



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE GARRETT A. MORGAN ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09x132

PRINCIPAL: ANISSA CHALMERS EMAIL: ACHALME@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

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
Anissa Chalmers	*Principal or Designee	
Adrienne Moore	*UFT Chapter Leader or Designee	
Dawn Grant	*PA/PTA President or Designated Co-President	
Gladys Rodriguez	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Pat Edouard	CBO Representative	
Keybi Sneed	SLT Chairperson/UFT	
Gwendolyn Francis	Member/Parent	
Charmain Sanjurjo	Member/Parent	
Joanna Poole	Member/Parent	
Tonya Smith	Member/UFT	
Betsy Goldberg	SLT Secretary/UFT	
Elizabeth Castro	Member/Parent	
Maribell Morejon	Member/Parent	
Heaven Forman	Title I representative/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, the percentage of students at or above grade level in English Language Arts:

* in grades 1-3 will increase from 32% by 5%-10% (5%= 91 students and 10%=104 students) out of a population of 248 students as by determined by the end of year running records and/or the Fountas and Pinnell benchmark assessments.

*in grades 4-5 will increase from 22% by 5%-10% (5%= 44 students and 10%=52 students) out of a population of 161 students as determined by the 2012 NYS ELA exam.

Comprehensive needs assessment

- Based on the 2010-2011 NYS report card we met one out of six achievement targets for English Language Arts (ELA).

Instructional strategies/activities

September - December 2011

The School Planning Team will participate in Network sponsored professional development designed to support their identifying and/or creating task bundles aligned with Common Core Standards and which include rigorous student work for all students.

The School Planning Team will plan for professional development with grade and department teams supporting the acquisition of skills and knowledge related to creating and implementing the described task bundles and their assessment component.

January – June 2012

Teachers will identify or create a Common Core-aligned task bundle that incorporates rigorous student work that is accessible to all learners.

In literacy, the task bundle will be aligned to a strategically selected common core literacy focused standard, which are as follows:

Literacy Grades 1-3 – Written response to informational texts through group activities and with prompting and support (Reading Informational Text Standards 1 and 10; Writing Standard 2)

Literacy Grades 4-5 – Written analysis of informational texts (Reading Informational Text Standards 1 and 10)

Network in school professional development and task creation support provided by the Network Instructional CCLS Coach.

School Coaches and administration will support their teachers on implementing the aligned task bundles with their class(s)

Grade conferences and department meetings will secure the creation, implementation, and collaborative understanding of these tasks.

Administrative oversight will act as quality control in the creation and implementation of task bundles

Strategies to increase parental involvement

- 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;
- 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;

Strategies for attracting Highly Qualified Teachers (HQT)

- Hiring fairs will be attended by a hiring committee comprised of various constituencies to screen candidates that have a strong back ground in ELA and mathematics. The new teachers will then receive professional development through coffee talks, teacher recognitions and appreciations, and targeted inter-visitations.

Service and program coordination

- Our two Supplemental Educational Service providers work with our teachers during the school day to ensure that the tutorial services match students' academic needs. The scheduling of the tutoring sessions encompasses approximately the full school year. In addition, we partner with several health organizations (Healthy Hearts, Mighty Milers, Road Runners, and Move to Improve) to provide students with the exercise and nutritional information needed to maintain their well being. A healthy body translates into a healthy mind. Our in-house community based organization exposes our students to the various art genres to ensure we are educating the whole child.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title IIA Funds, Title III, ARRA RttT and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development
- Teacher per session for after school programs and differentiated professional development.
- Literacy and math coaches to improve teacher effectiveness ant to support implementation of the Common Core State Standards

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, the percentage of students at or above grade level in Mathematics:

* in grades 1-3 will increase from 14% by 10%-20% (10%= 61 students and 20%=87 students) out of a population of 255 students as by determined by the end of year Everyday Mathematics grade level assessment.

- *in grades 4-5 will increase from 31% by 5%-10% (5%= 64 students and 10%=73 students) out of a population of 177 students as determined by the 2012 NYS Mathematics exam.

Comprehensive needs assessment

- Based on the 2010-2011 NYS report card we did not meet any of the six achievement targets for Mathematics.

Instructional strategies/activities

In math, the curriculum unit will be aligned to a strategically selected common core mathematics domain of focus, which are as follows:

Math Grades 1-2 – Number and Operations in Base Ten

Math Grade 3 – Operations and Algebraic Thinking

Math Grades 4-5 – Number and Operations—Fractions

September 2011

The School Planning Team will participate in Network sponsored professional development designed to support their identifying and/or creating task bundles aligned with Common Core Standards and which include rigorous student work for all students.

October 2011 to May 2012

The School Planning Team will plan for professional development with grade and department teams supporting the acquisition of skills and knowledge related to creating and implementing the described task bundles and their assessment component.

Network in school professional development and task creation support provided by the Network Instructional CCLS Coach.

School Coaches and administration will support their teachers on implementing the aligned task bundles with their class(s)

Grade conferences and department meetings will secure the creation, implementation, and collaborative understanding of these tasks.

Administrative oversight will act as quality control in the creation and implementation of task bundles

June 2012

Administer the end-of-year assessments and analyze progress made. Based on the analysis next year's class placements and teacher assignments will be determined.

Strategies to increase parental involvement

- 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;
- 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.;

Strategies for attracting Highly Qualified Teachers (HQT)

- Hiring fairs will be attended by a hiring committee comprised of various constituencies to screen candidates that have a strong back ground in ELA and mathematics. The new teachers will then receive professional development through coffee talks, teacher recognitions and appreciations, and targeted inter-visitations.

Service and program coordination

Our two Supplemental Educational Service providers work with our teachers during the school day to ensure that the tutorial services match students' academic needs. The scheduling of the tutoring sessions encompasses approximately the full school year. In addition, we partner with several health organizations (Healthy Hearts, Mighty Milers, Road Runners, and Move to Improve) to provide students with the exercise and nutritional information needed to maintain their well being. A healthy body translates into a healthy mind. Our in-house community based organization exposes our students to the various art genres to ensure we are educating the whole child.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title IIA Funds, Title III, ARRA RttT and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development
- Teacher per session for after school programs and differentiated professional development.
- Literacy and math coaches to improve teacher effectiveness ant to support implementation of the Common Core State Standards

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012 the percentage of teachers that will operate in the proficiency level or higher of Charlotte Danielson's revised Framework for Teaching and Learning Domain 3 (Instruction) Component B (Using Questioning Prompts and Discussion) will increase from 27% by 5%-10% (5%=17 teachers and 10%=19 teachers) out of a population of 52.

Comprehensive needs assessment

- We need to strengthen our teacher instructional practices, since we are not making adequate yearly progress. Therefore, using an approved framework to establish what attributes a distinguished should demonstrate will help to frame our professional conversations, our feedback and support, and design our professional workshops.

Instructional strategies/activities

Principals and APs will conduct a minimum of 6 informal and 2 formal observations for each teacher using strategically selected Domains/Components of the Danielson rubric to provide meaningful feedback.

September 2011

Each teacher will meet with administration to identify individual teacher goals based on Domain 3 Component B. At this meeting a strategic plan will be developed in collaboration with administration to be implemented into teaching practices. Each teacher will engage in a professional growth plan that assesses effectiveness at three cycles, a baseline, mid-year and end-of-year feedback session.

October 2011 to May 2012

School coaches will be involved in professional conversations and professional development supported by the Network's Teacher Center initiative which will allow them to better support their teachers in clarifying expectations.

Administration will develop an observation protocol which clarifies expectations, incorporates teacher effectiveness, and addresses individually identified teacher goals and school goals.

Schools Coach(s) and administration will conduct professional development activities designed to develop a clear and shared understanding of what the effective teaching should look like in the area(s) of focus, build on the practice observed in classrooms, and arrange for collaborative investigation of practice Learning Walks, peer reviews, teacher meetings, and "lunch and learns."

The Principal will participate in the Network Study Group, which will focus on "staging and phasing" the Danielson work in Network schools.

School Coach(s) and administrators will engage in network professional development opportunities focusing in on teacher effectiveness, the Danielson Framework, and shared expectations around looking at student work and implementation of the CCLS.

Each Teacher will have a mid-year review to assess their growth as aligned with the rubric and revise action plan, if needed.

June 2012

Each teacher will meet with administration to identify teacher specific goal for the 2011-12 school year reviewed at the three cycles described above. Individual teacher goals incorporated into a teacher professional development and growth plan

Strategies to increase parental involvement

- 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;
- 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;
- 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;
- 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;

Strategies for attracting Highly Qualified Teachers (HQT)

- Hiring fairs will be attended by a hiring committee comprised of various constituencies to screen candidates that have a strong back ground in ELA and mathematics. The new teachers will then receive professional development through coffee talks, teacher recognitions and appreciations, and targeted inter-visitations.

Service and program coordination

Our two Supplemental Educational Service providers work with our teachers during the school day to ensure that the tutorial services match students' academic needs. The scheduling of the tutoring sessions encompasses approximately the full school year. In addition, we partner with several health organizations (Healthy Hearts, Mighty Milers, Road Runners, and Move to Improve) to provide students with the exercise and nutritional information needed to maintain their well being. A healthy body translates into a healthy mind. Our in-house community based organization exposes our students to the various art genres to ensure we are educating the whole child. These partnerships allow teachers to concentrate their efforts on Tier I instruction.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title IIA Funds, Title III, ARRA RttT and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development
- Teacher per session for after school programs and differentiated professional development.
- Literacy and math coaches to improve teacher effectiveness ant to support implementation of the Common Core State Standards

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	101	101	N/A	N/A	6	70	4	10
1	79	79	N/A	N/A	3	0	79	3
2	88	88	N/A	N/A	6	1	5	6
3	34	34	N/A	N/A	8	0	14	11
4	67	56	0	0	8	0	9	10
5	70	67	30	0	14	2	13	10
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	A push in/pull out model is used for kindergarten and grades 1-5 to deliver intervention services in literacy (Foundations, Sound Reading, Waterford, Read 180). One AIS provider is assigned to provide intense small group literacy intervention, using Wilson, with students that have been held over multiple times and/or have been identified by the teacher along with the Fountas and Pinnell assessments results. In addition, grade one students that perform in the lowest quartile receive one-on-one tutoring as outlined by the Reading Rescue intervention program. Our LEP students receive individualized and small group English instruction working with the ESL teacher. All students in grades 3-5 also use the computer based program i-Ready which provides ability-based, targeted instruction and activities in literacy.
Mathematics	Math instruction utilizes the comprehensive approach to teaching balanced math. K-2 uses Everyday Math Games to support and reinforce strategies taught. Grades 3-5 uses Everyday Math Games and the i-Ready computer based program which provides ability-based, targeted instruction and activities in mathematics.
Science	Since we have identified teachers whose strength is science, we have been able to provide small group instruction based on pre and post teacher developed assessments. Scientific note booking is a major part of our curriculum. It allows students to explore their curiosities and wonderings. This is then supported by an enrichment teacher that provides extra hands-on, technologically supported activities via the fully stocked science lab.
Social Studies	Since we have identified teachers whose strength is social studies, we have successfully integrated it into our reader's workshop two to three times a week. Students' progress is monitored via pre and post teacher made assessments. The expectation is for students to have completed a project at the end of a cycle.
At-risk Services provided by the Guidance Counselor	We have an extra social worker and university interns that provide these services in the form of counseling in school and out. Negotiating the different social systems, attending appointments with students and parents and following up to make sure that their efforts are followed through.
At-risk Services provided by the School Psychologist	The school psychologist and social worker provide outreach and intervention to students and their families who are at experiencing social, emotional and educational difficulties. These services come in the form of counseling in and out of school. To ensure that families are following through with the recommended help and action plan, they accompany families to various appointments as well as aid in the negotiating of the different social systems. The psychologist also initiate the IEP process and act as

	consultant on the Response to Intervention (RTI) Team.
At-risk Services provided by the Social Worker	Individual and group counseling, crisis intervention and case management and referrals for families. Types of referrals include: special education, housing, health and mental health, public assistance, adult education, etc. We also provide our first grade students with peace building skills in an effort to prevent future bullying
At-risk Health-related Services	Since our population has varied physical needs, we have on staff one full time nurse, several occupational therapists, physical therapists, an adaptive physical education teacher, and speech and hearing therapists.

**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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 09X132 **School Name:** THE GARRETT A. MORGAN ELEMENTARY SCHOOL

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

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

Category: Basic Focused Comprehensive

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

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

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
We found that we need to increase our students' stamina with reading more informational texts. In addition, we noticed that students' possessed a very limited Tier 3 vocabulary thus prohibiting them from comprehending more complex text in various subject areas.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
Students are assessed in literacy and mathematics every six weeks. Those students that are not meeting the interim benchmarks receive tier 2 instruction via one-to-one tutoring, small-group instruction and/or customized computerized instruction (iReady).

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement. The 10% will be used to fund professional development administered by AUSSIE consultants that have expertise in literacy and mathematics instruction. The literacy and math consultant will work directly with teachers to strengthen their understanding about how to design and implement targeted lessons that focus on students' application of knowledge.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
We have a full-time United Federation of Teachers Teacher Center Specialist that mentors our newly hired teachers. They work together to strengthen teacher practice with designing and implementing lessons that are student-centered and focus on students' application of knowledge. In addition, quarterly meetings are held with the principal to recognize accomplishments and address concerns.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
We follow the required mandates outlined in the chancellor's regulations regarding translation and interpretation.

How will the school notify parents about the school's SINI status?

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Debra Maldonado/Ben Waxman	District 09	Borough Bronx	School Number 132
School Name Garrett A. Morgan			

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

Principal Anissa Chalmers	Assistant Principal Danette Wiggins, ESL AP
Coach Lashawn Jefferies	Coach Henrietta Sirleaf
ESL Teacher Janet Kwon, ESL Coordinator	Guidance Counselor Gerry Hemphill
Teacher/Subject Area Betsey Goldberg/Teacher-Gr3 SE	Parent Dawn Grant
Teacher/Subject Area Adrienne Moore/Teacher, Gr 3	Parent Coordinator Everton Wilkins
Related Service Provider N.Desta	Other Flolette Ashburne
Network Leader Ben Waxman	Other Rosemary Caban, ESL Support

C. Teacher Qualifications [i](#)

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

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

D. School Demographics

Total number of students in school	538	Total Number of ELLs	119	ELLs as share of total student population (%)	22.12%
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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. 

Part II: ELL Identification Process

1. The ELL identification process starts with student registration. Parents are required to fill out the Home Language Identification Survey (HLIS) with oral interviews in English and in Spanish by a certified pedagogue. The Spanish interviews are conducted by Ms. L. Ortiz, a certified bilingual teacher and the school's testing coordinator. Ms. Janet Kwon, a certified ESL teacher, determines through an oral interview of the family and the new admits the home language of the students whose first language is other than English. Ms. Kwon then makes sure that the information on the HLIS are complete and that the form is signed by the parent. The other than English language exposure (OTELE) code is then provided to the school secretary. The yellow copies and the white copies are kept on file, one in a central location and the other in the student's cum folder. The LAB-R is then administered to students whose first language is other than English within the first 10 days after registration by Mrs. Kwon, certified ESL teacher. Students who score at or below the LAB-R scores are then designated to receive ESL or Bilingual instruction according to the parents' selection. The Spanish Lab-R is administered by Ms. L. Ortiz, certified bilingual teacher/test coordinator.

After the LAB-R testing, parents are sent letters for those students who are eligible for ESL services. The letters invite parents to attend an orientation meeting where they are welcomed and receive translation in their native language. During the meeting, parents are shown the orientation video in their native language with translators and translation boxes available. An open discussion about program selections follows. The discussion includes an in depth explanation of each of the following programs: a Dual Language (DL) Program, a Transitional Bilingual Education (TBE) Program, and an ESL program.

The steps taken annually to evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) are:

- Review the Bilingual Education Student Information Survey (BESIS), and ATS for RLER, RLAT and RLMR to determine a student's eligibility to take the NYSESLAT.
- NYSESLAT is administered either individually or in a group according to the modality – speaking, listening, or writing – being tested by J.Kwon, certified ESL teacher, Ms. L.Ortiz, certified bilingual teacher and test coordinator, bilingual and monolingual teachers whose students are tested. A schedule of rooms and times is placed on the school's Daily Communiques and the same testing conditions exist that exist for the NYS Standardized Tests.
- Proficiency levels are determined when the NYSESLAT is scored and the results are reported.

2. The structures that are in place at our school to ensure that parents understand all three program choices (Transitional Bilingual Program, Dual Language, and ESL) after viewing the orientation video are:

Process and Outreach

Entitlement letters are sent to the parents informing them of their child's ELL status and information regarding the Parent Orientation Meeting. During our orientation sessions, parent surveys and program selection forms are distributed, completed, returned, and filed by Ms. Kwon, certified ESL teacher. If the parents do not attend, they are contacted by the parent coordinator, phone relay and home visits. All efforts by the school to reach the parents are fully exhausted first. Then if parents fail to respond, the student is placed in a free standing ESL program where they will receive push-in/pull-out services from a certified ESL instructor.

Timeline

Entitlement letters are sent to parents within the first ten days of school with a date and time for the parent orientation meeting. If the parent(s) do not attend the orientation meeting, the parent coordinator contacts them again the morning of the meeting. The school offers 2 additional meeting dates to accommodate the parents who had difficulty attending the first meeting. This process is completed by the second week of school and documentation is kept on file.

3. Entitlement letters and the Parent Selection are sent out to parents to inform them of their child's ELL status. Parents sign the letters and send them back to school. If a parent chooses a program that is not offered at PS 132, we provide them with information on schools that offer their program choice and explain that we will keep their selection choice on file and when the number of students that requested that choice meets the criteria, opening that class will be reviewed and considered.

In case a form is not returned, or if a parent misses the orientation, a second letter and third letter is mailed to the parent to reschedule another orientation session. We also implement a phone relay, home visit and outreach of parent volunteers and the parent coordinator. If the parent does not respond and all of the school's outreach efforts are exhausted, the student is then placed in an ESL program. PS 132 does not offer a Transitional Bilingual Education Program or a Dual Language Program. We have created a tracking sheet to account for languages selected by parents. The pedagogue who is responsible for conducting the initial screening and administering the HLIS and LAB-R is Janet Kwon, a certified ESL teacher.

4. The criteria used to place identified ELL students in bilingual or an ESL instructional program is based on student LAB-R scores. The procedure is to cluster ELL students in the same class on the same grade with a licensed common branch teacher that has demonstrated best teaching practices as well as a record of their students' achievement data falling on the higher level of the learning continuum. The students are then grouped according to proficiency levels and receive push-in/pull-out services via a certified ESL teacher. Parent meetings are conducted in the parents' native language by the parent coordinator, with translator options. They also receive letters in their native language explaining our instructional strategies. We have created a parent selection tracking sheet to account for the program selections made by parents.

5. After reviewing the Parent Survey and Program Selection forms over the past few years, 90% of parents have requested that their children be placed in our ESL program. The remaining 10% have decided on placing their children in a Transitional Bilingual Education Program or have transferred their children to another school that offers a transitional bilingual education program for general education students. PS 132 does not have a Transitional Bilingual Education Program for general education students. The school has a Transitional Bilingual Education Program for special education students only. PS 132 does not have a Dual Language Program.

6. The program models offered at PS. 132 are aligned with parents' choices and requests based on the program selection form. PS 132 offers an ESL program for general education students and special needs students. Our transitional bilingual education program is solely for special needs students. If the parents of 15 or more ELLs in two consecutive grades opt for a Transitional Bilingual Education Program, creating one will be considered to ensure alignment between parent choice and program offerings.

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

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

ELL Program Breakdown

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	45
SIFE	0	ELLs receiving service 4-6 years	44	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	2		2	15		15			1	17
Dual Language										0
ESL	73		19	29		7			1	102
Total	75	0	21	44	0	22	0	0	2	119

Number of ELLs in a TBE program who are in alternate placement: 0

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			1	5	6	6								18
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														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
Yiddish														0
Other														0
TOTAL	0	0	1	5	6	6	0	18						

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

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	9	11	10	21	9	17								77
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian														0
French		1	2			1								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2	5	5	2	3								19
TOTAL	11	14	17	27	11	21	0	101						

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 models of PS 132 are the push-in/pull-out ESL and the Transitional Bilingual program for students with special needs. Students are grouped heterogeneously using best practices in differentiated instruction.
- 1b. In the transitional bilingual program for students with special needs, instruction is provided in both the native language and in English. Instruction is provided according to the IEP mandates. These classes are bridged between two grades and are heterogeneously grouped. In the ESL push-in/pull-out program, the ESL teacher works with the classroom teacher to provide ESL instruction using ESL

A. Programming and Scheduling Information

methodologies and data. The students are provided ESL services in accordance CR Part I54 mandates.

2. We ensure that explicit ESL, ELA, and Native Language Arts (NLA) instructional minutes are delivered to our heterogeneous cohorts in each program model as per CR part 154 by using a large group push-in instructional approach.
 - a) Monday through Thursday mornings for 37.5 minutes, students are engaged in small group tutorial sessions. The ELL students that have obtained a beginner or intermediate proficiency level receive 360 minutes of weekly instruction. The students that have obtained an advanced proficiency level receive 180 minutes of weekly instruction. ESL methodologies are incorporated in all content areas using the SIOP model. In addition, various differentiated instruction (DI) techniques are integrated to promote optimal achievement. These techniques are combined with the use of visual aids and the use of Total Physical Response (TPR) techniques to support language acquisition.
 - 3) In the Transitional Bilingual Education Model instruction is provided at 100%, then 75% Native Language (Spanish), 25% English progressing to 50% Native Language and 50% English, and eventually 75% English proficiency and 25% native language. Native language is monitored through writing. Learning leaders are used as native language support in small groups instruction. In the Free-Standing ESL model, instruction is delivered through the content areas in 100% English. To make content comprehensible and to enrich language development, we use ESL methodologies based on the SIOP model and total physical response (TPR). We also embed technology in our instruction. The content areas are ELA, Math, Social Studies, Science, Music, and Art.
 - 4) We ensure that ELLs are appropriately evaluated in their native languages through native language assessments. Native Language translators on a as-needed basis. We use Learning Leaders as interpreters in our ESL Saturday Academy.
 - 5) Our ELL instructional program is designed to meet the needs of our subgroups based on proficiency levels, running record reading levels, standardized test scores, interim and teacher made assessments, conferencing, kid watching, interests, behavioral needs, and academic ability. This data is triangulated to determine the best possible grouping for students as well as set instructional learning targets. Every six weeks the data is reviewed and assessed to determine where students are in relation to meeting their learning target. Depending on the outcome the learning targets are maintained, tweaked, or revised.
- a) Although we do not currently have SIFE students, we have a highly motivated instructional team that is trained in the School's Attuned Approach that provides multiple data from a variety of sources that will assist with designing a targeted instructional program.
- b) When registered students are categorized as newcomers and parents choose our ESL program, the students receive their instruction from highly qualified teachers through total immersion with ESL support. These students become a part of a heterogeneous cohort based on their grade and then grouped according to varied proficiency levels. Kindergarten through second grade teachers follow the Zaner-Bloser Voices reading curriculum and Teacher's College (TC) writing curriculum. Grades 3-5 teachers follow the TC reading and writing curriculum. All teachers follow the Everyday Mathematics (EDM), the New York City science, social studies, and art curriculum. Continued language acquisition support for our early childhood learners is provided through our partnership with Learning Through an Expanded Arts Program (LEAP), an organization that teaches literacy through various art genres. Students also receive additional exposure to the format and the content of the NYSESLAT. In each of the above core curriculum areas, differentiation of instruction is data driven to meet students at their zones of proximal development.
- c) In addition to the aforementioned instructional plan, ELLs receiving service for 4-6 years continue to receive ESL and bilingual instruction that is specifically geared to their needs and abilities based on the data. They continue to receive push-in/pull-out services with a focus on lessening test anxiety and mastering the NYSESLAT content.
- d) In addition to the aforementioned instructional plan, our long term ELLs for 6 years continue to receive ESL and bilingual instruction that is specifically geared to their needs and abilities based on the data. They continue to receive push-in/pull-out services with a focus on lessening test anxiety and mastering the NYSESLAT content.
- 6) The instructional strategies and grade-level materials that teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development are for ELA in grades K-2 is the Zaner-Bloser's Voices Curriculum and in grades 3-5 is the TC curriculum for reading and writing. For Math, we use Everyday Mathematics for grades K-5. For Science, Social Studies, Music and Art, we use the New York City Approved Standards Curriculum. These curriculums are supported by ESL strategies and methodologies, technology, and the SIOP model. The classroom teachers, the IEP teacher, Mr. N. Desta, health/instructional paraprofessionals and related services providers plan collaboratively and articulate weekly to ensure that mandated services on the IEP's

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

A. Programming and Scheduling Information

are met.

7) The ELLs/SWDs that are identified as in need of related services receive them as prescribed by their Individualized Educational

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. Instruction is delivered for ELLs in English Language Arts (ELA) via a balanced literacy model. Reader's workshop, guided reading using differentiated instructional strategies, and writer's workshop are included in this block. Our intervention services for K-5, 119 ELL's include:

- A) IREADY - a computer based generated reading program that adapts to the level of the ELL student.
- B) Sounds Reading Solution - a computer program that specifically targets and develops students' auditory processing skills
- C) Riverdeep – an ELA and math interactive web based computer generated program that adapts to the child's academic level. Since it is web based, students may access the program anywhere in the world.
- D) Academic Intervention Service (AIS) – using a pull-out model skilled instructors provide extra instruction in ELA and mathematics to our most struggling ELL students.
- E) Wilson/Fundations – a one to one and small group reading program that targets struggling readers, used by AIS instructors to support reading deficiencies

We select and implement proven research based interventions that are matched to students' underlying needs. We collect formative baseline, mid-year, and end-of-year data to ensure that we are on track with meeting our long-term goals. Our interim assessments are administered, analyzed, and discussed every four to six weeks during our weekly collaborative learning meetings. We also provide extra help with syntax and grammar usage during our morning tutorial block for 37.5 minutes.

9. Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is that students will continue to be heterogeneously clustered as an ELL cohort on each grade with licensed common branch teachers that have demonstrated best teaching practices as well as have a high rate of success with ELL students. The cohorts allow students to continue to receive uninterrupted access to all aforementioned school intervention programs in all core subject areas. Each classroom is equipped with either two computers and/or a smartboard to provide continued access to modern technology and provide other avenues of delivering instruction. Each cohort continues to receive testing modifications and push-in/pull-out services from the certified ESL and a bilingual speech teacher to support the rapid transition from their native language to standard English. These services are designed to meet the needs of the child's proficiency level, grade and age. They also participate in our Title 111 Saturday Academy.

10. Next year we will continue to fully expand our computer based auditory processing program- Sounds Reading Solution, Rosetta Stone and the I-Ready computerized K-5 Reading Program to support our ELLs. The purpose of this is to strengthen students' language acquisition. As we continue to expose students to all curriculums, they will engage in cross curricular reading programs daily.

11. Since our large and growing population of ELLs has not fully obtained proficiency, we are not considering discontinuance because we want to sustain the progress we have made while we work towards 100% proficiency.

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13. The instructional materials used to support our ELLs and ELL subgroups are as follows:

Courses Taught in Languages Other than English

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Science:

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. The professional development plan for all ELL personnel in PS 132 is as follows. It is facilitated by the principal, assistant principals, coaches and AUSSIE consultants. High quality professional development activities are aligned to New York State Standards, data analysis and student needs based on the school report card and progress report. The teachers meet once a week for one period to identify and implement reading and writing strategies for ELLs. During teachers' weekly common planning/PD, student data are analyzed and action plans are created.
2. We have restructured the way that we design our professional development so that it best meets the needs of our teachers and our growing population of ELLs. We use ESL methodologies and incorporate the SIOP model. The social worker and guidance counselors support students through Respect for All.
3. As we move forward the structure will incorporate the chancellor full staff development days that occur before the start of school and twice during the school year since it will afford us the opportunity to engage non-certified staff in the 7.5 hours of ELL training. The days before school will be an 1.5 hour overview of ELL compliance, programming, and instructional delivery. The remaining 6 hours will be split between the two days of mandated Chancellor's PD that occur during the school year and the focus will be based on summative and formative data. To make certain that all staff received the minimum number of hours, we keep accurate attendance logs/sheets.

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. Our parents, especially those of our ELL population, are vital component to our students' success; therefore, we have designed activities to meet their needs based on informal and formal conversations conducted by various members of the administration and the parent coordinator as well as parent surveys distributed and collected by the School Leadership Team (SLT). The programs include but are not limited to the following:
 - Saturday ESL Academy for adult learners instructed by a certified ESL and/or Bilingual teacher.
 - Learning Leaders – A volunteering training program that equips and empowers parents on how to partner and assist the school and their child with his/her learning. When parents successful complete the program, they are able to volunteer in their child's school. This allows them to become more familiar with the curriculum.
 - Monthly Parent Workshops are conducted to enhance parenting and academic skills knowledge, as well as health issues.
 - Achievement Reporting Information System (ARIS) Parent Link training so parents may have 24 hour access to their child's progress.
 - To increase attendance at our meetings we use translation boxes that allow our parents that speak other languages to participate.
 - Supplemental educational services that align with our daily instructional program are provided by Edison Schools, Test Quest, a one-on-one at home tutoring service,

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2. All of the aforementioned activities are birthed out of the understanding that achievement is a home-school partnership and as a result of this understanding we will continue to offer our Saturday ESL parent academy, parent workshops, incorporate workshops that include information on food and nutrition, self-development, and ways to understand how to help their children with their homework.
3. The needs of our parents are evaluated in various ways; we have a Q&A session following our orientation meeting; needs survey; parent feedback during Parent Teacher conferences; parent coordinator outreach; and informal talks during Saturday ESL academy.
4. Parental involvement activities address the needs of the parents because they are based on feedback from workshops, parent surveys, and informal conversations with parents. We also have a congenial relationship with the Parent Association.

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%	

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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The professional development plan for all ELL personnel in PS 132 is as follows. It is facilitated by the principal, assistant principals, coaches and AUSSIE consultants. High quality professional development activities are aligned to New York State Standards, data analysis and student needs based on the school report card and progress report. The teachers meet once a week for one period to identify and implement reading and writing strategies for ELLs. During teachers' weekly common planning/PD, student data are analyzed and action plans are created.
2. We have restructured the way that we design our professional development so that it best meets the needs of our teachers and our growing population of ELLs. We use ESL methodologies and incorporate the SIOP model. The social worker and guidance counselors support students through Respect for All.
3. As we move forward the structure will incorporate the chancellor full staff development days that occur before the start of school and twice during the school year since it will afford us the opportunity to engage non-certified staff in the 7.5 hours of ELL training. The days before school will be an 1.5 hour overview of ELL compliance, programming, and instructional delivery. The remaining 6 hours will be split between the two days of mandated Chancellor's PD that occur during the school year and the focus will be based on summative and formative data. To make certain that all staff received the minimum number of hours, we keep accurate attendance logs/sheets.

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. Our parents, especially those of our ELL population, are vital component to our students' success; therefore, we have designed activities to meet their needs based on informal and formal conversations conducted by various members of the administration and the parent coordinator as well as parent surveys distributed and collected by the School Leadership Team (SLT). The programs include but are not limited to the following:
 - Saturday ESL Academy for adult learners instructed by a certified ESL and/or Bilingual teacher.
 - Learning Leaders – A volunteering training program that equips and empowers parents on how to partner and assist the school and their child with his/her learning. When parents successful complete the program, they are able to volunteer in their child's school. This allows them to become more familiar with the curriculum.
 - Monthly Parent Workshops are conducted to enhance parenting and academic skills knowledge, as well as health issues.
 - Achievement Reporting Information System (ARIS) Parent Link training so parents may have 24 hour access to their child's progress.
 - To increase attendance at our meetings we use translation boxes that allow our parents that speak other languages to participate.
 - Supplemental educational services that align with our daily instructional program are provided by Edison Schools, Test Quest, a one-on-one at home tutoring service,

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2. All of the aforementioned activities are birthed out of the understanding that achievement is a home-school partnership and as a result of this understanding we will continue to offer our Saturday ESL parent academy, parent workshops, incorporate workshops that include information on food and nutrition, self-development, and ways to understand how to help their children with their homework.
3. The needs of our parents are evaluated in various ways; we have a Q&A session following our orientation meeting; needs survey; parent feedback during Parent Teacher conferences; parent coordinator outreach; and informal talks during Saturday ESL academy.
4. Parental involvement activities address the needs of the parents because they are based on feedback from workshops, parent surveys, and informal conversations with parents. We also have a congenial relationship with the Parent Association.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	8	2	6	1	10								31
Intermediate(I)	2	6	10	15	4	13								50
Advanced (A)	4	0	6	11	11	6								38
Total	10	14	18	32	16	29	0	0	0	0	0	0	0	119

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	0	1	2	1							
	I	2	3	0	1	1	2							
	A	1	8	9	11	5	12							
	P	0	1	9	17	10	7							
READING/ WRITING	B	3	7	2	4	2	4							
	I	0	6	10	16	4	12							
	A	0	0	6	10	11	7							
	P	0	0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	0	0	0	6
4	6	11	1	0	18
5	14	5	1	0	20
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5		1		0		0		6
4	1		8		2		0		11
5	9		8		4		0		21
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		1						2
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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?
- 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 132 implements a variety of assessment tools to assess the early literacy skills of our English language learners. The assessment tools, EL-SOL, Fountas & Pinnell reading levels, and Dibels, and their explanations can be found below.

EL SOL, the state-wide early childhood assessment, has a set criteria and benchmarks to determine proficiency levels

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: 132		School DBN: 09X132	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anissa Chalmers	Principal		11/9/11
Danette Wiggins	Assistant Principal		11/9/11
Everton Wilkins	Parent Coordinator		11/9/11
Janet Kwon	ESL Teacher		11/9/11
Dawn Grant	Parent		11/9/11
Betsy Goldberg/SE Grade 3	Teacher/Subject Area		11/9/11
Adrienne Moore/Grade 3	Teacher/Subject Area		11/9/11
Lashawn Jefferies	Coach		11/9/11
Henrietta Sirleaf	Coach		11/9/11
Gerry Hemphill	Guidance Counselor		11/9/11
	Network Leader		
Flolette Ashburne	Other <u>Grade 1 Teacher</u>		11/9/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x132 **School Name:** Garrett A.Morgan Elementary School

Cluster: 534 **Network:** CFN.

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

Part A: Needs Assessment Findings

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

The data and methodologies used are; analyzing the attendance from various sources such as, Parent/Teacher Conferences, open house, parent workshops, Home Language Surveys of new admits, parent choice selection forms and parent needs surveys conducted by the School Leadership Team. This information has shown that the majority of our parents speak one of three languages. We use staff and parent volunteers translators and interpreters, interpretation boxes and DOE translation options to ensure that our parents are provided with appropriate and timely information in a language that they comprehend.

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

The major findings of our school's written translation and oral interpretation needs are that the majority of our parents speak English, Spanish and French. The findings were reported to the school community during an open house orientation, parent/teacher conference welcome sessions, faculty conference and Saturday ESL Adult Academy.

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.

Written translation is provided by in house staff and/or parent volunteers expediently. Correspondence for parents is translated prior to dissemination. We have parent volunteers/Learning Leaders that speak and write in a plethora of languages. They are available as needed.

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 in house staff and/or parent volunteers expediently. Once the need is identified, a staff member or parent volunteer is summoned to meet the need.

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

Parents are notified of translation and interpretation services by staff and/or parent volunteers. In addition, English documents are translated into the languages spoken by the majority of our parent population, parents receive a DOE generated Bill of Rights and Responsibilities which indicates their rights regarding translation and interpretation services. This information is posted conspicuously near the primary school entrance.

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: PS132X	DBN: 09X132
Cluster Leader: Debra Maldonado	Network Leader: Ben Waxman
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

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

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: We are starting an ESL Saturday Academy for adults and students as soon as we get approval. We planned to launch the Saturday Academy beginning on November 5, 2011- May 19, 2011 from 9am-1pm. The Saturday Academy offers a supplementary program for ELL students in grades 3-5 to address comprehension, reading, writing, listening and speaking skills to prepare our ELL students to pass the NYSESLAT and lessen students' test anxiety. Based upon the examination of our 2010 NYSESLAT and NYS Standardized Test scores, we decided to address the needs of ELL's via the Saturday Academy. The data also revealed that our ELL's need targeted instruction and further development in NYSESLAT testing modalities which are listening, speaking, reading and writing. To help support the special needs ELL students, we need to hire two paraprofessionals. These paras will provide small group instruction to students with special needs. The paraprofessionals will be trained. We need these paraprofessionals under Title 111 due to the fact that we are a barrier free school with a large population of students with disabilities. The paraprofessionals will transport these students and provide other health related assistance, based upon student IEP's.

Part C: Professional Development

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

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

Begin description here: The school's professional development plan consists of literacy based and standards based delivery. Facilitation is bi-monthly for ninety minutes. The PD is conducted by a school based curriculum coach, certified ESL teachers, assistant principals, principal and AUSSIE consultant. A few topics are; Differentiated Instruction for ELL's, Data Analysis for ELL's and Guided Reading for ELL's. In the self-contained bridge classes, daily literacy instruction is delivered by two teachers. One teacher is a certified ESL instructor and the other is certified in reading. As previously stated, the remaining students are clustered in general education classes and receive push-in services by the ESL certified teacher, Mrs. Kwon.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

The parent ESL program will help the parents of our ELL students become more English proficient so that they can become an integral part of helping their children achieve academically by supporting them with homework and schoolwork. The parents and students are beginners. It is our hope to bridge the gap between home and school.

Two certified bilingual teachers provide ESL instruction. We have invited 45 parents. Parents will be notified by flyers in their children's book bags and by our school phone relay system. Topics to be covered are ESL strategies, methodologies, reading writing, listening, speaking and shared priorities. The Saturday ESL Adult and Student Academies will begin on November 5, 2011-May 19, 2011 from 9am-1pm.

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		