



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 199x THE SHAKESPEARE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X199

PRINCIPAL: LILIA NAVARRETE EMAIL: LNAVARR@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
Lilia Navarrete	*Principal or Designee	
Sherie Newell	*UFT Chapter Leader or Designee	
Myrna Salguero	SLT Chairperson	
Ellen McKenna (Non-Voting)	Financial Officer	
Vickana Castaneda	Title I Parent Representative	
Vanessa Negron	*PA/PTA President or Designated Co-President	
Tracey Casson	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Roberto Pacheco (Non-Voting)	Astor Program CBO Representative, if applicable	
Jacquelyne Williams (Non-Voting)	Member/Parent	
Leilany Mercedes	Member/ Parent	
Alejandrina Heredia	Member/ Parent	
Maribel Ashby	Member/ Parent	
Camelle Person	Member/Teacher	
Celeste Castillo	Member/Teacher	
Raiza Santana	Member/Teacher	
Grace-Ann Fogah	Member/Teacher	
Sandra Herrera	Member/Teacher	
Rosemarie B. Castro	Member/Paraprofessional	
Marcella Lilley (Non-Voting)	Member/Administrator's Representative	
Sandra Lopez (Non-Voting)	Member/Parent Coordinator	

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, Limited English Proficient and Students with Disabilities student groups will demonstrate progress towards achieving state standards as measured by a 5% increase in those subgroups scoring at level 3 & 4 on the NYS ELA assessments.

Comprehensive needs assessment

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

After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed increases in performance on the ELA assessment, except for the ELLs and SWD groups, which have underperformed all other student groups for the past three years. As a result, we have made progress for our ELLs and SWD subgroups a priority goal for the school year.

Instructional strategies/activities

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

Target Population: General Ed, Special Ed, Bilingual and ELL students Gr. K-5

Responsible Staff Members: certified teachers as per organization sheet, AP's- Literacy, Bilingual, Testing, Special Ed, Instructional Coaches, AIS Teachers, ESL Teachers, Language Arts Cluster, Principal Interns

Instructional Strategies and Timelines:

- June 3, 4, 5 2011- School Wide Retreat- presentation on Instructional Goals for 2011-12 Aug. 2012-PD on-going
- Professional Development Day- June 9, 2011
- Summer Institute, Aug. 29th, 30th, 31st conducted by LCI on Academic Rigor Goal setting process in place and repeated in 6 week cycles (teachers' review of ELA, ECLAS, DRA, DWA, student's folders from prior grade) to establish long and short term goals reviewed with AP. On-going monitoring of lesson plans and observation of lessons (informal and formal) and monthly monitoring of students' progress to assess the degree to which lessons are academically rigorous and differentiated activities reflect DOK levels
- AP/principal review goals and SAMS report monthly
- AP's & Coaches- monitor implementation, use of Data Binder ,goal mastery, provide PD • Principal & AP's conduct informal and formal observations and meet regularly to debrief
- • Inquiry Team: focus on long-term ELLs student's reading and writing
- Sight Word Acquisition Program- Literacy and Content Word Walls • Part time Mentor Teacher • Monthly focused Learning Walks
- Monthly focuses to be determined based on ELA data and set as of September 2011 *Additional monthly focuses to be determined based on data analysis April 2012-June 2012 Principal, AP's, teachers and coaches review data from ELA (students' reading/writing/assessment folders, teacher made tests/quizzes) and conference notes to determine class placement, individual goals for students and plans for differentiated instruction Strategies
 - Acuity and ARIS training for data interpretation, emphasis on item analysis •
 - Guided Reading for differentiated instruction
 - Skills Block Grades K-2 •

- Conferencing using Data Binder
- Setting/ monitoring short and long term goals based on data analysis
- AIS Team (two AIS teachers servicing Tiers 1 and 2, Grades 1-3, two coaches providing enrichment, Grades 3-5)
- Unit implementation/Test sophistication strategies • Sight Word Acquisition Program/weekly Spelling Bees for assessment
- After-School Academy (Title I ELA Enrichment targeting students from 1st grade to 5th grade)
- After School (Title III Enrichment for English Language Learners grades K-5)
- Response to Intervention
- Renaissance Learning to assess students' progress in ELA and Mathematics

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - ELA and ELL teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant language spoken by parents in the school.
 - The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learnt).
 - Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
 - The school will create and distribute a parent handbook that is translated in all the dominant languages.
 - Parents will be trained on how to use ARIS Parent Link

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers ELA teachers.
 - The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines. Mentors are assigned to support struggling and unqualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - A pre-K program focusing on improving the oral language abilities and emergent literacy skills to ensure a successful transition to the lower elementary school grades. A Family worker provides attendance improvement support services to students and families.

Budget and resources alignment

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

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

- Additional teachers to reduce class size
- Early intervention teachers
- Professional instructional materials to support curriculum development during the regular school day.
- Teacher per session for after school programs and differentiated professional development.
- Assistant principals, AUSSIE consultants and coaches to provide professional development

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, the percentage of students in Grades 3-5 performing at Levels 3 and 4 on the writing section of the April 2011 ELA and portfolio writing will increase by 3-5% (3%=10 students out of a grade 3-5 population of 345 students, 5%=17 students) students in Grades K-2 will increase by 8-10%, 8%=30; students from the K-2 population of 373 students, will increase by 10%=37 students out of 373 Students).as determined by the ECLAS assessment and portfolio writing

Comprehensive needs assessment

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

After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed increases in performance on the ELA assessment, except for the ELLs and SWD groups, which have underperformed all other student groups for the past three years. As a result, we have made progress for our ELLs and SWD subgroups a priority goal for the school year.

Instructional strategies/activities

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

Target Population: General Education, Special Education, Bilingual and ELL students, Gr. K-5.

Responsible Staff Members: certified teachers as per organization sheet, AP's- Literacy, Bilingual, Testing, Special Ed, AIS Teachers, ESL Teachers, Language Arts Cluster, Principal Interns

Instructional Strategies and Timeline:

- Spring 2011- In consultation with the principal, coaches and consultants establish calendar for non-negotiable writing genres and content area monthly topics
- June 2011 School wide retreat: presentation and discussion of instructional goals for 2011-2012
- "Being a Writer" writing program in alignment with the 6+1 Traits of Writing Goal setting process in place and repeated in 6 week cycles (teachers' review of ELA Running Records, , ECLAS, DRA, DWA, student's folders from prior grade) to establish long and short term goals
- goals reviewed with AP • AP's, Coaches- monitor implementation, use of Data Binder ,goal mastery, provide PD
- Principal, & Assistant Principal's conduct informal and formal observations and meet regularly to debrief
- Inquiry Team will focus on the long-term ELLs writing development
- Sept. 11- June 12 (baseline, mid-year, and year-end) administration of DWA
- Short term goal template sent to parents/six week cycles (September 11-June 12)
- Monthly Learning Walks ** (monthly focuses to be determined based on ELA data and set in September) Principal, Teachers, AP's and coaches review data from ELA (and students' reading/writing folders, assessment folder including teacher made tests) and conference notes to determine class placement, individual goals for students and plan for differentiated instruction Strategies
- Writers Workshop using the workshop model
- Continuation of America's Choice color coded element charts per genre and the 6+1 traits of the Being a Writer Program

- Conferencing using Student Portfolio/Data Binder
- Monitoring Lesson plans to ensure assessment for every writing lesson
- Setting/ monitoring short and long term goals based on data analysis
- AIS Team (two AIS teachers servicing Tiers 1 and 2, Grades 1-3, three coaches providing enrichment, Grades 3-5); ELA Test Sophistication unit
- A Skills period will be taught within the Literacy Block
- 150 minute Extended Day – Monday as per Circular 6 for concentration on writing
- Field trips to historical sites to reinforce the learning of Social Studies concepts.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - ELA and ELL teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant language spoken by parents in the school.
 - The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).
 - Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
 - The school will create and distribute a parent handbook that is translated in all the dominant languages.
 - Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers ELA teachers.
 - The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
 - Mentors are assigned to support struggling and unqualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - A pre-K program focusing on improving the oral language abilities and emergent literacy skills to ensure a successful transition to the lower elementary school grades.
 - A Family worker provides attendance improvement support services to students and families

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:
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ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012 students in Grades 3-5 performing at Levels 3 and 4 on the NYSTP Math assessment will increase by 3-5% (3%=10 students out of a grade 3-5 population of 345 students, 5%=17 students) Grades K-2 as measured by formal series assessments and classroom assessments by individual teachers, by 8-10% (8%=30 students out of a K-2 population of 373 students, 10%=37 students out of 373 Students)

Comprehensive needs assessment

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

Improving teacher quality and effectiveness

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
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Target Population: General Ed, Special Ed, Bilingual and ELL students Gr. K-5.

Responsible Staff Members: certified teachers as per organization sheet, AP's- Literacy, Bilingual, Testing, Special Ed, AIS Teachers, ESL Teachers, Language Arts Cluster, Principal Interns

Instructional Strategies and Timeline:

- Spring 2011- In consultation with the principal, coaches and consultants establish calendar for non-negotiable writing genres and content area monthly topics • June 2011 School wide retreat: presentation and discussion of instructional goals for 2011-2012
- "Being a Writer" writing program in alignment with the 6+1 Traits of Writing Goal setting process in place and repeated in 6 week cycles (teachers' review of ELA Running Records, , ECLAS, DRA, DWA, student's folders from prior grade) to establish long and short term goals
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Strategies to increase parental involvement

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Parents will be trained on how to use ARIS Parent

Strategies for attracting Highly Qualified Teachers (HQT)

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 - The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
 - Mentors are assigned to support struggling and unqualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - A pre-K program focusing on improving the oral language abilities and emergent literacy skills to ensure a successful transition to the lower elementary school grades.
 - A Family worker provides attendance improvement support services to students and families

Budget and resources alignment

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

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- Teacher per session for after school programs and differentiated professional development.

Assistant principals, AUSSIE consultants and coaches to provide professional development

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2012, all members of the pedagogical staff will have participated in and pursued specific and measurable goals as members of the developed and sustained Professional Learning Community embedded in the school culture.

Comprehensive needs assessment

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

Other

Instructional strategies/activities

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

Target Population- Administrative staff, all staff/teachers, AIS teachers, Coaches.

Responsible Staff: Administrators, certified staff, consultants, network instructors

Instructional strategies and Timeline:

- August 2011: • August 29, 30, 31, 2011 professional development conducted by LCI on Academic Rigor
- September 2011: Data Analysis Training for Cabinet members (Assistant Principals) training on the new Common Core Learning Standards for teachers and administrators
- October 2011 Study Group Book: Charlotte Danielson – Framework for Teaching (September 2011–June 2012)
- Ongoing Assistant Principals/Teachers - Teachers will continue to use the guided reading book by Fountas and Pinnell to continue last year's initiative of improving the delivery of guided reading, which will ensure full implementation and monitoring of Response to Intervention (RTI).
- Administrative staff and instructional coaches model guided reading lessons and lesson plans. Staff faculty conferences replaced by Professional Learning Communities (PLC)' as per the SBO, consisting of weekly double period sessions. During these times, one period will be administrative for the purpose of conducting professional development, and the second period will be devoted to teachers for writing units of study, data analysis, and reviewing student work, which will drive instruction. Teachers will also share successful strategies,
- Grade level planning
- Grade and cross grade inter-visitation
- Pre and post administration of assessment checklist
- Extended cabinet provides professional development on strategies from guided reading September 2011-June 2012
- Monthly review of lesson plans and guided reading lesson plans
- Conference binder
- Monthly focus walks
- Student Assessment Management System
- Logs for Professional Development and Lunch and Learns
- Professional development plan, calendar, agendas, and sign in sheets
- Coach logs • Formal and informal observations
- Teacher lesson plans/Teacher data folders • Student goals for Inquiry students

- Data analysis of student performance
- Agendas and minutes of monthly coach meetings
- Agendas and minutes of the grade level planning meetings
- Grade and cross grade inter-visitation schedule
- Units of Study
- Agendas of Professional Learning Committees (PLC)
- Agendas and minutes of grade level planning sessions
- Assessment checklist Attendance and agendas of Lunch and Learns

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
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Strategies for attracting Highly Qualified Teachers (HQT)

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 - The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
 - Mentors are assigned to support struggling and unqualified teachers

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - A pre-K program focusing on improving the oral language abilities and emergent literacy skills to ensure a successful transition to the lower elementary school grades.
 - A Family worker provides attendance improvement support services to students and families

Budget and resources alignment

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

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- Early intervention teachers
- Professional instructional materials to support curriculum development during the regular school day.
- Teacher per session for after school programs and differentiated professional development.

Assistant principals, AUSSIE consultants and coaches to provide professional development

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.

AIS must be provided in all core subject area, you neglected to include social studies (or science) in grades 4 and 5

	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	17	17	17	17	44	0		
1	30	30	30	30				
2	38	25	38	38				
3	41	29	41	41				
4	22	27	22	22				
5	16	19	16	16				
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	Phonemic Awareness, Phonics, Fluency, and Automaticity Program used by classroom teachers and out of class teachers assigned to groups of students during extended day portion of the school day (8:00a.m. – 8:37.5 a.m.) Phonemic Awareness, Phonics, Fluency, and Automaticity Program used with small groups for Grade 3 and 4 students in Group A. Teachers push in during the extended day.
Mathematics	At the end of every unit assessment, instructors analyze the standards that each of their targeted population did not meet. Specific interventions in the targeted areas are implemented. Instructors use the standards as their roadmap for intervention and the students' individual profile. Students enjoy playing the games, which makes learning fun, they are thinking critically as they are "playing" the games, and students are given the opportunity to practice and master basic skills. Mathematics games build fact and operations skills along with reinforcing other skills, such as using a calculator exchanging money, shopping, investing, and intuition and probability. Pre-Kindergarten uses the Everyday Math program, while grades Kindergarten Math Steps – Houghton Mifflin: This Kindergarten through Middle Grades mathematics program explicitly teaches all the essential content and required skills covered at each grade level. It contains a comprehensive program and easily managed tutorial for intervention and remediation
Science	Tier I intervention in the classroom *See Below
Social Studies	Tier I intervention in the classroom See Below
At-risk Services provided by the Guidance Counselor	Small groups & 1:1 during the school day 1:1 during the school day. Small Groups & 1:1 during the school day Once a week during school hours with individual students & their parents.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**Teachers are well aware of the strategic use of data to drive their instruction. We have trained our teachers on how to conduct focus groups in the content areas in order to support students who need it in their classrooms. Our school is undergoing training on the effective implementations of RTI in the classrooms.

**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 would 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

The Shakespeare School Parental Involvement Policy

The Shakespeare School, in consultation with parents, will develop the following parent involvement policy. The school in consultation with the parents will encourage relevant and agree upon activities that will support effective parental involvement to strengthen student academic achievement.

Part I- General Expectations

The Shakespeare School agrees to implement the following statutory requirements:

- The Shakespeare school offers academic intervention programs, as well as enrichments programs during and after school hours to selected students. Programs will be in place to support ELL and Children with special needs. Parent activities will be conducted to support student academic achievement in accordance with the Title I Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA/NCLB). The programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A Parental involvement requirements, to the extent practicable, the Shakespeare school will provide full opportunities for the participation of parents with Limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under section 111-state Plans of the ESEA/NCLB in an understandable and uniform format and, including alternative formats upon request and to the practicable, in a language parents understand.
- The Shakespeare school will involve the parents of children served in Title I Part A program(s) in decision about how the Title I, Part A fund reserved for parental involvement is spent during Title 1 parent meetings.

Part II

Description of how the Shakespeare School will implement the required school parental involvement policy components

1. The Shakespeare school will take the following actions to involve parents in the joint development of the District/Region Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA/NCLB.
The school will support the goals of the District to educate all students effectively. The Shakespeare school and the parents will work as partners. Although the parents are diverse in culture, language, and needs, they share the school's commitment to the educational success of

their children. This school district and the schools within its boundaries, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

Actions

The Shakespeare School will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and school improvement of the ESEA/NCLB:

Activities such as:

- School-Wide Needs Assessment Survey (once or every two years)
- Focus Walks, Learning Walks, Curriculum Meetings
- Parent Survey
- Monthly Newsletter/Calendar in English and Spanish
- Home-School Notebook – goals sent home to parents in six week cycles
- 25 Book Parade
- Use of the Shakespeare Blog to increase communication with parents
- Outdoor marquee to inform parents of school events, half days, etc.
- Wall-mounted televisions in main office and east-yard to enhance communication with parents

Mathematics:

- Workshop on Math Skill Building
- Monthly workshops to support learning

English Language Learners:

- ELL Workshop on ESL Methodologies

Pre-K

- Curriculum Night
- Pre-K Open House
- Pre-K Orientation

Academic Intervention Services- School-Wide Program (Title I)

- Pull- out
- Push-in
- Reading resources
- Math resources
- After-School programs
- Project Arts
- Astor Program (CBO)
- Extended Day program

Actions

2. The Shakespeare School will coordinate and integrate parental involvement strategies under the following programs:

Volunteer Tutoring Services, Student/ Community Workshop, Learning Leaders, Family Literacy/Math Night, Principal/Parent Advisory Committee, and Parent Breakfast with the Principal.

Actions

The Shakespeare School will assist parents of children by undertaking the actions described in this paragraph: Providing Professional Development Workshop on:

- The state's academic content standards.
- The state's student academic achievement standards.
- The state and local academic assessments including alternate assessments
- The requirements of Title I, Part A; ESEA/NCLB
- How to monitor their child's progress.
- How to work with educators.
- Communication between home and school is regular, to ways and meaningful.
- Responsible parenting is promoted and supported
- Parents play an integral role in assisting student learning
- Parents are welcome in the school, and their support and assistance is sought. Tutoring is provided by learning leader agency
- Parents are full partners in the decisions that affect children and families.
- Community resources are made available to strengthen school programs, family practices, and student learning
- Phase I: Special Needs Students
- Phase II Special Needs Students

Actions

In state and out of state workshops, conferences and /or classes, equipment or material that may be necessary to ensure success.

- The Shakespeare School will provide materials, transportation, and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by NYSABE Conference, CSA Conference, and Learning Leaders Parent Training, Classroom parent Representative, Principal/Parent Advisory Committee, and Parent Academies.

Actions

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

- Translated monthly newsletters
- Parent's Handbook (translated in English and Spanish)
- Calendars outlining monthly events
- General flyers
- Face-to-face contact by the parent coordinator (outreach)
- Student backpack flyers.

Part III Discretionary school parental involvement policy components

Other activities included:

- Inform parents
- Provide necessary literacy training for parents from Title I, Part A funds, if the school District has exhausted all other reasonably available sources of funding for that training: (Parent Academies)
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care cost, to enable parents to participate in school-related meetings and training sessions; Stipends, metro-cards
- Training parents to enhance the involvement of other parents; PTA Workshops
- In order to maximize parental involvement and participation in their children's education, school meetings are arranged at a variety of times
- Adopting and implementing model approaches to improving parental involvement; Conducting engaging parent academies. Parent Leader Training
- Participation in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs; PAC, CDEC, and CEC, Title I Parent Committee
- Development of appropriate roles for community-base organizations and business, including faith-based organization, in parental involvement activities and providing other reasonable support for parental involvement activities under Section 1118-Parental Involvement, as parents may request.

Part IV-Adoption

The School Parental Involvement Policy and the School–Parent Compact have been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by: Lilia Navarrete

This policy was adopted by the Shakespeare School on September 2011 and will be in effect for the period of June 2012. The school will distribute this policy to all parents participating in Title I, Part A children on or before 11/07/11.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Ben Waxman	District 09	Borough Bronx	School Number 199
School Name The Shakespeare School			

B. Language Allocation Policy Team Composition

Principal Lilia Navarrete	Assistant Principal Griselle Medina
Coach Maria Abreu	Coach Maria Abreu
ESL Teacher Celeste Castillo	Guidance Counselor type here
Teacher/Subject Area Magaly Bonnet, Bil. Teacher	Parent
Teacher/Subject Area Grace-Ann Fogah, ESL	Parent Coordinator Sandra Lopez
Related Service Provider type here	Other Myrna Salguero, Sp. Ed. Teacher
Network Leader Ben Waxman	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	7	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	0
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	739	Total Number of ELLs	170	ELLs as share of total student population (%)	23.00%
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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. 

Paste response to questions 1-6 here Paste response to questions 1-6 here Part II: ELL Identification Process

ELL Identification Process: Screening, Initial Informal and Formal Interviews, Initial Assessment, Program Placement and Annual Assessment

As per CR Part 154, our school completes the English Language Learners (ELLs) identification process of newly enrolled students within ten school days of initial enrollment. When a parent first comes to enroll his or her child, a licensed ESL pedagogue meets with the parent and the child to make an initial determination of the child's home language. After this initial meeting and informal interview, the process is formalized with the completion of a Home Language Identification Survey (HLIS). This survey is given in the parent's home language if a translated version is available. The school makes every effort to provide translated materials to parents who speak a language other than English. When necessary, parents are offered over-the phone interpretation services from the Translation and Interpretation Unit. After a parent completes the HLIS, the ESL teacher reviews the Home Language Identification Survey and determines if the child is eligible to be tested using the Language Assessment Battery Revised (LAB-R), which is a test that establishes English language proficiency. Within ten school days of admission, the LAB-R is administered to eligible students. The children that score at or below the proficiency level on the LAB-R are designated as English Language Learners and become entitled to ESL/Bilingual Education services. In addition, if LAB-R results indicate that a child is an ELL and Spanish is spoken in the home, she or he must also take the Spanish LAB to determine language dominance.

Within ten school days, parents/guardians of students that are identified as ELLs are invited to attend an orientation meeting for newly identified ELLs. The orientation session is conducted in English and Spanish. A translator is also available to provide translation services to parents who speak other languages. A translation device is also available for parents who need further assistance. It is during this orientation meeting that we inform and explain to parents about our Transitional Bilingual and Free Standing ESL Programs. Parents are informed about the different ESL/Bilingual and Dual Language programs available in New York City. Parents also watch a video in which all programs are described in detail. We provide them with a parent survey and selection form for them to select the program of their choice. After the group presentation is completed, individual interviews with parents are conducted to help parents select the program that best addresses the needs of their children. The ESL teachers and the Bilingual/ESL supervisor answer any additional questions or concerns parents might have. We also distribute literature regarding the programs available in the school and other schools in the city. Parents who do not attend the meeting nor return the Parent Survey and Program Selection forms are called to set up individual meetings. The school has strengthened its systems for collecting Parent Option Letters. The following measures have been implemented for the 2011-2012 school year to ensure that parents receive information and complete Parent Survey and Program Selection forms.

- Parent Orientations are held frequently.
Parent Orientation meetings are held both in the mornings and in the afternoons.

- Individual meetings are held for parents to accommodate diverse scheduling needs.
- Follow-up phone calls for parents who do not attend orientation meetings.
- Home visits.

Parents' choices are reviewed and used to determine placement. Parents are notified of such placement. After entitled students are properly placed in a program, their progress is monitored closely during the year. ELLs are continuously assessed in order to measure steady progress in attaining English language proficiency. Informal and formal assessments such as conferences, observations and teacher made tests are used to monitor students' academic growth. Each spring students are tested with the New York State English as a Second Language Achievement Test (NYSESLAT). At the beginning of the school year, the school notifies parents of the NYSESLAT results and their child's eligibility for services. Parents are sent continuation of services letters or non-entitlement letters.

The results of the Parent Survey and Program Selection forms indicate that parents of students newly arrived into the United States want their children in a transitional bilingual program. Also parents of students in the lower grades (K-2) choose the transitional bilingual program. Parents of ELL students, who speak languages other than Spanish, enroll their children in the free-standing English as a Second Language Program. The school makes every effort to honor parents' requests. However, when a class cannot be formed because the number of students belonging to the same language group does not require the offering of a bilingual education program, the supervisor in charge of the ESL/Bilingual program informs parents about transfer options and other programs available in the New York City Public School System. According the Parent Surveys and Program Selection Forms of newly identified ELLs, most parents chose to enroll their children in the Transitional Bilingual Program. P.S.199x currently does not offer a Dual Language Program. Systematic and periodic review of the Parent Surveys and Program Selection forms show that the prevailing choices are ESL and TBE. Should parents choose a Dual Language Program as their first choice, then the school will look into setting up a Dual Language program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained														0
Push-In						2								2
Total	1	1	1	1	1	3	0	8						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	167	Newcomers (ELLs receiving service 0-3 years)		Special Education	13
SIFE	9	ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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	80	7	0	7	1	0				87
Dual Language										0
ESL	60	1	8	23		5				83
Total	140	8	8	30	1	5	0	0	0	170

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	17	10	10	19	14								87
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	17	17	10	10	19	14	0	87						

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	12	11	12	8	18								70
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian			1											1
French	1				2	1								4

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	1	4		1								8
TOTAL	11	13	13	16	10	20	0	83						

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?

Given the variability in our students' backgrounds, they often need different pathways towards academic success. In order to meet this challenge, our school offers two programs for English Language Learners – the Transitional Bilingual Program and the Free Standing English as a Second Language Program. Both programs are designed to develop English language proficiency and assist the students to meet high academic standards.

Transitional Bilingual Program (TBE) - Spanish - Our school has six transitional bilingual classes. There is a bilingual class in each grade. Research indicates that there is a strong and positive correlation between literacy in the native language and learning English (Clay, 1993) and that the degree of children's native language proficiency is a strong predictor of their English language development (Snow, Burns, & Griffin, 1998). The transitional bilingual program is designed to offer the students grade-level academic work in their native language so that students maintain academic progress while developing English proficiency. In this program, content area instruction is taught in the students' native language. English is taught using ESL methodology to assist ELL students in attaining English proficiency so they are prepared to later enter the all-English mainstream general education classes. Teachers in the TBE differentiate instruction, teaching in the native language for different amounts of time depending on the students' English proficiency levels. Students at the beginning level are

A. Programming and Scheduling Information

taught for 60% of the day in their native language and for 40% in English; Intermediate ELLs are taught in English half of the time (50%); advanced students receive most of their instruction in English (75%) and 25% in the native language.

Instruction is delivered through the workshop model using a balanced literacy approach. Students at the beginning level in a TBE class receive 1 unit of Native Language Arts (NLA) instruction per week (mini-lesson and independent work/conferring), 2 units of ESL per week, 1 unit of writing in the native language, 1 unit of math instruction mostly in the native language and forty-five minutes of enrichment classes such as art, music, dance, physical education and health. Each day, a 45-minute period (1 unit per week) is dedicated to social studies and science, which are taught mostly in the native language.

Instruction in the Freestanding ESL program is also delivered using the workshop model. Advanced students receive 1 unit per week of English Language Arts (ELA) instruction per week, 1 unit per week of writing (mini-lesson and independent work/conferring.), 1 unit of ESL per week. They also receive ninety minutes per day of math instruction (2 units per week) in English with native language support if necessary and 45 minutes of enrichment classes such as art, music, dance, physical education and health. A 45-minute period a day (1 unit per week) is dedicated to social studies or science, which are taught in English using ESL methodology.

Students in the TBE program are heterogeneously grouped by grade with different English proficiency levels as well as different Spanish proficiency levels.

The goals of a TBE program are as follows:

- Provide instruction in two languages: the language spoken at home and English. In the beginning stages of English language development, 60% of instructional time will take place in the student's native language and 40% in English. As the students develop fluency in English, instructional time in English increases.
- Provide grade-level academic work in the student's native language so that the student maintains academic progress while developing English proficiency.
- Help ELLs attain English language proficiency within three years.
- Help ELLs meet or exceed New York State and City standards.
- In TBE programs, as each student develops his or her English proficiency, time allocated to the native language instruction shifts to the English language until the student is ready to enter an all-English program.

Free Standing English as a Second Language (ESL) - Students in freestanding ESL programs receive all instruction in English and the required ESL units of instruction according to his or her English proficiency level. Students are heterogeneously mixed with the wider school population. Our school has the following two ESL instructional program models:

“Push-In” Model - This model is established in monolingual classes with a large population of ELL students. In this model, a certified ESL teacher works in collaboration with the classroom teacher to provide English instruction using ESL methodology in the academic content areas such as math, science, social studies and English Language Arts, among other subjects.

“Pull-Out” Model - This model is established in grades where the ELL students are in different monolingual classes throughout the same grade. In this model, students enrolled in monolingual classes are pulled out of their regular classroom to receive ESL instruction by a certified ESL teacher. The student's proficiency level determines the number of ESL units the student receives.

There are many structures in place to ensure that ELLs have equal access to all school programs. All of our ELL students were invited to participate in our Extended Day, AfterSchool and Tutoring programs. In these programs students receive small group instruction focused on language development. Additionally, many of our ELLs participate in the Supplemental Educational Services (SES). ELLs participate in all school activities.

Differentiating Instruction for ELL Subgroups

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%

A. Programming and Scheduling Information

Students with Interrupted Formal Education (SIFE) require additional support to facilitate their integration into the school system. Our

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?

Paste response to questions 8-17 here

Small group instruction is provided by the ESL and Academic Intervention teachers. ELLs receive AIS in small groups to enhance their reading and writing skills as well as other content areas. AIS teachers focus on basic grade level skill. Being a Writer is used to provide a comprehensive writing and grammar support for a range of writing genres. Foundations is used to provide phonemic awareness, phonics and fluency.

Former ELLs

ELLs who reached proficiency on the NYSESLAT are provided with support as they transition into mainstream classes. They receive Academic Intervention Services (AIS) by a reading specialist. These students receive small group instruction utilizing a variety of methodologies that address the NYS Learning Standards. In addition, these students will continue to have testing accommodations such as separate location, time extension and bilingual dictionaries to support them in class and state tests.

No programs or services will be discontinued.

In order to raise the standards for all ELLs, all school programs and activities are open to ELLs. ELLs are invited to participate in the Title III After School Program and are mandated to participate in the school Extended Day program.

Our school has a state-of-the-art technology lab where students receive instruction through a computer-based instructional program, called Imagine Learning. With this program, students receive one-on-one instruction through engaging activities specifically designed to meet their individual needs. All classrooms are equipped with Smart Boards which enhance instruction and learning. In addition, every classroom has at least two computers and laptops are available to students. The school provides students with targeted intervention materials to support student learning. ELLs have access to a wide variety of materials specifically designed for ELLs: Getting Ready for the NYSESLAT and Beyond, Rigby, Empire State NYSESLAT, On Our Way to English and ELLs: The Finish Line. Classrooms have extensive libraries. In the TBE program, each classroom has a rich selection of books in Spanish.

Each classroom in the bilingual program is enriched with bilingual libraries. Teachers deliver instruction of the content areas in the native language. In TBE classrooms charts are posted in both English and Spanish. In the ESL program students use bilingual dictionaries and glossaries.

Language electives are currently not offered at P.S. 199x

The Rigby: On Our Way to English and Foundations are used to provide literacy and content instruction.

A. Programming and Scheduling Information

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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- Compliance Issues for Bilingual Education Programs
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- Preparing the Students for the NYSESLAT
- Danielson's Framework for Teaching

The school will offer 7.5 hours of ELL training to all faculty members. These trainings take place during staff development days and/or after school.

Courses Taught in Languages Other than English

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?
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Workshops/Activities:

- Principal /Parent breakfast
- Parent Holiday Celebration
- Preparing Your Child for NYSESLAT
- Parent Workshop (State ELA and Math tests)

To evaluate the needs of the parents, we conduct surveys and informal interviews as well as ask for feedback during meetings. The school also takes a close look at results of the parent annual evaluation, which helps us determine the needs and concerns of our parents. Parents are invited to montly PTA meetings to share ideas or concerns they may have.

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%	

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?

Paste response to questions 8-17 here

Small group instruction is provided by the ESL and Academic Intervention teachers. ELLs receive AIS in small groups to enhance their reading and writing skills as well as other content areas. AIS teachers focus on basic grade level skill. Being a Writer is used to provide a comprehensive writing and grammar support for a range of writing genres. Foundations is used to provide phonemic awareness, phonics and fluency.

Former ELLs

ELLs who reached proficiency on the NYSESLAT are provided with support as they transition into mainstream classes. They receive Academic Intervention Services (AIS) by a reading specialist. These students receive small group instruction utilizing a variety of methodologies that address the NYS Learning Standards. In addition, these students will continue to have testing accommodations such as separate location, time extension and bilingual dictionaries to support them in class and state tests.

No programs or services will be discontinued.

In order to raise the standards for all ELLs, all school programs and activities are open to ELLs. ELLs are invited to participate in the Title III After School Program and are mandated to participate in the school Extended Day program.

Our school has a state-of-the-art technology lab where students receive instruction through a computer-based instructional program, called Imagine Learning. With this program, students receive one-on-one instruction through engaging activities specifically designed to meet their individual needs. All classrooms are equipped with Smart Boards which enhance instruction and learning. In addition, every classroom has at least two computers and laptops are available to students. The school provides students with targeted intervention materials to support student learning. ELLs have access to a wide variety of materials specifically designed for ELLs: Getting Ready for the NYSESLAT and Beyond, Rigby, Empire State NYSESLAT, On Our Way to English and ELLs: The Finish Line. Classrooms have extensive libraries. In the TBE program, each classroom has a rich selection of books in Spanish.

Each classroom in the bilingual program is enriched with bilingual libraries. Teachers deliver instruction of the content areas in the native language. In TBE classrooms charts are posted in both English and Spanish. In the ESL program students use bilingual dictionaries and glossaries.

Language electives are currently not offered at P.S. 199x

C. Schools with Dual Language Programs

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- Learning Standards for ESL and New Standards for ELA
- Scaffolding Instruction for ELLs
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- Danielson's Framework for Teaching

The school will offer 7.5 hours of ELL training to all faculty members. These trainings take place during staff development days and/or after school.

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

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

Paste response to questions 1-6 here

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.

All forms of assessments are used to drive instruction across the different programs. The DRA is used to determine students' reading levels. ECLAS is used to assess the literacy skills of ELLs in grades K-3 and STAR Reading Enterprise assessments measure overall student achievement. Teachers have received copies of their students' NYSESLAT scores and use this information along with informal observations to differentiate lessons for all students as well as for grouping them during instructional time. According to the spring 2011 NYSESLAT, the majority of ELLs in the upper grades (3-5) scored at the advanced level. Fifty eight percent of ELLs in grade five scored at the advanced level. Whereas, the majority of ELLs in grades K-1 scored at the beginning and intermediate levels. Fifty seven percent of ELLs in Kindergarten scored at the beginning level.

After reviewing the NYSESLAT results, we found that speaking and listening were the modalities where our students obtained the highest scores. In the listening and speaking modalities, 6% of all the students tested scored at the beginning level, 17% percent at the intermediate level and 36% at the advanced level. Forty one percent of the students passed the listening/speaking modality in the spring 2011 NYSESLAT. Speaking, especially for social interaction, is usually the first modality that students master; then they acquire listening skills. Reading achievement closely follows listening. As is true for their English-speaking peers, English Language Learners have the most difficulty with writing.

In examining the data, we found that students' area of weaknesses were reading and writing. In these modalities, 26% of all the students tested scored at the beginning level, 29% at the intermediate level and 38% at the advanced level. Seven percent of the students were proficient in this modality.

Spring 2011 English Language Arts

The Performance of English Language Learners in the New York State English Language Arts Test in the 2010-2011 school year reflects the progress that our ELLs have made in reading as well as the areas in which they need to improve. This year there was a decrease in the number of level ones. The performance trends as a result of an analysis of overall ELA student progress over the past five years indicated that students have made progress in both ELA and Math. The data shows that the newly arrived students in the bilingual class who did not meet the performance standard in science may have lacked the content knowledge required for the test. Perhaps the test included questions that were not part of the curriculum in their native country.

After looking at this data, intervention programs such as AIS, Imagine Learning, and afterschool programs have been put in place to support ELLs in their acquisition of a new language and content knowledge. In addition, each classroom teacher has selected three to five ELLs to be part of the Inquiry Team. The focus is the development of academic vocabulary and writing which incorporates the 6+1 writing traits.

ELLs enrolled in the Transitional Bilingual Program did not fare well in the math test. In third grade 8 students scored at level 1. Only one student in the Free Standing ESL program scored at level.

NYS Science Exam

This exam is given in the native language and in English. The majority of the students who took this test met or exceeded the standards. Thirteen percent scored at level 4, 50% scored at level 3, 13% scored at level 2, and 10% at level 1. There were three students enrolled in the TBE program who scored at level 1 and one in the Freestanding ESL program.

ELL in the Bilingual Program are assessed in their native language (Spanish) with El Examen de Lectura en Español (ELE). They are also assessed formally and informally by their teachers. Students are administered running records in Spanish to monitor their progress in the native language.

Early Childhood Literacy Assessment System (ECLAS-2)

Our school uses the ECLAS-2 assessment for grades K-3 and contains 8 levels. Each level provides benchmarks that correspond to a specific grade and term. Students are tested in four strands: phonemic awareness, phonics, reading and oral expression, and reading and writing. Based on the results of this assessment, teachers differentiate instruction to meet the specific needs of each student.

Even though a large number of students increased at least a level in the NYSESLAT, the percentage of students scoring out remains below 30% percent. It is evident that our English Language Learners need to be immersed in rigorous activities that promote their receptive and expressive skills. We strongly believe that providing equal access to the highest level of education is the key to our ELLs' overall academic

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Workshops/Activities:

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- Parent Workshop (State ELA and Math tests)

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	14	21	5	5	8	7								60
Intermediate(I)	6	8	8	9	8	8								47
Advanced (A)	8	4	9	11	12	19								63
Total	28	33	22	25	28	34	0	0	0	0	0	0	0	170

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	0	0	1	2								
	I	4	2	3	8	5								
	A	10	15	14	4	4								
	P	10	2	10	9	22								
READING/ WRITING	B	17	4	3	4	6								
	I	7	6	10	7	8								
	A	4	4	11	11	18								
	P		5	3		1								

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	13	10		29
4	3	23	7	1	34
5					0
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		8	4	8	10	5			35
4	1	3	14	9	14	2	2		45
5									0
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	3	4	7	15	5	5		40
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								

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Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/11
	Assistant Principal		11/1/11
	Parent Coordinator		11/1/11
	ESL Teacher		11/1/11
	Parent		11/1/11
	Teacher/Subject Area		11/1/11
	Teacher/Subject Area		11/1/11
	Coach		11/1/11
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Debra Maldonado	District 09	Borough Bronx	School Number 199
School Name The Shakespeare School			

B. Language Allocation Policy Team Composition

Principal Lilia Navarrete	Assistant Principal Griselle Medina
Coach Maria Abreu	Coach Maria Abreu
ESL Teacher Celeste Castillo	Guidance Counselor Ms. Alicedel Ramirez
Teacher/Subject Area Magaly Bonnet, Bil. Teacher	Parent
Teacher/Subject Area Grace-Ann Fogah, ESL	Parent Coordinator Sandra Lopez
Related Service Provider type here	Other Myrna Salguero, Sp. Ed. Teacher
Network Leader Ben Waxman	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	7	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	739	Total Number of ELLs	170	ELLs as share of total student population (%)	23.00%
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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. 

Paste response to questions 1-6 here Paste response to questions 1-6 here Part II: ELL Identification Process

ELL Identification Process: Screening, Initial Informal and Formal Interviews, Initial Assessment, Program Placement and Annual Assessment

As per CR Part 154, our school completes the English Language Learners (ELLs) identification process of newly enrolled students within ten school days of initial enrollment. When a parent first comes to enroll his or her child, a licensed ESL pedagogue meets with the parent and the child to make an initial determination of the child's home language. An informal student interview in native language and English is conducted to assess language dominance. If the student does not speak any language other than English, then the student is placed in a general education program. After this initial meeting and informal interview, the process is formalized with the completion of a Home Language Identification Survey (HLIS). This survey is given in the parent's home language if a translated version is available. The school makes every effort to provide translated materials to parents who speak a language other than English. When necessary, parents are offered over-the-phone interpretation services from the Translation and Interpretation Unit. After a parent completes the HLIS, the ESL teacher reviews the Home Language Identification Survey and determines if the child is eligible to be tested using the Language Assessment Battery Revised (LAB-R), which is a test that establishes English language proficiency. Within ten school days of admission, the LAB-R is administered to eligible students. The children that score at or below the proficiency level on the LAB-R are designated as English Language Learners and become entitled to ESL/Bilingual Education services. In addition, if LAB-R results indicate that a child is an ELL and Spanish is spoken in the home, she or he must also take the Spanish LAB to determine language dominance.

Within ten school days, parents/guardians of students that are identified as ELLs are invited to attend an orientation meeting for newly identified ELLs. The orientation session is conducted in English and Spanish. A translator is also available to provide translation services to parents who speak other languages. A translation device is also available for parents who need further assistance. It is during this orientation meeting that we inform and explain to parents about our Transitional Bilingual and Free Standing ESL Programs. Parents are informed about the different ESL/Bilingual and Dual Language programs available in New York City. Parents also watch a video in which all programs are described in detail. We provide them with a parent survey and selection form for them to select the program of their choice. After the group presentation is completed, individual interviews with parents are conducted to help parents select the program that best addresses the needs of their children. The ESL teachers and the Bilingual/ESL supervisor answer any additional questions or concerns parents might have. We also distribute literature regarding the programs available in the school and other schools in the city. Parents who do not attend the meeting nor return the Parent Survey and Program Selection forms are called to set up individual meetings. The school has strengthened its systems for collecting Parent Option Letters. The following measures have been implemented for the 2011-2012 school year to ensure that parents receive information and complete Parent Survey and Program Selection forms.

- Parent Orientations are held frequently.
Parent Orientation meetings are held both in the mornings and in the afternoons.
- Individual meetings are held for parents to accommodate diverse scheduling needs.
- Follow-up phone calls for parents who do not attend orientation meetings.
- Home visits.

Parents' choices are reviewed and used to determine placement. Parents are notified of such placement. Copies of the entitlement letters, program selection forms and placement letters are kept in a binder in the main office. The original letters and survey forms are placed in the students' cumulative records. After entitled students are properly placed in a program, their progress is monitored closely during the year. ELLs are continuously assessed in order to measure steady progress in attaining English language proficiency. Informal and formal assessments such as conferences, observations and teacher made tests are used to monitor students' academic growth. Each spring students are tested with the New York State English as a Second Language Achievement Test (NYSESLAT). The RLAT, RLAB and the LRER reports as used to ensure that every student eligible to take the NYSESLAT is tested. School administrators as well as the ESL teachers revised all available data to ensure that students take all the four components of the NYSESLAT. At the beginning of the school year, the school notifies parents of the NYSESLAT results and their child's eligibility for services. Parents are sent continuation of services letters or non-entitlement letters.

The results of the Parent Survey and Program Selection forms indicate that parents of students newly arrived into the United States want their children in a transitional bilingual program. Also parents of students in the lower grades (K-2) choose the transitional bilingual program. Parents of ELL students, who speak languages other than Spanish, enroll their children in the free-standing English as a Second Language Program. The school makes every effort to honor parents' requests. However, when a class cannot be formed because the number of students belonging to the same language group does not require the offering of a bilingual education program, the supervisor in charge of the ESL/Bilingual program informs parents about transfer options and other programs available in the New York City Public School System. According the Parent Surveys and Program Selection Forms of newly identified ELLs, most parents chose to enroll their children in the Transitional Bilingual Program. P.S.199x currently does not offer a Dual Language Program. Systematic and periodic review of the Parent Surveys and Program Selection forms show that the prevailing choices are ESL and TBE. Should parents choose a Dual Language Program as their first choice, then the school will look into setting up a Dual Language program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional	1	1	1	1	1	1								6

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	170	Newcomers (ELLs receiving service 0-3 years)	140	Special Education	13
SIFE	10	ELLs receiving service 4-6 years	30	Long-Term (completed 6 years)	

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	80	7	0	7	1	0				87
Dual Language										0
ESL	60	1	8	23		5				83
Total	140	8	8	30	1	5	0	0	0	170

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	17	10	10	19	14								87
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	17	17	10	10	19	14	0	87						

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	12	11	12	8	18								70
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian			1											1
French	1				2	1								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	1	4		1								8
TOTAL	11	13	13	16	10	20	0	83						

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?

Given the variability in our students' backgrounds, they often need different pathways towards academic success. In order to meet this challenge, our school offers two programs for English Language Learners – the Transitional Bilingual Program and the Free Standing English as a Second Language Program. Both programs are designed to develop English language proficiency and assist the students to meet high academic standards.

A. Programming and Scheduling Information

Transitional Bilingual Program (TBE) - Spanish - Our school has six transitional bilingual classes. There is a bilingual class in each grade. Research indicates that there is a strong and positive correlation between literacy in the native language and learning English (Clay, 1993) and that the degree of children's native language proficiency is a strong predictor of their English language development (Snow, Burns, & Griffin, 1998). The transitional bilingual program is designed to offer the students grade-level academic work in their native language so that students maintain academic progress while developing English proficiency. In this program, content area instruction is taught in the students' native language. English is taught using ESL methodology to assist ELL students in attaining English proficiency so they are prepared to later enter the all-English mainstream general education classes. Teachers in the TBE differentiate instruction, teaching in the native language for different amounts of time depending on the students' English proficiency levels. Students at the beginning level are taught for 60% of the day in their native language and for 40% in English; Intermediate ELLs are taught in English half of the time (50%); advanced students receive most of their instruction in English (75%) and 25% in the native language.

Instruction is delivered through the workshop model using a balanced literacy approach. Students at the beginning level in a TBE class receive 1 unit of Native Language Arts (NLA) instruction per week (mini-lesson and independent work/conferring), 2 units of ESL per week, 1 unit of writing in the native language, 1 unit of math instruction mostly in the native language and forty-five minutes of enrichment classes such as art, music, dance, physical education and health. Each day, a 45-minute period (1 unit per week) is dedicated to social studies and science, which are taught mostly in the native language.

Instruction in the Freestanding ESL program is also delivered using the workshop model. Advanced students receive 1 unit per week of English Language Arts (ELA) instruction per week, 1 unit per week of writing (mini-lesson and independent work/conferring.), 1 unit of ESL per week. They also receive ninety minutes per day of math instruction (2 units per week) in English with native language support if necessary and 45 minutes of enrichment classes such as art, music, dance, physical education and health. A 45-minute period a day (1 unit per week) is dedicated to social studies or science, which are taught in English using ESL methodology.

Students in the TBE program are heterogeneously grouped by grade with different English proficiency levels as well as different Spanish proficiency levels.

The goals of a TBE program are as follows:

- Provide instruction in two languages: the language spoken at home and English. In the beginning stages of English language development, 60% of instructional time will take place in the student's native language and 40% in English. As the students develop fluency in English, instructional time in English increases.
- Provide grade-level academic work in the student's native language so that the student maintains academic progress while developing English proficiency.
- Help ELLs attain English language proficiency within three years.
- Help ELLs meet or exceed New York State and City standards.
- In TBE programs, as each student develops his or her English proficiency, time allocated to the native language instruction shifts to the English language until the student is ready to enter an all-English program.

Free Standing English as a Second Language (ESL) - Students in freestanding ESL programs receive all instruction in English and the required ESL units of instruction according to his or her English proficiency level. Students are heterogeneously mixed with the wider school population. Our school has the following two ESL instructional program models:

“Push-In” Model - This model is established in monolingual classes with a large population of ELL students. In this model, a certified ESL teacher works in collaboration with the classroom teacher to provide English instruction using ESL methodology in the academic content areas such as math, science, social studies and English Language Arts, among other subjects.

“Pull-Out” Model - This model is established in grades where the ELL students are in different monolingual classes throughout the same grade. In this model, students enrolled in monolingual classes are pulled out of their regular classroom to receive ESL instruction by a certified ESL teacher. The student's proficiency level determines the number of ESL units the student receives.

A. Programming and Scheduling Information

There are many structures in place to ensure that ELLs have equal access to all school programs. All of our ELL students were invited to participate in our Extended Day, AfterSchool and Tutoring programs. In these programs students receive small group instruction focused on language development. Additionally, many of our ELLs participate in the Supplemental Educational Services (SES). ELLs participate in all school activities.

Differentiating Instruction for ELL Subgroups

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
students with interrupted formal education (SIFE), receive small group instruction from either their classroom teacher or an Academic Intervention Specialist (AIS), using the Foundations and/or Rigby Programs, and attend the After-School Program. Teachers use extra-linguistic cues to embed language in meaningful contexts. In addition, our school has a state-of-the-art technology lab where students receive instruction through a computer-based instructional program where they have the opportunity to develop their phonemic and phonetic awareness.	100%	100%	100%
Ongoing assessment is used to measure their academic progress.	75%	75%	75%
	50%	50%	50%
	25%	25%	25%
Many of the students in this category choose the Transitional Bilingual Program. The school offers the following support services to newcomers: The Extended Day program, which provides small group instruction to target their specific needs, an after school program funded by Title III and Academic Intervention Services.	100%	100%	100%
	75%	75%	75%
	50%	50%	50%
	25%	25%	25%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

school and the community

ELLs Receiving Service 4 to 6 Years

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?

Paste response to questions 8-17 here

Small group instruction is provided by the ESL and Academic Intervention teachers. ELLs receive AIS in small groups to enhance their reading and writing skills as well as other content areas. AIS teachers focus on basic grade level skill. Being a Writer is used to provide a comprehensive writing and grammar support for a range of writing genres. Foundations is used to provide phonemic awareness, phonics and fluency.

Former ELLs

ELLs who reached proficiency on the NYSESLAT are provided with support as they transition into mainstream classes. They receive

A Programming and Scheduling Information

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?

Paste response to questions 8-17 here

Small group instruction is provided by the ESL and Academic Intervention teachers. ELLs receive AIS in small groups to enhance their reading and writing skills as well as other content areas. AIS teachers focus on basic grade level skill. Being a Writer is used to provide a comprehensive writing and grammar support for a range of writing genres. Foundations is used to provide phonemic awareness, phonics and fluency.

Former ELLs

ELLs who reached proficiency on the NYSESLAT are provided with support as they transition into mainstream classes. They receive Academic Intervention Services (AIS) by a reading specialist. These students receive small group instruction utilizing a variety of methodologies that address the NYS Learning Standards. In addition, these students will continue to have testing accommodations such as separate location, time extension and bilingual dictionaries to support them in class and state tests.

No programs or services will be discontinued.

In order to raise the standards for all ELLs, all school programs and activities are open to ELLs. ELLs are invited to participate in the Title III After School Program and are mandated to participate in the school Extended Day program.

Our school has a state-of-the-art technology lab where students receive instruction through a computer-based instructional program, called Imagine Learning. With this program, students receive one-on-one instruction through engaging activities specifically designed to meet their individual needs. All classrooms are equipped with Smart Boards which enhance instruction and learning. In addition, every classroom has at least two computers and laptops are available to students. The school provides students with targeted intervention materials to support student learning. ELLs have access to a wide variety of materials specifically designed for ELLs: Getting Ready for the NYSESLAT and Beyond, Rigby, Empire State NYSESLAT, On Our Way to English and ELLs: The Finish Line. Classrooms have extensive libraries. In the TBE program, each classroom has a rich selection of books in Spanish.

Each classroom in the bilingual program is enriched with bilingual libraries. Teachers deliver instruction of the content areas in the native language. In TBE classrooms charts are posted in both English and Spanish. In the ESL program students use bilingual dictionaries and glossaries.

Language electives are currently not offered at P.S. 199x

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)?

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

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.

Paste response to questions 1-3 here Professional development is a key component for academic success. We at the Shakespeare School are committed to provide our entire bilingual, ESL teachers and all staff with a comprehensive professional development program that will meet each teacher's individual needs. Teachers are provided with a professional development survey at the beginning of the school year in order to assess their strengths and weaknesses. Staff development consists of professional workshops and activities at lunchtime, grade meetings/planning sessions and after school meetings. Study groups engage in reviews of professional books and materials.

Early in the year, general education and special education teachers, guidance counselors, speech therapists and other staff complete a professional development assessment that allows the administration to customize professional development. Staff also completes a year-end self-evaluation form to define personal goals and objectives. All faculty participates in staff development. Every week specialists which includes guidance counselors, speech therapists, psychologists meet for staff development. The Principal, three APs and two coaches develop and revise the yearly professional development calendar. Topics include, but are not limited to the following

- Compliance Issues for Bilingual Education Programs
- Learning Standards for ESL and New Standards for ELA
- Scaffolding Instruction for ELLs
- Preparing the Students for the NYSESLAT
- Danielson's Framework for Teaching

The school will offer 7.5 hours of ELL training to all faculty members. These trainings will take place during staff development days and/or after school. The school will keep agendas and attendance.

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?

Paste response to questions 1-4 The school recognizes that parental involvement is pivotal to the academic success of our students. Therefore, the school provides regular opportunities for parents to become involved. At Parent Curriculum Night in September, parents are given an overview of the curriculum and presented with the goals and standards for the year. Parents of newly enrolled ELL students attend an orientation session about available bilingual programs. On-going orientations address new students' needs. A calendar of meetings and school activities are shared with the school community. Monthly parent workshops address all curriculum areas and mandated assessments. All parents are invited to monthly PTA meetings to share ideas or concerns they may have. The parent coordinator is present at all conferences to translate for Spanish speaking parents and a parent volunteer translates for parents who speak African languages.

As part of our Title III After-School Program during the 2011-2012 school -year, the school will offer workshops for parents. These workshops will take place once a month. All parents of English language learners enrolled in the Title III program will be invited to participate in these workshops. Workshops are going to be presented in English and Spanish. A translator will be available for parents who speak African languages. Invitation letters to these workshop/activities will be written in two languages (English and Spanish).

Workshops/Activities:

- Principal /Parent breakfast
- Parent Holiday Celebration
- Preparing Your Child for NYSESLAT
- Parent Workshop (State ELA and Math tests)

To evaluate the needs of the parents, we conduct surveys and informal interviews as well as ask for feedback during meetings. The school

E. Parental Involvement

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

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Workshops/Activities:

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

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

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

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

Native Language Usage and Supports

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%	

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?

Paste response to questions 8-17 here

Small group instruction is provided by the ESL and Academic Intervention teachers. ELLs receive AIS in small groups to enhance their reading and writing skills as well as other content areas. AIS teachers focus on basic grade level skill. Being a Writer is used to provide a comprehensive writing and grammar support for a range of writing genres. Foundations is used to provide phonemic awareness, phonics and fluency.

Former ELLs

ELLs who reached proficiency on the NYSESLAT are provided with support as they transition into mainstream classes. They receive Academic Intervention Services (AIS) by a reading specialist. These students receive small group instruction utilizing a variety of methodologies that address the NYS Learning Standards. In addition, these students will continue to have testing accommodations such as separate location, time extension and bilingual dictionaries to support them in class and state tests.

No programs or services will be discontinued.

In order to raise the standards for all ELLs, all school programs and activities are open to ELLs. ELLs are invited to participate in the Title III After School Program and are mandated to participate in the school Extended Day program.

Our school has a state-of-the-art technology lab where students receive instruction through a computer-based instructional program, called Imagine Learning. With this program, students receive one-on-one instruction through engaging activities specifically designed to meet their individual needs. All classrooms are equipped with Smart Boards which enhance instruction and learning. In addition, every classroom has at least two computers and laptops are available to students. The school provides students with targeted intervention materials to support student learning. ELLs have access to a wide variety of materials specifically designed for ELLs: Getting Ready for the NYSESLAT and Beyond, Rigby, Empire State NYSESLAT, On Our Way to English and ELLs: The Finish Line. Classrooms have extensive libraries. In the TBE program, each classroom has a rich selection of books in Spanish.

Each classroom in the bilingual program is enriched with bilingual libraries. Teachers deliver instruction of the content areas in the native language. In TBE classrooms charts are posted in both English and Spanish. In the ESL program students use bilingual dictionaries and glossaries.

Language electives are currently not offered at P.S. 199x

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here Professional development is a key component for academic success. We at the Shakespeare School are committed to provide our entire bilingual, ESL teachers and all staff with a comprehensive professional development program that will meet each teacher's individual needs. Teachers are provided with a professional development survey at the beginning of the school year in order to assess their strengths and weaknesses. Staff development consists of professional workshops and activities at lunchtime, grade meetings/planning sessions and after school meetings. Study groups engage in reviews of professional books and materials.

Early in the year, general education and special education teachers, guidance counselors, speech therapists and other staff complete a professional development assessment that allows the administration to customize professional development. Staff also completes a year-end self-evaluation form to define personal goals and objectives. All faculty participates in staff development. Every week specialists which includes guidance counselors, speech therapists, psychologists meet for staff development. The Principal, three APs and two coaches develop and revise the yearly professional development calendar. Topics include, but are not limited to the following

- Compliance Issues for Bilingual Education Programs
- Learning Standards for ESL and New Standards for ELA
- Scaffolding Instruction for ELLs
- Preparing the Students for the NYSESLAT
- Danielson's Framework for Teaching

The school will offer 7.5 hours of ELL training to all faculty members. These trainings will take place during staff development days and/or after school. The school will keep agendas and attendance.

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

Paste response to questions 1-6 here

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.

All forms of assessments are used to drive instruction across the different programs. The DRA is used to determine students' reading levels. ECLAS is used to assess the literacy skills of ELLs in grades K-3 and STAR Reading Enterprise assessments measure overall student achievement. Teachers have received copies of their students' NYSESLAT scores and use this information along with informal observations to differentiate lessons for all students as well as for grouping them during instructional time. According to the spring 2011 NYSESLAT, the majority of ELLs in the upper grades (3-5) scored at the advanced level. Fifty eight percent of ELLs in grade five scored at the advanced level. Whereas, the majority of ELLs in grades K-1 scored at the beginning and intermediate levels. Fifty seven percent of ELLs in Kindergarten scored at the beginning level.

After reviewing the NYSESLAT results, we found that speaking and listening were the modalities where our students obtained the highest scores. In the listening and speaking modalities, 6% of all the students tested scored at the beginning level, 17% percent at the intermediate level and 36% at the advanced level. Forty one percent of the students passed the listening/speaking modality in the spring 2011 NYSESLAT. Speaking, especially for social interaction, is usually the first modality that students master; then they acquire listening skills. Reading achievement closely follows listening. As is true for their English-speaking peers, English Language Learners have the most difficulty with writing.

In examining the data, we found that students' area of weaknesses were reading and writing. In these modalities, 26% of all the students tested scored at the beginning level, 29% at the intermediate level and 38% at the advanced level. Seven percent of the students were proficient in this modality.

Spring 2011 English Language Arts

The Performance of English Language Learners in the New York State English Language Arts Test in the 2010-2011 school year reflects the progress that our ELLs have made in reading as well as the areas in which they need to improve. This year there was a decrease in the number of level ones. The performance trends as a result of an analysis of overall ELA student progress over the past five years indicated that students have made progress in both ELA and Math. The data shows that the newly arrived students in the bilingual class who did not meet the performance standard in science may have lacked the content knowledge required for the test. Perhaps the test included questions that were not part of the curriculum in their native country.

After looking at this data, intervention programs such as AIS, Imagine Learning, and afterschool programs have been put in place to support ELLs in their acquisition of a new language and content knowledge. In addition, each classroom teacher has selected three to five ELLs to be part of the Inquiry Team. The focus is the development of academic vocabulary and writing which incorporates the 6+1 writing traits.

ELLs enrolled in the Transitional Bilingual Program did not fare well in the math test. In third grade 8 students scored at level 1. Only one student in the Free Standing ESL program scored at level.

NYS Science Exam

This exam is given in the native language and in English. The majority of the students who took this test met or exceeded the standards. Thirteen percent scored at level 4, 50% scored at level 3, 13% scored at level 2, and 10% at level 1. There were three students enrolled in the TBE program who scored at level 1 and one in the Freestanding ESL program.

ELL in the Bilingual Program are assessed in their native language (Spanish) with El Examen de Lectura en Español (ELE). They are also assessed formally and informally by their teachers. Students are administered running records in Spanish to monitor their progress in the native language.

Early Childhood Literacy Assessment System (ECLAS-2)

Our school uses the ECLAS-2 assessment for grades K-3 and contains 8 levels. Each level provides benchmarks that correspond to a specific grade and term. Students are tested in four strands: phonemic awareness, phonics, reading and oral expression, and reading and writing. Based on the results of this assessment, teachers differentiate instruction to meet the specific needs of each student.

Even though a large number of students increased at least a level in the NYSESLAT, the percentage of students scoring out remains below 30% percent. It is evident that our English Language Learners need to be immersed in rigorous activities that promote their receptive and expressive skills. We strongly believe that providing equal access to the highest level of education is the key to our ELLs' overall academic

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	14	21	5	5	8	7								60
Intermediate(I)	6	8	8	9	8	8								47
Advanced (A)	8	4	9	11	12	19								63
Total	28	33	22	25	28	34	0	0	0	0	0	0	0	170

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	0	0	1	2								
	I	4	2	3	8	5								
	A	10	15	14	4	4								
	P	10	2	10	9	22								
READING/ WRITING	B	17	4	3	4	6								
	I	7	6	10	7	8								
	A	4	4	11	11	18								
	P		5	3		1								

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	13	10		29
4	3	23	7	1	34
5					0
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		8	4	8	10	5			35
4	1	3	14	9	14	2	2		45
5									0
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	3	4	7	15	5	5		40
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

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Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/11
	Assistant Principal		11/1/11
	Parent Coordinator		11/1/11
	ESL Teacher		11/1/11
	Parent		11/1/11
	Teacher/Subject Area		11/1/11
	Teacher/Subject Area		11/1/11
	Coach		11/1/11
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01



Title III Plan Review Form 2011-12

Senior ELL CPS/Reviewer: Christine Etienne

Borough: Bronx District: 09 School Number: 199 School Name: The Shakespeare School
Cluster Leader: Debra Maldonado Network Leader: Ben Waxman Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Parent Activities	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Budget	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 11/28/11 Senior ELL CPS: Christine Etienne		
Additional Comments:		