	8	19	22	18	14							
READING/ WRITING	B	40	11	18	6	2	8							
	I	18	18	23	10	12	11							
	A	5	17	6	14	12	11							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P	2	3	2	5	7	6							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	8	3	0	27
4	6	15	6	0	27
5	10	17	2	0	29
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0				0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	14		16		4		0		34
4	3		18		8		0		29
5	12		17		6		0		35
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	1								1

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		17		15		0		38
8									0
NYSAA Bilingual Spe Ed	1								1

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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

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

We use the DRA to assess the early literacy skills of our ELLs. Our ELL students in the upper grades 3,4,5 have a limited vocabulary in both their native language as well as English. Their reading comprehension is mainly centered around the concrete level. In writing, they communicate in simple sentences. We have deliberately worked on vocabulary development strategies in all content areas as well as reading for the past two years. We have expanded the model vertically in all grades. Teachers use total body response activities, visuals, and cooperative learning activities to broaden the verbal and written language of all of our students. We have purchased a new guided reading and shared reading series that supports questioning strategies and language extension activities for all of our students. Our science curriculum is hands-on and inquiry based (FOSS). In Social Studies students participate in trips specifically designed to build upon their prior knowledge as well as cooperative learning activities for research. Our Social Studies cluster teacher aligns lessons with grade curriculum incorporating appropriate cooperative learning activities. In addition, we use ECLAS-2 for our Spanish assessment. In

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: PS 94		School DBN: 10X094	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diane DaProcida	Principal		12/1/11
Frank Lucerna	Assistant Principal		12/1/11
Miriam Seminario	Parent Coordinator		12/1/11
Rosalee Choniuk	ESL Teacher		12/1/11
	Parent		
Susan Caico	Teacher/Subject Area		12/1/11
Valerie Dash	Teacher/Subject Area		12/01/11
Keicha Bolden	Coach		12/1/11
	Coach		
Lucy Rivera	Guidance Counselor		12/1/11
	Network Leader		

School Name:

PS 94

School DBN: 10X094

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 10x094 **School Name:** Kings College School

Cluster: 01 **Network:** HOT 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.

Primary language is determined using the DOE Language Assessment form. The information is entered into ATS. When parents are contacted, we ask either in writing or verbally if parents need language translation assistance. This information is shared with the administration, classroom teacher, guidance and the parent coordinator via memo, e-mail and verbally as the need arises. Language translation needs are met for the majority of our other language speakers. As our data indicates, we provide parent communications translated primarily in Spanish and Bengali. The other languages are provided upon need. Our translated communications are sent home with students of ELLs. These communications cover the areas of school activities related to ELLs, written and oral translations provided during parent meetings, orientations, workshops and other outside training offered through our LSO, BETAC and NYSABE organizations.

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.

Spoken Language of ELL Parents	Number of Students
Spanish	263
Chinese	002
Bengali	050
Urdu	008
French	002
Punjabi	001
Other	015

The majority of our English Language Learner population speak Spanish. All of our communications as a result are sent home in Spanish.

Recently, we have been able to secure several parents who are fluent enough to translate our documents into Bengali. We provide oral translation in Spanish and Bengali in school on a by-need basis. We use the DOE translation phone service for all other translations. We have signs posted at the entrance and in the main offices that detail this.

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.

We provide written translation services in Spanish and Bengali for the majority of our notices. We have staff that translates notices into Spanish, and we have parents that translate notices into Bengali. We work a month in advance of all notices so that they are translated in a timely fashion and ready to go out two weeks prior to all events. Major events such as Parent Teacher Conferences, half days, etc. are distributed at the beginning of the school year, and monthly for the entire year through our calendar. We will also be using our ps94x.org website to keep parents informed. Basic notices are automatically translated into different languages. Language interpretation signs are posted in both buildings at entrances and the offices. Parent Bill of Rights documents are posted on our Website. We are in the process of revising our School Compact and Parent Involvement Policy and will have them translated by outside vendors, posted on our Website, distributed to all parents and at registration.

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.

Most of our oral translations are done in-house. Our parent volunteers are well-trained as Parent Leaders, and we have been fortunate to have a multicultural representation that allows us to seek oral translations in Bengali and Spanish. All of our ESL teachers are bilingual and have served as interpreters during our required parent orientation meetings and parent/teacher conferences. In addition, two assistant principals, guidance counselors, parent coordinator, some classroom teachers, and school aids have also served as interpreters. We have also provided Spanish translation during parent workshops as needed. We also take advantage of the DOE Phone translation service.

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>.

The official letters provided by the DOE website have been downloaded and placed on our school letterhead in order to provide parents with the three primary languages represented in our school (Spanish, Bengali and Chinese).

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: Kings College School	DBN: 10x094
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Bob Cohen
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 360
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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:

PARENT/CHILD AFTERNOON FAMILY ACADEMY

Rationale: Our English Language Learner Parents have requested activities that involve both the parent and child to help foster communication about academic topics.

To support this interest we have for the past two years ran a spring Parent -Child Workshop Program that utilizes outside vendors who have specific workshops designed to engage parents with their children integrating academics with creative activities.

FLAME Company is CBO that offers a wide variety of workshops for parents. They specialize in providing bilingual (Spanish) presentations to families centered around academic activities that support parents in communicating with their child in their native language. We plan to offer literacy and math based activities that parents are able to replicate at home with their children ages five - eight.

Family Literacy - Part One: Parents and their children work together in the content areas of math and science. The listen to read alouds and then participate in small group projects during each hour session over the course of four weeks.

Family Literacy - Part Two: Parents and their children create a book together during this series. Each family group participates in a series of three sessions that will each take them through the process of writing, revising and publishing their work.

Subgroups to be served: Families with children in kindergarten - second grade who are English Language Learners.

Schedule and Duration of Program: Friday Afternoon Parent Child Academy will run for six weeks in the spring starting in mid April through the end of May from 3:15pm to 4:30pm.

Language of Instruction: English with translation in Spanish and Bengali.

and Type of Certified Teachers: Two teachers certified in ESL or Bilingual Instruction.

Materials: FLAME provides all materials for the Workshop series: Read alouds in Math and Science, graphic organizers, markers, pencils, paper, board books.

WEB-BASED COMPUTER PROGRAMS:

Rationale: To continue to bridge the Home School connection we plan to broaden our web-based literacy programs so that students may continue to use them at home throughout the year (12 months). We use One More Story and RAZ Kids as part of our technology program with grades K - 5. Both programs have a home-school connection, parents have asked for supportive resources that continue what students are learning in school.

Sub-groups and grade levels: All 360 students will have access to this service. We plan to purchase the licenses to enable these features.

Part B: Direct Instruction Supplemental Program Information

Schedule and Duration: 12 months/24 hrs access.

Language of Instruction: English

of Teachers and Certification: N/A

Materials: Subscriptions to programs, and headphones with microphones

Part C: Professional Development

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

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

Begin description here:

RATIONALE: In order to continue to build capacity with our teaching staff, we take advantage of DOE sponsored professional development opportunities through BETAC, UFT Teacher Center, and our HOT 104 Network. We also utilize Bank Street and Kagan Learning. We provide substitute teacher coverage for them, and when applicable, the registration fee.

SCHEDULE AND DURATION: September 2011 - June 2012- School Days, Saturdays and holiday breaks.

TOPICS WE ARE CURRENTLY SENDING STAFF TO AND NAMES OF PROVIDERS:

1. School Leadership for ELL Mathematics/BETAC: Dec. 8th, Jan. 26th, Feb. 9th, Mar. 15th, April 9th, May 17th, May 31st. One S.E. teacher and One Bilingual teacher are attending.
2. Accelerating Achievement through Cooperative Learning Activities/KAGAN Co. - October 22nd, 2012- Two Bilingual Teachers attended.
3. English Language Learners:Shifting to Informational Text: Zeroing in on Academic Language/UFT Center- Dec. 20th and January 10th - Three new Kindergarten teachers and one first grade teacher attended.
4. ELL Instructional Workshop-Text complexity and the Common Core Learning Standards/HOT 104 - Network- Dec. 7th, and Feb. 1st,: Two new classroom ESL teachers attending and three out of classroom ESL teachers attending.
5. Differentiating Learning for Language and Concept Development/Bank Street School of Graduate Studies- Saturday Workshop Series-Jan. 21st, 28th, and Feb. 4th- Three Special Education teachers, one CB teacher and one Bilingual teacher are attending.
6. NYSABE Conference- Teacher Institute - March 8th, 2012- We plan to send our ESL out of classroom, ESL Classroom and Bilingual teachers to this Institute.

As additional workshops are offered we will send our teachers and administrators.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale/Schedule/Duration/Topics to be Covered/Name of Provider: We survey parents every year to ascertain the types of workshops and activities they would like to participate in. This year parent selections indicated;

- Continuation of Parent/Child workshops that assist in bridging the Home/School connection.-

1. Afterschool Family Literacy Academy- Friday Afternoons beginning the middle of April through the end of May 3:15pm - 4:30pm/ FLAME Company- K - 2 family focus.

2. ARTS Family Day - December 3rd and May 12th, 2012

-How to help our child at home with academics-

1. NYS Testing Information Meeting grades 3 - 5- January 17th , 2012,

2. We plan to send 20 parents to the NYSABE Conference - Parent Institute - March 8th., 2012.

How to Help Your Child Learn How to Read- March date to be set.- Early Child parents

- Discipline Strategies- TBD

-Nutrition- How to prepare healthy meals on limited incomes.

1. USDA Nutrition Workshop Series- January 19th, 26th, Feb. 2nd, Feb. 9th

2. Cookshop Workshop Series- January 20th, Feb. 17th

-Domestic Violence Support- How to access social service agencies.- TBD

-Learning English

How Parents are Notified:

We then set up workshops and publicize them via multi-lingual flyers, on the school calendar, PS 94x Website (which is multi-lingual) and through School Messenger, that calls our families homes in English or Spanish (depending on their language selection.).

Part E: Budget

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

Allocation Amount: \$37184

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff 		

Part E: Budget

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

Allocation Amount: \$37184

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