



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL 97

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X097

PRINCIPAL: KATHELEEN BORNKAMP EMAIL: KBORNKA@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELIZABETH WHITE

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
Katheleen Bornkamp	*Principal or Designee	
Sandra Bailey	*UFT Chapter Leader or Designee	
Norma Morales	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jo-Ann Cautillo	Member/teacher	
Susan Gleason	Member/teacher	
Anna Marie Restaino	Member/teacher	
Corinda Amaro	Member/Parent	
Lana Stor	Member/Parent	
Madrawantie Romano	Member/Parent	
Maurice Goode	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2012, all students will increase student performance by 5 percentile points as indicated by the NYS ELA Assessment in grades 3, 4 and 5.

Comprehensive needs assessment

- To continue to show growth on the NYS ELA Assessment in grades 3, 4 and 5
 - Grade 3 will go from 47 % to 52%
 - Grade 4 will go from 55% to 60%
 - Grade 5 will go from 56% to 61%

Instructional strategies/activities

Classroom Teachers will implement:

- Differentiated instruction during guided and independent reading
- Conferencing
- Ongoing assessments
- Instructionally Targeted Assessments (ITA) and Predictives

Classroom Teachers and AIS Teachers will implement:

- Team Building (all students in grades 4 and 5) during extended day, as well as at-risk students in grade 3

AIS Teachers will implement:

- Small group instruction to at-risk students during the school day (AIS ELA)

Resources and Staffing:

- Classroom teachers
- AIS teachers
- CFN
- Inquiry Teams
- In-school professional development sessions

Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their reading and writing skills (including reading logs, writing supports and book reports)
- Provide parents with workshops on the Common Core Learning Standards and State Assessments
- Develop and distribute interest survey to parents regarding future workshops
- Continue communications via data and goal sheets, agendas, email and progress reports

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers are highly qualified

Service and program coordination-

We have no programs supported under NCLB. We are a school in good standing.

Budget and resources alignment

- Fair Student Funding, Title I Funding

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2012, all students will increase student performance by 2-3 levels as measured by the Fountas and Pinnell assessment in grades K, 1, and 2.

Comprehensive needs assessment

Based on last year's analysis of data on student progress, we did not meet our goal for grades K, 1 and 2 in Reading; therefore, the following goals have been set:

- By June 2012, all students in grade K will show a minimum of 2 levels of growth in Reading as measured by Fountas and Pinnell assessment
- By June 2012, all students in grade 1 will show a minimum of 3 levels of growth in Reading as measured by Fountas and Pinnell assessment
- By June 2012, all students in grade 2 will show a minimum of 2 levels of growth in Reading as measured by Fountas and Pinnell assessment

Instructional strategies/activities

Classroom Teachers will implement:

- Differentiated instruction during guided and independent reading
- Conferencing
- Ongoing assessments
- Foundations program
- Extended day for at-risk students in grades 1 and 2

AIS Teachers will implement:

- Small group instruction to at-risk students during the school day for grades 1 and 2 (AIS ELA)

Resources and Staffing:

- Classroom teachers
- AIS teachers
- CFN
- Inquiry Teams
- In-school professional development sessions

Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their reading and writing skills (including reading logs, writing supports and book reports)
- Provide parents with workshops on the Common Core Learning Standards
- Develop and distribute interest survey to parents regarding future workshops
- Continue communications via data and goal sheets, agendas, email and progress reports

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers are highly qualified

Service and program coordination

- We have no programs supported under NCLB. We are a school in good standing.

Budget and resources alignment

- Fair Student Funding, Title I Funding

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2012, all students in grades 3, 4, 5 will increase their mathematical performance by 5 percentile points based on the NYS Math assessment

Comprehensive needs assessment

- To continue to show growth on the NYS Math Assessment in grades 3, 4 and 5
 - Grade 3 will go from 47% to 52%
 - Grade 4 will go from 77% to 82%
 - Grade 5 will go from 68% to 73%

Instructional strategies/activities

Classroom Teachers will implement:

- Differentiated instruction during small group work
- Ongoing pre and post assessments
- Instructionally Targeted Assessments (ITA) and Predictives

AIS Teachers will implement:

- Team Building (all students in grades 4-5) during extended day

Resources and Staffing:

- Classroom teachers
- AIS teachers
- CFN
- Inquiry Teams
- In-school professional development sessions

Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their math skills
- Provide parents with workshops on the Common Core Learning Standards
- Develop and distribute interest survey to parents regarding future workshops
- Continue communications via data and goal sheets, agendas, email and progress reports

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our teachers are highly qualified

Service and program coordination

- We have no programs supported under NCLB. We are a school in good standing.

Budget and resources alignment

Fair Student Funding, Title I Funding

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- By June 2012, 75% of students in grades K, 1 and 2 will achieve proficiency on Math levels based on the Everyday Mathematics post assessments.

Comprehensive needs assessment

- To continue to show growth and work towards meeting proficiency levels in grades K, 1 and 2 in Mathematics

Instructional strategies/activities

Classroom Teachers will implement:

- Differentiated instruction during small group work
- Ongoing pre and post assessments
- Extended day for at-risk students in grades 1-2

AIS Teachers will implement:

- Small group instruction for at-risk students in grade 2

Resources and Staffing:

- Classroom teachers
- AIS teachers
- CFN
- Inquiry Teams
- In-school professional development sessions

Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their math skills
- Provide parents with workshops on the Common Core Learning Standards
- Develop and distribute interest survey to parents regarding future workshops
- Continue communications via data and goal sheets, agendas, email and progress reports

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our students are highly qualified

Service and program coordination

- We have no programs supported under NCLB. We are a school in good standing.

Budget and resources alignment

- Fair Student Funding, Title I Funding

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

- By June 2012, our school will meet the adequate yearly progress for the students with disabilities in ELA and Math

Comprehensive needs assessment

- To show growth in the areas of ELA and Math for the subgroup of students with disabilities

Instructional strategies/activities

Classroom Teachers will implement:

- Differentiated instruction
- Imagine Learning software
- Wilson Reading Intervention

AIS Teachers will implement:

- Small group instruction for at risk students
- Team Building

Resources and Staffing:

- Classroom teachers
- AIS teachers
- CFN
- School Based Support Team
- Inquiry Teams
- In-school professional development sessions

Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their math skills
- Provide parents with workshops on the Common Core Learning Standards
- Develop and distribute interest survey to parents regarding future workshops
- Continue communications via data and goal sheets, agendas, email and progress reports

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our students are highly qualified

Service and program coordination

- We have no programs supported under NCLB. We are a school in good standing.

Budget and resources alignment

- Fair Student Funding, Title I Funding

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0			
1	30	0	N/A	N/A	0			
2	24	8	N/A	N/A	0			
3	22	24	N/A	N/A	1			
4	25	20			3			
5	29	20			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
ELA	<ul style="list-style-type: none"> • Grades 1, 2 and 3 are using the Leveled Literacy Intervention program • Grades 4 and 5 are using the Read 180 program • Small group instruction is provided during Extended day as well as AIS instructional periods during the day.
Mathematics	<ul style="list-style-type: none"> • Grades K-5 are using the Everyday Mathematics program • Differentiated small group instruction is provided to students during Extended day as well as during the school day
Science	<ul style="list-style-type: none"> • Foss and Hartcourt programs • Differentiated small group instruction is provided during the school day
Social Studies	
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Banana Splits Program • Testing anxiety sessions • Peer mediation • Anti-bullying services • Monitoring at-risk attendance concerns
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

**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 Jose Ruiz/Petrina Palazzo	District 11	Borough Bronx	School Number 097
School Name P.S. 97			

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

Principal Katheleen Bornkamp	Assistant Principal Danielle Civitano
Coach Wendy Holtzman	Coach type here
ESL Teacher Anna Marie Restaino	Guidance Counselor Heather O'Rourke
Teacher/Subject Area Mr. Gonzalez	Parent type here
Teacher/Subject Area	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	760	Total Number of ELLs	40	ELLs as share of total student population (%)	5.26%
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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. All students that are registered at P.S. 97 receive a Home Language Identification Survey (HLIS) which is included in the registration packet, that is given out by the Pupil Accounting Secretary with the assistance of a pedagogue, who conducts registration. At that time all efforts are made to accommodate parents to fill out the HLIS. Our school makes an effort to provide an interpreter for parents depending on their home language. In other instances there are staff who will assist the parents, for example, a certified Chinese pedagogue, will interpret and also help to reduce frustration for parents and to help them understand and complete all information on the HLIS. The certified ESL pedagogue reviews the survey to determine if a formal Language Assessment Battery Revised (LAB-R) should be administered based on the HLIS. An informal interview will be given to a possible ELL through a series of questions, to determine if the student needs a formal assessment. If the student does not need the assessment, it is coded NO. If the student does need a formal assessment, then the English LAB-R is conducted by a Certified ESL pedagogue within 10 days of the student enrollment. A certified Spanish pedagogue administers the Spanish LAB-R in the Native language for a Spanish Student. As a result of these assessments the students enter the ESL Program and are placed based on the level achieved in the assessment. The combination of the HLIS form as well as the LAB-R assessment is used to determine the eligibility of placement in our free standing ESL Program.

An ELL student (enters) the program through the LAB-R. Each Spring the NYSESLAT is administered and this is the only way a student (exits) the program. Students are evaluated in each of four separate modalities of Speaking, Listening, Reading, and Writing. The NYSESLAT is administered by a Certified ESL pedagogue. The speaking portion of the tests is given by the ESL pedagogue on a one-to-one basis, teacher to student. The Listening for the Kgn. and first grade is administered by the ESL pedagogue. The listening for the second through the fifth grade is administered to the students by listening to a CD. The Reading and Writing parts of the NYSESLAT are administered by the ESL pedagogue in group sessions. A Student who receives a "P" (Passes, a student no longer is in the ESL program) on the NYSESLAT. Once a student achieves a P they have exited the program and no longer classified as an ELL student. The expectations of the students are to achieve upward progress. The students can move up from (B) Beginner, to (I) Intermediate or to (A) Advanced. The main goal of the ESL Program is to achieve English fluency.

All steps are taken to ensure that every eligible ELL student who enters the ESL program must take the NYSESLAT. The certified ESL teacher generates reports on the ATS system to ensure that students who come from other NYC schools receive the services that they are entitled to and do not fall through the cracks. The reports that are generated are the RLER which lists students who are eligible to take the LAB-R or NYSESLAT. The RLER shows NYSESLAT scores for the past three years and LAB-R scores. The REXH report shows exam history, The RMSR report shows ELA, Math, Science, NYSESLAT and LAB-R scores. These reports are very important to identify students who need to take the NYSESLAT. They are also important because it is a window into a student's exam history, and it gives us the necessary information to be able to meet the needs of the students.

2. First, an entitlement letter is sent home by the ESL pedagogue, in their native language and also in English. The parent orientation is set within ten days of the student enrollment to the ESL Program. A letter is sent home with the student to invite the parent to this orientation. This letter, states the time, date and where the orientation will take place, (usually in the ESL classroom). If a parent

cannot attend, another date is scheduled. The parent orientation is provided for all new ELL students, which is conducted by the ESL pedagogue. A DVD which contains several languages is viewed by the parents in their native language, to provide information about the three available programs choices. This supports the parents in making an informed decision that best fits the needs of their children. During the ELL orientation with parents, the parents fill out the parent survey and selection form. We inform parents that if there are 15 students between two grades with the same home language who have selected transitional bilingual, then the school will form a class as per State regulations. We keep a record of the parents who have chosen Transitional Bilingual or Dual Language as an option and use this as justification for student placement in the ESL Program. At this point all efforts are made to place students in the program of parents choice. However, the parents overwhelmingly choose our ESL Program.

3. To ensure that the parent survey and parent selection forms are filled out properly the ESL Pedagogue has the parents fill it out during the parent orientation. If an issue should arise where a parent cannot attend the parent orientation the ESL pedagogue will call the parent, use an interpreter if needed, and provide all necessary information about all three programs to help the parent make a decision on which program they want to select for their child. The parent will have the opportunity to go on the DOE website and get the information in their own language and view the DVD which will help them choose from the three available programs. The ESL teacher sends home the entitlement letters informing parents of their child's score. These letters are sent in both, their native language and in english. During the ESL parent orientation, parents view the video, a question and answer session is provided and then the parents are asked to complete the parent survey and selection forms. At this time, the placement letter is also signed by the parent. Original parent survey and selection forms are then placed into the student cumulative records and a copy goes into the student records in the ESL class.

4. The procedure used to place students in the appropriate ESL placement/class is as follows: Within the mandated 10 days students are administered the LAB-R, those students who did not meet the cut scores for their grade are placed in a class that is both age/level appropriate. At this time, parents are sent an entitlement letter in their native language along with their child's level in the ESL Program. This notice also includes a date for a parent orientation meeting. Parents also receive a letter asking them to bring someone who can translate for them if necessary. During the orientation, parents view a video in their native language, which helps the parents make an informed decision as to the choices of three programs available to them, which are ESL, Traditional Bilingual and Dual Language. Afterwards, a question and answer period follows and when parents are satisfied they fill out the parent survey and selection forms. These forms are in the Native Language and also in English. The original parental choice selection form is placed in the students cumulative records and a copy is put into the students file with the ESL teacher. Continued entitlement letters are sent out for those students who did not test out of the NYSESLAT assessment and copies remain in the students file in the ESL class.

5. Currently and in the past years the trend in program choice has been the selection of the ESL Program for their child(ren).

PS 97's ESL Program has forty students and thirty-eight of these parents have selected the ESL Program. The other two students are siblings and the family selected the Dual Language 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 <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	27	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	5	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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	28	0	4	4	0	2	2	0	0		34
Total	28	0	4	4	0	2	2	0	0		34

Number of ELLs in a TBE program who are in alternate placement: 1

C. Home Language Breakdown and ELL Programs

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

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		3	6	3	5	6								23
Chinese			1		1									2
Russian														0
Bengali														0
Urdu														0
Arabic	2	4	3	1	3	1								14
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	2	7	10	4	10	7	0	40						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1a. The organizational model at PS 97 is an ESL pull-out program conducted by a certified ESL pedagogue.

b. PS 97 uses a heterogeneous model for some classes and a Homogeneous model other classes.

2. PS 97 staff ensures that the mandated instructional minutes are met by scheduling it into the ESL teacher's program. The students receive the mandated 360 minutes for beginners and intermediate students and 180 minutes for the advanced students.

A. Programming and Scheduling Information

- a) ESL instructional minutes are explained above while ELA instructional minutes are incorporated into the regular classroom instruction.
3. All Instruction is delivered in English and the content areas are supported through the, "Into English Program" by Hampton Brown, and also Rigby's, "On Our Way to English". Various ESL methodologies such as TPR (Total Physical Response), Content Based ESL Instructional Approach, Cooperative Learning, Language Experience, BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency), CALLA (Cognitive Academic Language Learning) etc. Some of the ESL Strategies employed are repetition, use of graphic organizers, scaffolding, think-pair-share, pictures, realia, and manipulatives etc. The ESL classroom also incorporates the ELA reading and writing strategies found in the regular classroom. The ESL Program supports Second Language students by utilizing paras who speak the Native Language of the student. The ESL room has books in different languages with its English translation and students are also paired up with other students who speak the same language. The ELL students take content area State Assessments in their Native Language and these scores are comparable to English speaking students.
4. The ESL program evaluates Spanish Speaking students with the Spanish LAB-R and students who take the content area test in their native language are compared to the levels of English speaking students.
5. Differentiated instruction is based on the Stages of Language Acquisition in conjunction with the Students levels achieved on the LAB-R and the NYSESLAT. PS 97 will continue to focus on providing differentiation instruction for Beginner, Intermediate and Advanced students to reach grade level competencies on state wide assessments.
- a. The school's plan for SIFE students in PS 97 is to give students the initial assessment of the LAB-R and through informal testing and observations we prioritize the students needs and place them accordingly. They are serviced by the ESL pedagogue in a pull-out program. They also receive additional services by the Math and reading AIS teachers. If ESL scheduling permits they will receive an extra period, in addition to the required minutes for their particular level. Scaffolding is used in various degrees depending on the needs of the student.
- b. Based on the newcomers needs and how much schooling they have had, students are paired with other students who speak the same language to help interpret for understanding. ELL students receive instructions through various ESL methodologies and strategies as stated above in statement #3 as they are immersed into the program. They are also receiving, AIS instruction with ELA strategies.
- c. ELL students receiving 4 to 6 years of service are receiving support from other teaching professionals depending on their instructional level. Test results are reviewed using item analysis to identify students strengths and weaknesses. Through this analysis, instruction is then focused on areas in need of growth that are necessary to achieve proficiency levels on the NYSESLAT and other state mandated tests.
- d. Same as above 5c. The long term ELL students besides receiving their mandated minutes and AIS supports, are invited to attend the NYSESLAT test preparation program conducted by a certified ESL pedagogue in the Title III after school program.
6. For ELL and SWD the instructional materials we use are the "Into English Program" and "On Our Way To English", in a small groups according to their levels, while incorporating ESL methodologies, and strategies. Some of these methodologies are cooperative learning, TPR, content based ESL instructions, BICS and CALP, etc. The strategies are pair-share, repetition, scaffolding, graphic organizers, role play, print, visuals, realia, etc. ELA strategies, to increase language development and knowledge, with an emphasis on vocabulary, in all four modalities of speaking, listening, reading and writing. Through these activities we are able to provide both access to academic content areas and accelerate English Language development and skills in all four modalities of Speaking, Listening, Reading and Writing.
7. Our school uses the curricular, instructions and scheduling flexibility to meet the mandated minutes for the diverse levels of our students and we provide additional periods when necessary. Our students receive ESL instruction in a least restrictive environment that is conducive to learning in our school, an ESL pull out program that is located outside of their regular classroom. They are taught among their peers in a nonjudgemental, safe environment. The ESL classroom has books that are both in the Native Language and English combined. These books are in Spanish, Urdu, Chinese, Hindi, Bengali, Arabic, Albanian, Japanese and French. These are especially useful for our newcomers. The "Imagine Learning Program" is a technology based program, that is used throughout the school, to help our ELL students lower their anxiety while learning the English language. In addition, the students with IEP's, have additional supports dictated by their IEPs to support their academic, social and physical needs.

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

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

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

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

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

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

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

Native Language Usage and Supports

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

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

B. Programming and Scheduling Information--Continued

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

8. Targeted intervention programs for ELLs in ELA include extended day instruction, small group instruction and academic intervention services provided by reading specialists. These programs include but are not limited to the Imagine Learning, Fountas and Pinnell Intervention Series(grades 1-3) and Read 180 (grades 4and 5). Based on data provided from math assessments, math intervention programs are provided by classroom teachers and an AIS math teacher. Sceince intervention support is provided by classroom and science cluster teachers based on pre and post assessments. Social Studies intervention is provided by classroom teachers based on assessments and project rubrics.

9. Transitional students are followed for two years. When applicable, extra support is provided by the certified ESL pedagogue for one period a week to these students whom teachers feel many benefit from these services. Former ELL students also receive testing modifications that include extended time, different locations, and a third reading on the listening passage. New York State mandates that all former ELLs after attaining proficiency level on the NYSESLAT receive testing accommodations for two years.

10.The two ELA academic intervention programs are new to our school. These programs are researched based to improve student outcomes for level one and two students. They follow the strategies and skills that are being taught in the classroom.

11. The Academic Intervention Programs will no longer service ELL Students who are here less than two years because of a new mandate by New York State called RTI (Respose To Intervention). The state feels that these students are receiving adequate support by the ESL provider and therefore do not qualify for the academic interventionss services provided by the AIS teachers. The AIS program for ELA, "My Sidewalks" has been discontinued this year.

12.Parents are informed by the school, via letter, of any after school programs that are available for their children. These programs include Sports and Arts, Testing Support for level I and II students and Title III. Programs being considered for the after school Title III program include The Kaplan Testing Program, and The Scott Foresman, "Reading Street Program".

13. All instruction is delivered in English and the content areas are supported through the, " Into English Program", by Hampton Browns , and by Rigby's, "On Our Way to English". Various approaches Such as TPR(Total Physical Response), Content Based ESL Instructional Approach, Cooperative Learning,Language Experience Approach, BICS(Basic Interpersonal Communication Skills) and CALP(Cognitive Academic Language Proficiency) CALLA (Cognitive Academic Language Learning) etc. Some of the ESL methodologies employed are repetition, use of grapic organizers, scaffolding, think-pair-share, pictures, hands on, realia, manipulatives etc. Also ELA reading and writing strategies. Everyday Math, is the math program in our school, and we also use a combination of Harcourt and Foss for Science instruction. The school uses the core curriculum recommended by the city. Technology is incorporated using the Imagine Learning Program.

14..Instruction is only in English, and students are paired with other students who help traslate in their native language.

15. Yes, required services support, and resources correspond to ELL students ages and grade level based on IEP recommendations.

16. Currently there are no activities available.

B. Programming and Scheduling Information--Continued

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

8. Targeted intervention programs for ELLs in ELA include extended day instruction, small group instruction and academic intervention services provided by reading specialists. These programs include but are not limited to the Imagine Learning, Fountas and Pinnell Intervention Series(grades 1-3) and Read 180 (grades 4 and 5). Based on data provided from math assessments, math intervention programs are provided by classroom teachers and an AIS math teacher. Science intervention support is provided by classroom and science cluster teachers based on pre and post assessments. Social Studies intervention is provided by classroom teachers based on assessments and project rubrics.

9. Transitional students are followed for two years. When applicable, extra support is provided by the certified ESL pedagogue for one period a week to these students whom teachers feel many benefit from these services. Former ELL students also receive testing modifications that include extended time, different locations, and a third reading on the listening passage. New York State mandates that all former ELLs after attaining proficiency level on the NYSESLAT receive testing accommodations for two years.

10. The two ELA academic intervention programs are new to our school. These programs are researched based to improve student outcomes for level one and two students. They follow the strategies and skills that are being taught in the classroom.

11. The Academic Intervention Programs will no longer service ELL Students who are here less than two years because of a new mandate by New York State called RTI (Respose To Intervention). The state feels that these students are receiving adequate support by the ESL provider and therefore do not qualify for the academic interventions services provided by the AIS teachers. The AIS program for ELA, "My Sidewalks" has been discontinued this year.

12. Parents are informed by the school, via letter, of any after school programs that are available for their children. These programs include Sports and Arts, Testing Support for level I and II students and Title III. Programs being considered for the after school Title III program include The Kaplan Testing Program, and The Scott Foresman, "Reading Street Program".

13. All instruction is delivered in English and the content areas are supported through the, " Into English Program", by Hampton Browns , and by Rigby's, "On Our Way to English". Various approaches Such as TPR(Total Physical Response), Content Based ESL Instructional Approach, Cooperative Learning, Language Experience Approach, BICS(Basic Interpersonal Communication Skills) and CALP(Cognitive Academic Language Proficiency) CALLA (Cognitive Academic Language Learning) etc. Some of the ESL methodologies employed are repetition, use of graphic organizers, scaffolding, think-pair-share, pictures, hands on, realia, manipulatives etc. Also ELA reading and writing strategies. Everyday Math, is the math program in our school, and we also use a combination of Harcourt and Foss for Science instruction. The school uses the core curriculum recommended by the city. Technology is incorporated using the Imagine Learning Program.

14. Instruction is only in English, and students are paired with other students who help translate in their native language.

15. Yes, required services support, and resources correspond to ELL students ages and grade level based on IEP recommendations.

16. Currently there are no activities available.

17. There are no language electives offered.

B. Programming and Scheduling Information--Continued

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

8. Targeted intervention programs for ELLs in ELA include extended day instruction, small group instruction and academic intervention services provided by reading specialists. These programs include but are not limited to the Imagine Learning, Fountas and Pinnell Intervention Series(grades 1-3) and Read 180 (grades 4 and 5). Based on data provided from math assessments, math intervention programs are provided by classroom teachers and an AIS math teacher. Science intervention support is provided by classroom and science cluster teachers based on pre and post assessments. Social Studies intervention is provided by classroom teachers based on assessments and project rubrics.

9. Transitional students are followed for two years. When applicable, extra support is provided by the certified ESL pedagogue for one period a week to these students whom teachers feel many benefit from these services. Former ELL students also receive testing modifications that include extended time, different locations, and a third reading on the listening passage. New York State mandates that all former ELLs after attaining proficiency level on the NYSESLAT receive testing accommodations for two years.

10. The two ELA academic intervention programs are new to our school. These programs are researched based to improve student outcomes for level one and two students. They follow the strategies and skills that are being taught in the classroom.

11. The Academic Intervention Programs will no longer service ELL Students who are here less than two years because of a new mandate by New York State called RTI (Respose To Intervention). The state feels that these students are receiving adequate support by the ESL provider and therefore do not qualify for the academic interventions services provided by the AIS teachers. The AIS program for ELA, "My Sidewalks" has been discontinued this year.

12. Parents are informed by the school, via letter, of any after school programs that are available for their children. These programs include Sports and Arts, Testing Support for level I and II students and Title III. Programs being considered for the after school Title III program include The Kaplan Testing Program, and The Scott Foresman, "Reading Street Program".

13. All instruction is delivered in English and the content areas are supported through the, " Into English Program", by Hampton Browns , and by Rigby's, "On Our Way to English". Various approaches Such as TPR(Total Physical Response), Content Based ESL Instructional Approach, Cooperative Learning, Language Experience Approach, BICS(Basic Interpersonal Communication Skills) and CALP(Cognitive Academic Language Proficiency) CALLA (Cognitive Academic Language Learning) etc. Some of the ESL methodologies employed are repetition, use of graphic organizers, scaffolding, think-pair-share, pictures, hands on, realia, manipulatives etc. Also ELA reading and writing strategies. Everyday Math, is the math program in our school, and we also use a combination of Harcourt and Foss for Science instruction. The school uses the core curriculum recommended by the city. Technology is incorporated using the Imagine Learning Program.

14. Instruction is only in English, and students are paired with other students who help translate in their native language.

15. Yes, required services support, and resources correspond to ELL students ages and grade level based on IEP recommendations.

16. Currently there are no activities available.

17. There are no language electives offered.

E. Parental Involvement

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

1. Parent involvement at our school is conducted by teachers, guidance counselor and outside agencies. Some topics that will be addressed this year include nutrition and health, teaching reading and writing to early elementary students, getting to know the ELA and Math state assessments, parenting skills, and math workshops for the home. Planning is ongoing as parents express their needs. ELL parents also attend several trips with the ESL teacher and at times with their children for educational enrichment.

2. Workshops for all parents in our school are scheduled during the school year. Although, specific workshops for ELL parents have not been requested at this time, all are welcome to attend. Flyers are sent home to all parents to let them know when and where the workshops will be. Partnerships with agencies include Learning Leaders, Cornell University Extension Program Health and Nutrition series and Dial-a-Teacher. Workshops are on all subjects for all ages and can be during the day or evening.

3. We evaluate the needs of the parents through surveys that are sent home to parents asking them to check off what workshops they would like to have at our school. Parents also call the Parent Coordinator or stop by her office with suggestions or information they would like for her to get for them. If parents do not speak English, she uses the over the phone interpretation unit for assistance.

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)?

D. Professional Development and Support for School Staff

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

1. Outside professional development that the ESL teacher attends will be turnkeyed to school personnel at the school. Emails will be sent out and articles will be distributed. Some of these include: Intake and Placement, Strategies to support ELLs, Scaffolding, Use of Graphic organizers to support writing, review student work and identify the needs of the students. A survey will be conducted to identify the needs of the school community.

2. Guidance Counselor will provide pamphlets to parents in their native language, students will visit M.S. 144 for a tour of the school. Guidance counselors meet with classroom teachers, deans and assistant principals to discuss students' needs.

3. Professional Development is offered by the school with support from the CFN network 606 to the teachers of ELLs. ESL teacher will turnkey the information to the staff to provide teachers who need the mandated 7.5 hours. ESL methodologies are, Bics and Calp, CALLA, Language Experience Approach, etc... The strategies are TPR, Cooperative Learning the use of Graphic organizers, pictures, print, Realia, and the use of hands on to support writing. P.S. 97 will identify the monolingual pedagogues that need to complete 7.5 hours and 10 hours for Special Ed pedagogues when the hours are completed a certificate will be issued by the certified ESL pedagogue. The records will be put into the teachers' file and a copy will be kept in the ESL room.

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2. Workshops for all parents in our school are scheduled during the school year. Although, specific workshops for ELL parents have not been requested at this time, all are welcome to attend. Flyers are sent home to all parents to let them know when and where the workshops will be. Partnerships with agencies include Learning Leaders, Cornell University Extension Program Health and Nutrition series and Dial-a-Teacher. Workshops are on all subjects for all ages and can be during the day or evening.

3. We evaluate the needs of the parents through surveys that are sent home to parents asking them to check off what workshops they would like to have at our school. Parents also call the Parent Coordinator or stop by her office with suggestions or information they would like for her to get for them. If parents do not speak English, she uses the over the phone interpretation unit for assistance.

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)	2	5	3	1	5	2								18
Intermediate(I)		1	3	1	3	1								9
Advanced (A)		1	4	2	2	4								13
Total	2	7	10	4	10	7	0	0	0	0	0	0	0	40

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

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

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

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

1. PS 97 uses the following assessments, to assess early literacy for the ELLs population are: Fountas and Pinnell and a writing on demand piece. The data is collected 3 times of year to determine growth. Using this data goals are set for individual students 2 times a year with interim benchmarks. This information is used to inform the instructional plan by providing the school with feedback on new programs, student groupings and additional supports that are being provided.

2. The ELL students of P.S. 97 generally acquire listening and speaking skills before attaining a more proficient level in reading and writing. According to the data the majority of ELLs who took the NYSESLAT scored at a higher level for speaking and listening than for

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
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 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. PS 97 uses the following assessments, to assess early literacy for the ELLs population are: Fountas and Pinnell and a writing on demand piece. The data is collected 3 times of year to determining growth. Using this data goals are set for individual students 2 times a year with interim benchments. This information is used to inform the instructional plan by providing the school with feedback on new programs, student groupings and additional supports that are being provided.

2. The ELL students of P.S. 97 generally acquire listening and speaking skills before attaining a more proficient level in reading and writing. According to the data the majority of ELLs who took the NYSESLAT scored at a higher level for speaking and listening than for reading and writing.

3. Patterns across the NYSESLAT modalities reveal a high level of proficiency in listening and speaking, therefore, instruction will be more concentrated in reading and writing.

4a. The proficiency levels of the students taking the test in their native language were comparable to the students who took the test in English. Increase of ELL students taking the ELA Assessment from 2010-2011 is 13 to 21 students. Although there was an increase in the number of students, the percentage of students achieving the level remained the same or similar. Level 1 was maintained: 2010 - 46.2%,

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: 97

School DBN: 11X097

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/14/11
	Assistant Principal		10/14/11
	Parent Coordinator		10/14/11
	ESL Teacher		10/14/11
	Parent		1/1/01
	Teacher/Subject Area		10/14/11
	Teacher/Subject Area		10/14/11
	Coach		10/14/11
	Coach		1/1/01
	Guidance Counselor		10/14/11
	Network Leader		10/14/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11X097 **School Name:** PS 97

Cluster: 600 **Network:** 606

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Home Language Surveys and interviews as well as parent requests help us to provide the translation services needed to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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.

Majority of the parents receive written and oral communications in english. There are a small few that require Spanish, Arabic and Chinese. Written communication is provided when available in these languages as well as the phone communication system used by our Parent Coordinator. Parents report their preference to the classroom teacher and/or the Parent Coordinator.

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.

Many of the written communications from the DOE come in the student's native language that is labeled on their HLS. When requested by the parents to have other school communications translated, If additional translation is required a form is submitted to translations@schools.nyc.gov and written communication is then received.

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

Oral interpretation is provided by a staff member when possible. If additional services are required, the Parent Coordinator reaches out to the DOE Translation and Interpretation unit and the translation is provided immediately.

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>.

This information will be provided via Parent Newsletter.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 97	DBN: 11/97x
Cluster Leader: Jose Ruiz	Network Leader: Pretrina Palazzo
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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 32
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" 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:

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:

PS 97 has a pull-out ESL Program and the ESL Program is conducted by a Certified ESL pedagogue. We do not offer a Traditional Bilingual Program or The Dual Language Program. The entire ESL program has 43 students which makes up about 5.28% of the entire school population. They are grouped by levels Advanced, Beginners and Intermediates. They receive instruction in a small group setting. The ESL pedagogue conducts all instruction in English. In order to help students who are taking the content area tests of Math and Science in their Native Language, the ESL room has books for these students in their Native language. These books are written in a Native Language and English. Since this is comprehensive input, the students are then able to read in their Native Language and English. These books are also brought home, so they may receive help from their parents. We also pair them up with students who speak their language so they will be able to better comprehend the lessons. These students also are using bilingual dictionaries. Classroom teachers are working one to one, introducing the necessary vocabulary and concepts in Math and Science.

The after school program will be conducted by two ESL Pedagogues. The students are receiving instruction through technology using the "Imagine Learning Program". They will also receive Test Prep for the NYSESLAT test, using "Getting Ready for the NYSESLAT and Beyond," by Attanasio & Associates, Inc. ESL methodologies and strategies are used throughout the school day and in the Title III program. We will be targeting the 3rd, 4th, and 5th grade students. After looking at the results of the NYSESLAT, ELA, Math and Science test we believe the rational for having the Title III after school program is to focus on the needs of the students in the areas of reading and writing. The students who are "Advanced" will be receiving instructions which are twofold: to become proficient in English by testing out of the NYSESLAT test and to receive a level 3 or 4 on the ELA, Math and Science tests. The students who are "beginners and Intermediates" will also benefit by the after school program as they will also receive instructions in the content areas so they will be able to move up levels in the ESL program and move toward receiving higher levels on the ELA, Math and Science tests.

We will begin the after school program January 2012 and end in April 2012. It will be two times a week, Tuesday through Friday(days TBD) for one and a half hours a day.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: Professional Development is conducted by a certified ESL Pedagogue who attends outside Professional Development training by the CFN 606 and turnkeys it to the monolingual teachers. In addition, teachers will have the opportunity to attend ESL workshops whereby, effective ESL methodologies and strategies are conducted during Professional Development days and Faculty conferences. Also a notice will go out to the Monolingual teachers asking them to notify the ESL pedagogue if they have not met their mandated hours. If there are teachers who are identified as not meeting the mandated 7.5 or the required 10 hours for Special Education teachers, this service will be provided by the ESL teacher through workshops and professional study groups. Records of the teachers mandated hours will be kept in the teacher's file in the main office and a copy in the ESL room.

Our rationale as stated above is our basis for our Tile III after school program. In order to meet the needs of our students, we intend to provide support for our classroom teachers in ESL by offering the following sessions:

Session 1: Evaluating English Language Learners work through assessments.

Session 2: Vocabulary Development for ELLs.

Session 3: Second Language Acquisition.

Session 4: Activities for Second Language Acquisition.

Session 5: Reviewing the Reading and Writing section of the NYSESLAT.

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: In addition to the mandated activities of the parent orientation during the ELL identification process the parent coordinator provides workshops for all parents in our school, which are scheduled throughout the school year. Although the Parent Coordinator does not do specific workshops for ELL parents, all are welcome to attend. Flyers are sent home to all parents to inform them of upcoming workshops. Partnerships with agencies would include: Learning Leaders, Cornell University Extension Program Health and Nutrition series and Dial -a- Teacher. Workshops would be on all subjects, for all ages, and are provided during the school day or evening to accommodate working parents also.

Surveys are sent home to parents asking them to check off what workshops they would like to have at our school. Parents can call or stop by the Parent Coordinator's office with suggestions or information they would like the Parent Coordinator to get for them. If parents do not speak English the Parent Coordinator uses the over the phone "Interpretation Unit" for assistance. All parental communications of ELL students are sent home in the Native Language.

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem	\$7809.36	2teachersx3hoursx26sessionsx50.06=\$7809.36
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	2890.64	Imagine Learning software to be used with ESL students in small group sessions.
Travel	\$500	Parent Involvement
Other		
TOTAL	\$11,200	