



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** PS204X

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 09X204

**PRINCIPAL:** MARCY GLATTSTEIN **EMAIL:** MGLATTS@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
Marcy Glattstein	*Principal or Designee	
Bernadette Alexander	*UFT Chapter Leader or Designee	
Dashaland Brown	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Sharon Grandberry	Member/Parent	
Lillie Butler	Member/Parent	
Maria Macias	Member/Parent	
Elizabeth Rivera	Member/Parent	
Mariano Maqueda	Member/Teacher	
Debbie Salgueiro	Member/Teacher	
Lisa Barnet-Ellis	Member/Teacher	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

**By June 2012, 5% of Students With Disabilities (SWD) will demonstrate progress in ELA as measured by an increase on their level of proficiency on the NYS ELA exam.**

### **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 an analysis of student performance data on the NYS State ELA exams, NYSESLAT, and periodic assessments, it was determined that 49% of students scoring in the lowest third were students with disabilities. Several item analyses indicated a need to improve students' comprehension. As a result, we have made progress for our SWD subgroup a priority goal for this 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.

### **Activity # 1**

#### Professional Development:

Professional development will be provided through network sponsored Wilson Training, STAR Renaissance, and Response to Intervention (RTI.) This professional development will be utilized to develop strategies that will improve achievement for students with disabilities. By targeting instruction for students with disabilities, we are ensuring students are in the least restrictive environment. Professional development will also guide teachers in utilizing data to establish goals and benchmarks, and monitor student progress towards meeting goals. Additionally, we collaborated with P723 to create 4 inclusion classes and provide on-going professional development on best practices for engaging and teaching students with disabilities.

Target Population(s): Teachers serving students with disabilities in grades 4 and 5

Responsible Staff Members: Speech teacher, AIS teacher, SETSS teacher, and other teachers servicing SWD

#### Implementation Timeline:

- Universal screening of students using Renaissance Learning assessments for students in grades 4 and 5 completed by November 2011
- Ongoing professional development from September 2011-June 2012

### **Activity #2**

#### Reducing Size of Student Groups During Guided Reading:

An AIS teacher will push in to the fourth grade self contained special education class during guided reading to reduce the group size and ensure targeted instruction for students.

Target Population: Students with disabilities in grades 4  
Responsible Staff Members: AIS teacher, special education teacher, paraprofessional  
Implementation Timeline: September 2011-June 2012

**Steps for including teachers in the decision –making process**

- Teachers will meet during grade-level and cross functional teams to analyze student data and develop instructional plans to address student needs

**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.
- Communicate with parents monthly through newsletters to provide strategies for supporting students’ learning at home
- Host a curriculum meeting for parents to show all the instructional materials being used throughout the year
- Provide workshops for parents on supporting students with reading strategies to use at home
- Provide parents with resources to assist with reading strategies at home
- Parent Coordinator and other staff will attend regularly scheduled meetings to share information and respond to parent questions and inquiries

**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 become highly qualified, in order to achieve this goal.
- All teachers are highly qualified. We are utilizing Learner Center Initiatives (LCI) to improve teacher practice and create and revise curriculum that aligns with the Common Core Learning Standards (CCLS) and meet the differentiated needs of all learners
- Provide professional development on Danielson’s Framework for Teaching and establishing professional goals

**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.

Partnerships include:

- Cookshop to supplement the curriculum using hands-on activities and provide information on the importance of good nutrition
- Studio-in-a-School and 144 Music and Arts to provide additional support in arts education to address students different learning modalities
- A.U.S.S.I.E consultant to provide support in developing technology based learning opportunities in the classroom
- LCI to provide professional development for teachers on unit alignment to the CCLS

**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 Schoolwide 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:

- LCI professional development days (6 days) to support curriculum development
- Teacher per-session for planning and developing curriculum
- A.U.S.S.I.E consultant to provide support to students and teachers in developing technology-based projects
- Schedule 14 week residency in arts education provided by Studio-in-a-School and 144 Music and Arts
- Purchase professional instructional materials to support curriculum 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, English Language Learners (ELL) in grades 4 and 5 will demonstrate progress in ELA as measured by an increase of 5% of students scoring at levels 3 and 4 on the NYS ELA exam.**

### **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 an analysis of student performance data on the state assessments, it was determined that 31% of students scoring in the lowest third were ELLs. Additionally, NYSESLAT results indicate that these students perform at the Proficient level in the Listening and Speaking component, but perform at the Intermediate and Advanced levels in the Reading and Writing. This reduces the student's overall score and prevents them from scoring Proficient on the exam. As a result, we have made progress for our ELL subgroup a priority goal for this 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.

### **Activity # 1**

#### Professional Development:

Professional development will be provided by LCI on utilizing student assessment data to create and revise curriculum that will include specific strategies targeting ELL instruction. A CCLS team will attend network sponsored professional development around implementing the new CCLS and turnkey information during grade-level meetings and professional development.

- Target Population(s): Teachers servicing English Language Learners in grades 4 and 5
- Responsible Staff Members: Principal, Assistant Principal, ESL teacher, CCLS Team
- Implementation Timeline: September 2011-June 2012

### **Activity #2**

#### Saturday Academy:

Teachers will analyze data from the NYS ELA and NYSESLAT exams to determine areas of need and provide targeted instruction for English Language Learners during a Saturday academy.

- Target Population(s): English Language Learners in grades 4 and 5
- Responsible Staff Members: Teachers servicing ELL students

- Implementation Timeline: January 2011-June 2012

**Steps for including teachers in the decision –making process**

- Teachers will meet during grade-level and cross functional teams to analyze student data and develop instructional plans to address student needs

**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.

- Provide workshops on the Imagine Learning program for parents of ELLs three times per year on all components of the program including: individual student assessment data and reports and differentiated supplemental activities that families can do at home.
- Utilize assessment data to create individual student goals and benchmarks that will be communicated to parents at least three times per year.
- Provide parent workshops throughout the year, with a minimum of 6 workshops offered through a partnership with Flame (focusing upon building literacy with workshops such as Parents and Children as Authors, and Reading with Children using Dual Language books.)
- The Parent Coordinator will conduct dual language parent workshops through a partnership with Cookshop. Workshops focus upon supporting students at home by connecting literacy and nutrition.
- Communicate with parents using multiple media; written notices, School Messenger, in the school message scroll and through telephone communication.

**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 become highly qualified, in order to achieve this goal.
- All teachers are highly qualified. We are utilizing LCI to improve teacher practice and create and revise curriculum to align with CCLS to meet the differentiated needs of all learners
- Provide professional development on Danielson’s Framework for Teaching and establishing professional goals
- Provide mentoring to develop best practices to improve teacher effectiveness

**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.

Partnerships include:

- LCI to provide professional development for teachers on unit alignment to the CCLS
- Cookshop to supplement the curriculum and integrate language development around healthy nutrition
- A.U.S.S.I.E consultant to provide support in developing technology-based learning opportunities in the classroom
- The Flame Company to purchase materials to support ELL instruction and provide workshops for parents
- Studio-in-a-School and 144 Music and Arts to provide additional support in arts education to address students different learning modalities

**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 Schoolwide 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:

- LCI to provide professional development (6 days) for teachers on unit alignment to the CCLS
- Teacher per-session for planning and developing curriculum
- A.U.S.I.E consultant to provide support to students and teachers in developing technology-based projects
- Purchase Imagine Learning software licenses
- Purchase professional instructional materials to support curriculum development

### 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, 70% of students in grades K-5 will increase a minimum of one grade level as measured by the Diagnostic Reading Assessment 2 (DRA2.)**

#### **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 two- year analysis of ELA exam and DRA2 data, it was determined that students in grades 4 and 5 have shown an overall decrease in performance on the State ELA assessment. This decline demonstrates that reading levels in the primary grades need to increase in order for students to make progress on the ELA exam.

#### **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.

#### **Activity #1**

##### Data Analysis:

Implement the Star Renaissance and Star Early Literacy Assessments to provide additional data to the DRA2 to target instruction for individual students. Teachers and administrators will meet to analyze DRA2 and Renaissance Data and determine instructional strategies. Professional development will be provided to staff on targeting instruction based upon student data, as well as establishing individual student goals and benchmarks. Additionally, protocols will be implemented to analyze student work and determine instructional strategies.

- Target Population(s): All teachers
- Responsible Staff Members: Classroom teachers, AIS teacher, SETTS teacher, Renaissance Learning consultants, LCI consultant
- Implementation Timeline:
  - Administer the DRA2 and Renaissance assessment at least three times per year (October, January, June)
  - Review of Renaissance and DRA2 data and articulation of goals and benchmarks three times per year (October, January, June)
  - Utilize protocols on a regular (minimum of monthly) basis to analyze student work

#### **Activity #2**

CCLS Alignment: Revise curriculum to align tasks in reading and writing to the CCLS. Instructional planning will target students' need and ensure alignment with the CCLS.

- Target Population(s): All teachers
- Responsible Staff Members: All teachers, Principal, Assistant Principal
- Implementation Timeline:
  - Summer Institute in July 2012
  - A minimum of four Saturday sessions (October 2011, January, March and June 2012)
  - Weekly grade level team meetings (September 2011-June 2012)

**Steps for including teachers in the decision –making process**

- Teachers will meet during grade-level and cross functional teams to analyze student data and develop instructional plans to address student needs

**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.
- Communicate with parents monthly through newsletters to provide strategies for supporting students’ learning at home
- Host a curriculum meeting for parents to show all the instructional materials being used throughout the year
- Provide workshops for parents on supporting students with reading strategies to use at home
- Provide parents with resources to assist with reading strategies at home
- Parent Coordinator and other staff will attend regularly scheduled meetings to share information and respond to parent questions and inquiries

**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 become highly qualified, in order to achieve this goal.
- All teachers are highly qualified. We are utilizing LCI to improve teacher practice and create and revise curriculum to align with CCLS and meet the differentiated needs of all learners including ELLs and SWDs
- Provide professional development on Danielson’s Framework for Teaching and establishing professional goals
- Provide mentoring to develop best practices to improve teacher effectiveness

**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.

Partnerships include:

- LCI to provide professional development (6 days) for teachers on unit alignment to the CCLS Cookshop to supplement the curriculum with a focus upon nutrition and integrate language development
- Cookshop to supplement the curriculum and provide information on the importance of good nutrition
- A.U.S.I.E consultant to provide support in developing technology-based learning opportunities in the classroom

**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 Schoolwide 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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- Teacher per-session for planning and developing curriculum
- A.U.S.I.E consultant to provide support to students and teachers in developing technology-based projects
- Schedule a 14 week residency in arts education provided by Studio-in-a-School and 144 Music and Arts
- Purchase professional instructional materials to support curriculum development
- The Flame Company to purchase materials to support ELL instruction and provide workshops for parents

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	12	8	N/A	N/A	5	0	0	5
<b>1</b>	25	15	N/A	N/A	7	0	0	6
<b>2</b>	15	10	N/A	N/A	4	0	0	8
<b>3</b>	21	18	N/A	N/A	2	0	0	10
<b>4</b>	33	31	15	15	3	0	0	12
<b>5</b>	23	11	10	10	5	0	0	7
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<b>ELA</b>	<p>Fundations - This K-3 reading intervention program provides a structured, sequential and cumulative phonics/spelling program during the school day in a small group setting by the AIS teacher.</p> <p>Wilson – This grade 4 and 5 reading intervention system teaches students how to fluently and accurately decode sound-symbols for reading and spelling. It is an interactive and multisensory program that helps improve reading comprehension.</p> <p>AIS – This small group instruction services students in grades 1 and 2 by AIS teachers with a focus on accuracy, fluency and comprehension.</p> <p>The Contract for Excellence (C4E) Saturday Academy services small groups of the lowest third of our students in grades 1 and 2 for three hours. Grouping for instruction in this program is based upon data from DRA2 and Fundations. The small group work will assist students with phonemic awareness and phonics instructions.</p> <p>The Title 1 Academy services small groups of students in grades 3-5 on Saturdays for three hours. These students are performing at Levels 1 and 2. Grouping for instruction in this program is based upon data from DRA2, McGraw Hill Interim assessments and standardized assessments. Small group work will assist students in acquiring strategies and skills needed to become proficient readers.</p> <p>The Title III Enhance Language Proficiency after school program that meets two times a week for one hour and fifteen minutes. The program targets first and second grade students who have not met the NYSESLAT criteria. It utilizes Imagine Learning which engages students in activities in all four modalities to enhance language acquisition.</p>
<b>Mathematics</b>	<p>The AIS program services small groups of students in grades 3-5 students who are having difficulty understanding math concepts. The AIS teacher provides activities to strengthen students’ number sense and review essential basic math skills during the school day.</p> <p>The Title I Academy services small groups of students in grades 3-5 on Saturdays for three</p>

	hours. These students are performing at levels 1 and 2. Grouping for instruction in this program is based upon data from McGraw Hill Interim Assessments, standardized assessments and Go Math unit tests. Small group work provides the students with opportunities to become effective problem solvers.
<b>Science</b>	The Title I after school program services small groups of students at-risk for not meeting the performance standards in science. Students engage in small group hands-on exploration to support content area learning twice a week for 1 hour and 15 minutes.
<b>Social Studies</b>	The Title I after school program services small groups of students at-risk for not meeting the performance standards in social studies. Students use a variety of materials and resources to become critical thinkers in the area of history and social studies twice a week for 1 hour and 15 minutes..
<b>At-risk Services provided by the Guidance Counselor</b>	The Guidance Counselor services mandated and at-risk students.
<b>At-risk Services provided by the School Psychologist</b>	The school psychologist takes care of mandated and at-risk services two days a week.
<b>At-risk Services provided by the Social Worker</b>	The school social worker takes care of mandated and at-risk services one day a week.
<b>At-risk Health-related Services</b>	There is a nurse who addresses health concerns daily.

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

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

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

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### **PARENT INVOLVEMENT POLICY (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, P.S.204X, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. The P.S.204X school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the P.S.204X community. Our school will support parents and families of Title I students by:

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

The P.S.204X Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. P.S.204X will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the P.S.204X Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S.204X will:

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

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

P.S.204X will further encourage school-level parental involvement by:

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

### ***SCHOOL-PARENT COMPACT***

P.S.204X, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire P.S.204X staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Debra Maldonado/Ben Waxman</b>	District <b>9</b>	Borough <b>Bronx</b>	School Number <b>204</b>
School Name <b>P.S. 204 The Morris Heights School</b>			

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

Principal <b>Marcy Glattstein</b>	Assistant Principal <b>Josephine Bazan</b>
Coach	Coach
ESL Teacher <b>Elizabeth Miskimmon</b>	Guidance Counselor <b>Dale Drakeford</b>
Teacher/Subject Area <b>Carmen Depompeis/Bilingual</b>	Parent <b>Dashaland Brown</b>
Teacher/Subject Area <b>Doreen Gonzalez/Bilingual</b>	Parent Coordinator <b>Lilly Nissing</b>
Related Service Provider <b>Reyna Rafael</b>	Other <b>Jacqueline Merced/Bilingual</b>
Network Leader <b>Ben Waxman</b>	Other <b>Erica Sass/ESL</b>

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

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>3</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>458</b>	Total Number of ELLs	<b>62</b>	ELLs as share of total student population (%)	<b>13.54%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

#### ELL IDENTIFICATION PROCESS

P.S. 204x strives to promote increased parental involvement by helping and encouraging parents to become more active in the education of their children. All parents of newly enrolled students in the New York City School System are required to complete a Home Language Identification Survey and an oral interview at registration. The ESL teacher, assistant principal and parent coordinator assist parents in completing the survey. The survey is placed in the assistant principal's ELL binder and in students' cumulative record cards. The oral interview is conducted in English and in the student's native language by the assistant principal. This survey and interview are used to determine the home language and to identify students who may have limited English proficiency. If the Home Language Identification Survey and oral interview are in English and student's native language indicate that a language other than English is used in the home, the student is administered the Language Assessment Battery (LAB-R). First, the students are given the LAB-R in English. If they fail, they are given the LAB-R in Spanish. The LAB-R is administered to the student within ten days of the initial registration date by the ESL teacher. The results of the LAB-R indicate whether students require services. After testing, parents are informed by telephone and in writing whether or not their children require services. The parents of proficient students are informed that their children do not qualify for ELL services. Students scoring at the beginning/intermediate or intermediate/advanced on the LAB-R are identified as ELL students and are entitled to language program services. NYCDOE transfer students are checked for ELL entitlement by utilizing the ATS exam history report to ensure proper placement. Additionally, all other relevant academic baseline assessments are administered in order to facilitate appropriate academic programming and placement (e.g., Transitional Bilingual or ESL Push-in/Pull-out). Parents are informed of the results and choose the placement. The assistant principal, ESL teacher and parent coordinator provide an orientation session in September in English and Spanish for all parents of newly enrolled ELL students. During this session, parents view an orientation video which provides an overview of the freestanding English as a Second Language, Transitional Bilingual and the Dual Language programs. After the presentation, parents are given written materials in their native language and questions are addressed. This meeting gives parents the opportunity to learn the identification and placement procedures for ELL students in the NYC public schools. They are also given entitlement letters which include the program selection forms. The parent coordinator follows up with parents to ensure that everyone has received and returned letters. These placement and entitlement letters are placed in the assistant principal's ELL binder and in students' cumulative record cards. Upon review of the parent selection surveys and entitlement letters over the past five years, trends show that parents had a preference for the Transitional Bilingual program in grades K-2 and opted for the ESL Push-in/Pull-out program in grades 3-5. Throughout the school year, the classroom and ESL teachers communicate with parents to track students' progress, problem solve, and collaborate in creating a comprehensive and rigorous academic program for each student. Additionally, appropriate school personnel provide parent workshops on school regulations, common core standards, city and state assessments, balanced literacy, math approaches and academic intervention programs. All entitled ELL students are required to take the New York State English as a Second Language Achievement Test (NYSESLAT) based upon the RLER and LAT reports from ATS. To ensure that all students take the four components of the NYSESLAT, the testing coordinator schedules each grade for a specific date for test administration. She keeps track of students that are absent so that they can take a make-up exam upon their return to school.

After analyzing test results, students are grouped according to his or her score on each modality (listening, speaking, reading, and writing.)

## 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1		1											2
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	1	0	1	0	0	0	0	0	0	0	0	0	0	2

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	50	Special Education	13
SIFE	1	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	1

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. ①

	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	23		4							23

ELLs by Subgroups										
	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	Total
Dual Language	0									0
ESL				38	1	8	1			39
<b>Total</b>	<b>23</b>	<b>0</b>	<b>4</b>	<b>38</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>62</b>

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	7		16											23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>7</b>	<b>0</b>	<b>16</b>	<b>0</b>	<b>23</b>									

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

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		13		5	9	10								37
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>	<b>0</b>	<b>39</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

### ELL DEMOGRAPHICS

P.S. 204x is an elementary school located in the Morris Heights section of the Bronx associated with CEI-CFN. This prekindergarten through fifth grade school has a population of four hundred fifty eight students. According to the latest ethnic data, 66 % of the students are Hispanic and 34 % are Black. There are sixty two ELL students in grades kindergarten through five. Within this student population, twenty three students in grades K and 2 are receiving Transitional Bilingual instruction. Thirty-nine students are opted-out of bilingual classes by their parents and are in monolingual classes. These students receive instruction in an ESL Push-in/Pull-out program by the certified ESL teacher.

### Programming and Scheduling Information

#### Organizational Models:

Our school provides two language models: Transitional Bilingual Education and ESL Push-in/Pull-out.

Each language model provides the following:

1. Transitional Bilingual classes are heterogeneously grouped to address the three language proficiencies (Beginning, Intermediate and Advanced).
2. ESL Push-in/Pull-out Program is provided by ESL teachers to ELL students in monolingual classes.

#### Transitional Bilingual Program (Spanish/English)

Our kindergarten and second grade Transitional Bilingual classes are designed to provide instruction in the student's native language along with intensive ESL instruction. The instruction is aligned with the New York State Standards to achieve proficiency in English. Differentiated instruction is provided depending on the student's level of proficiency in English. The Language Allocation Policy for the Transitional Bilingual program provides the following instructional time in English and Spanish:

- 60/40 (Spanish/English) model for beginners
- 50/50 for intermediate students

## A. Programming and Scheduling Information

- 25/75 for advanced students

Students are grouped heterogeneously in the kindergarten, first and second grade Transitional Bilingual classes. Literacy groups are differentiated based upon DRA2, Running Records, and NYSESLAT sub-proficiency levels (Listening/Speaking & Reading/Writing). For each instructional unit and individual lesson, teachers target students' specific instructional needs in listening, speaking, reading and writing. The components of our bilingual Spanish reading program are in alignment with NYCDOE core curriculum of balanced literacy - guided reading, independent reading, independent writing, shared reading, interactive writing, read aloud and word study. There are both leveled and genre libraries in both English and Spanish in our bilingual classrooms. The bilingual program for mathematics is Go Math. Teachers provide opportunities for students to communicate mathematically through the use of journals, learning logs and accountable talk. Students utilize manipulatives to solve problems. Additionally, ELL students who are identified as levels 1 and 2 in reading and math receive targeted instruction from the AIS teacher during the day and during our extended day program. Small group instruction is differentiated according to students' demonstrated needs and their proficiency levels.

### ESL Push-in/Pull-out

The ESL Push-in/Pull-out program provides instruction in English with native language support emphasizing English language acquisition. This program provides services to small groups of ELL students in grades 1-5. Based upon the LAB-R and NYSESLAT scores, these students are at the beginning, intermediate and advanced proficiency levels. The students at the beginning and intermediate levels receive 360 minutes per week of ESL and students at the advanced level receive 180 minutes per week of ESL. ELL students receive explicit instruction by licensed ESL teachers. The following instructional strategies are used by the ESL teacher to facilitate language acquisition: Total Physical Response, Peer Tutoring, Flexible Grouping, Cooperative Learning, Language Experience Approach and Role Playing.

Differentiated Instructional techniques along with critical thinking strategies are also incorporated across the content areas in both language models to enhance second language acquisition and cognitive academic language proficiency. The bilingual, ESL and AIS teachers differentiate instruction for newcomers, SIFE and ELL students with special needs. The Imagine Learning Software program is an interactive program that closely tracks and monitors language acquisition and literacy progress for our ELL subgroups.

All ELL student have the opportunity to participate in Extended day, Saturday Academy, Enrichment programs and AIS programs. The following interventions are offered for ELL groups listed above:

- Extended Day program and Saturday Academy provide targeted small group instruction.
- ESL strategies are incorporated to scaffold language development across the modalities
- Our AIS program for reading and mathematics provide explicit instruction for small groups of ELL students
- Our parent coordinator provides ongoing support for the parents as they adapt to the school and the neighborhood

### ORGANIZATION OF STAFF

ELLs receive mandated instructional minutes according to CR Part 154 in Transitional Bilingual Education and ESL Push-in/Pull-out classrooms according to their English proficiency level. The administration ensures that the appropriate mandated units are being implemented through ongoing administrative and staff articulation periods, common preps, grade meetings and collegial team meetings. Bilingual/ESL services are provided by certified Bilingual/ESL teachers.

Programs are always aligned with the parents' choices for program placement. In the past few years, parents have demonstrated a preference for the Transitional Bilingual program in the early grades. As a result, the option for ESL placement has increased in the upper grades. If parents select a bilingual program for students in grades 3-5, the students' names are placed on a waiting list. When the waiting list has 15 students in the same grade level, a Transitional Bilingual class will be formed and a certified Bilingual teacher will be assigned. While awaiting placement, the ELL students receive mandated ESL instruction. Additionally, parents of ELLs entering grades 3-5 have the option to transfer to a neighboring school which offers a bilingual program.

### Description of Instructional Delivery in Each of the Program Models

## A. Programming and Scheduling Information

### 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%	Individualized instruction on a daily basis to enhance oral language skills		
50%	Review of ELL periodic interim assessments to track progress (i.e. benchmarks) in target areas and to differentiate instruction		
25%	Portfolio reviews to ensure grade level performance		
Dual Language			
100%	Extended day to provide reinforcement of essential skills		
75%	Native Language Arts (Spanish) support as needed		
50%	Counseling services and/or support as needed		
25%	NEWCOMERS: Newcomers entering P.S. 204x in		
Freestanding ESL			
100%	Push-in/Pull-out program		
75%	ELLs entering grades 3-5 have the opportunity to receive Freestanding ESL Push-in/ Pull-out, which is designed to support academic learning in monolingual classes. Additionally, Academic Intervention Services (AIS) are provided by highly qualified teachers in daily small group instruction during regular school hours		
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.

The following support services are offered for newcomers in grades 3-5.

- Extended day program provides targeted, small group instruction
- ESL strategies implemented to scaffold language development across the modalities

## B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

### TARGETED INTERVENTION PROGRAMS:

The following are the targeted intervention programs that are being used by Academic Intervention Specialist (AIS):

- Imagine Learning, Grades K-5
- Getting Ready for the NYSESLAT and Beyond, Grades K-5
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## 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.
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### 2 YEAR TRANSITIONAL SUPPORT:

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### IMPROVEMENTS/PROGRAMMING TO BE CONSIDERED FOR THE UPCOMING SCHOOL YEAR TO SUPPORT ELLS:

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5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

### Courses Taught in Languages Other than English

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

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

#### Professional Development and Support for School Staff

P.S. 204x believes that effective learning opportunities are the key to increasing student performance and have created several learning models that support professional growth. Professional development in ESL techniques and methodologies provide support for teachers and staff, including but not limited to secretaries, related service providers and parent coordinator while they master new strategies and improve their skills. The principal, assistant principal and consultants provide professional development activities during common planning and Chancellor's Professional Development days. The Professional development plan for 2011-2012 is designed to focus on the teaching and learning process of second language learners.

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#### Description of the Minimum 7.5 hours of ELL Training as per Jose P.

Teachers will be given the opportunity to receive mandated training and professional development. The instructional approaches presented are modeled by presenters and can be applied immediately in a variety of program models. Additionally, ESL and Bilingual staff share their understandings during common planning sessions. These sessions target how to utilize research-based strategies such as: language functions and structures within the context of an ESL content based lesson, how teachers can scaffold academic language to support students' participation and how to align language instruction to ESL and ELA standards.

#### Jose P and Mandated ESL workshops for Special Education Teachers

All new special education teachers participate in a workshop that focus on ESL compliance issues, the rationale for ESL and Bilingual programs, ESL best practices and assessment policies/procedures. Additionally, teachers are given insight into the ELL identification and programming processes. Discussion of ELL strategies and interventions empowers teachers with effective instructional strategies to use in their own classrooms. The Jose P training is only the first step in a detailed, collaborative process of inquiry, observation, and revision.

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## E. Parental Involvement

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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?
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### PARENTAL INVOLVEMENT

Parents at PS 204x are provided with ample opportunities to interact with teachers and school personnel. A variety of workshops and orientations ensure that parents gain knowledge and become active participants in their children's education.

Parents are invited to meet the teachers, attend orientation meetings and visit with the administration. Throughout the year, parents are invited to writing and reading celebrations, family nights, monthly award assemblies, book fairs, open school week, classroom trips, parent field trips and workshops.

Each month, parents are invited to attend Parent Association meetings where they receive updates on school issues. Through their participation in these activities, parents develop personal skills as well as attain a better understanding of their child's academic life. A school calendar and a monthly newsletter ensure that parents are always informed about school activities and programs.

Bilingual staff provides parents with information on educational, social, recreational, health and immigration issues. The school works closely with many community agencies to provide these services for parents and students. Some of these agencies are: Fordham Tremont Mental Health Clinic, SCAN NY and Bronx Lebanon Hospital.

The parent coordinator gives out a parent survey at the beginning of the school year. Through these parent surveys and evaluations, the school is more informed about the needs, talents and concerns of the parents. Parents are able to share their comments and suggestions after each workshop, parent orientation and parent/teachers conference. Additionally, parents have the opportunity to provide their input when completing the DOE Annual Parent's Survey. Workshops and activities are planned for the parents. The workshops and activities conducted not only give parents ideas and tools to help their children with homework and study habits, but also gives them life skills.

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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	

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### 2 YEAR TRANSITIONAL SUPPORT:

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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?

### PARENTAL INVOLVEMENT

Parents at PS 204x are provided with ample opportunities to interact with teachers and school personnel. A variety of workshops and orientations ensure that parents gain knowledge and become active participants in their children's education.

Parents are invited to meet the teachers, attend orientation meetings and visit with the administration. Throughout the year, parents are invited to writing and reading celebrations, family nights, monthly award assemblies, book fairs, open school week, classroom trips, parent field trips and workshops.

Each month, parents are invited to attend Parent Association meetings where they receive updates on school issues. Through their participation in these activities, parents develop personal skills as well as attain a better understanding of their child's academic life. A school calendar and a monthly newsletter ensure that parents are always informed about school activities and programs.

Bilingual staff provides parents with information on educational, social, recreational, health and immigration issues. The school works closely with many community agencies to provide these services for parents and students. Some of these agencies are: Fordham Tremont Mental Health Clinic, SCAN NY and Bronx Lebanon Hospital.

The parent coordinator gives out a parent survey at the beginning of the school year. Through these parent surveys and evaluations, the school is more informed about the needs, talents and concerns of the parents. Parents are able to share their comments and suggestions after each workshop, parent orientation and parent/teachers conference. Additionally, parents have the opportunity to provide their input when completing the DOE Annual Parent's Survey. Workshops and activities are planned for the parents. The workshops and activities conducted not only give parents ideas and tools to help their children with homework and study habits, but also gives them life skills.

## 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)	7	4	4	1	1	0								17
Intermediate(I)	0	4	3	1	4	2								14
Advanced (A)	0	6	9	3	5	8								31
Total	7	14	16	5	10	10	0	0	0	0	0	0	0	62

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3	5	0	11
4	1	7	2	0	10
5	0	2	0	0	2
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		5		5		0		12
4	1		1		9		0		11
5	0		3		0		0		3
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	0		1		8		2		11
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

## 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.

## Part VI: LAP Assurances

<b>School Name: <u>P.S.204</u></b>		<b>School DBN: <u>09x204</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marcy Glattstein	Principal		10/10/11
Josephine Bazan	Assistant Principal		10/10/11
Lilly Nissing	Parent Coordinator		10/10/11
Elizabeth Miskimmon	ESL Teacher		10/10/11
Dashaland Brown	Parent		10/10/11
Doreen Gonzalez	Teacher/Subject Area		10/10/11
Jacqueline Merced	Teacher/Subject Area		10/10/11
	Coach		
	Coach		
Dale Drakeford	Guidance Counselor		10/10/11
Ben Waxman	Network Leader		10/10/11
Erica Sass	Other <u>ESL</u>		10/10/11
Reyna Rafael	Other <u>SETTS</u>		10/10/11
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **09x204** School Name: **P.S.204X**

Cluster: \_\_\_\_\_ Network: **534**

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

**Part A: Needs Assessment Findings**

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

P.S. 204X reaches out to the 59 parents/guardians whose home language is not English in order to communicate information about the school's academic program, student achievement and parent learning opportunities. There are 2 parents/guardians who are native Twi speakers, one parent/guardian who is a Hausa speaker and the remaining parents are native Spanish speakers. Our Home Language Surveys indicate that translations are mostly needed in Spanish. Teachers are notified of individual student's home language so that oral and written translations can be provided as needed. The Department of Education (DOE) meets most of our written translation needs. Additionally, the parent coordinator and bilingual teachers translate all other written correspondences that are not sent out by the DOE. The parent coordinator is available at all parent workshops and parent teacher conferences to translate information, questions and responses.

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

The DOE provides most of our written translation services. Our parent coordinator and bilingual teachers translate all other written documents. Oral interpretation is available by our parent coordinator for all parent meetings and workshops. The school community is informed of our translation and interpretation policy in the parent handbook.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All written documents are translated in Spanish to meet the needs of our parents in a timely manner by school staff. Parents who speak other languages than English and Spanish are offered translation services through the Department of Education Translation and Interpretation Unit.

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

School staff will provide oral interpretation services during workshops, meetings and parent teacher conferences. Our parent coordinator, school secretary and school aides provide oral interpretation services to parents on a daily basis.

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

At the beginning of each school year, a Home Language Survey is administered to parents to identify the primary language spoken in the home. Our school, in accordance with Regulation A663, provides translation and interpretation services to our parents who require language assistance in order to communicate effectively with the school community.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S204X	DBN: 09X204
Cluster Leader: Debra Maldonado	Network Leader: Ben Waxman
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ✱After school      ●Saturday academy      ●Other:
Total # of ELLs to be served: 60 Grades to be served by this program (check all that apply): ●K    ✱1    ✱2    ✱3    ●4    ●5 ●6    ●7    ●8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 204X is an elementary school located in the Morris Heights section of the Bronx. This pre-kindergarten through fifth grade school has a population of four hundred sixty-two students. According to the latest ethnic data, 66% of students are Hispanic, 32% are Black, 1% is Native American and 1% is White. Within this population 14% of our students are ELLs. There are sixty-five ELL students in grades kindergarten through five. Within this student population, twenty-six students in grades K-2 are receiving Transitional Bilingual Instruction. Thirty-nine students are receiving Free Standing ESL as requested by their parents.

Enhance Language Proficiency Through Imagine Learning

Title III After-School Program - Upon examination of the 2011 NYSESLAT, it showed that our first, second and third grade ELLs need more support in all four modalities of listening, speaking, reading, and writing. The goal of the Title III program is designed to provide supplementary instructional support to enhance language proficiency for forty-six, first, second and third grade students who have not met the NYSESLAT criteria.

This year our focus is on technology. For this reason we are requesting Title III funds to help us invest in licenses for the number of ELL students that are being invited to participate in our Title III program. Our after-school program will utilize Imagine Learning which is a computerized, research-based program. Students will receive one-to-one instruction through engaging activities specifically designed to meet their individual language acquisition needs in all four modalities. The various strategies the students will learn through the Imagine Learning program will give them optimum opportunity to progress and make gains on the NYSESLAT. There are a variety of reports that teachers can utilize to document student progress and plan next steps for the students in their language development. Articulation forms will be maintained by each teacher and shared with the classroom teachers to ensure instructional continuity.

This program will begin on December 06, 2011 – May 17, 2012. Each session will be from 3:45-5:00 on Tuesdays and Wednesdays. The program will be implemented by three certified bilingual teachers. The language of instruction will be English. The teachers will receive professional development prior to the implementation of this program.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here: P.S. 204X believes that effective learning opportunities are the key to increasing student performance. There will be workshops with consultants from Imagine Learning and Renaissance Learning to help us analyze the data from the progress reports to better meet the needs of our students. Professional development will be provided by Learner Centered Initiatives (LCI) on best practices for ELL instruction and aligning curriculum to the Common Core State Standards throughout the year. In addition, staff will participate in network sponsored NYSESLAT Assessments professional development. Attendance at these workshops will take place from December-June at no cost to the program. In addition, the ESL provider will attend professional development workshops sponsored by the Department of Education and the UFT Teacher Center such as Shifting to Informational Texts K-5 (ELL. Fall 2011) throughout the year.

### Part D: Parental Engagement Activities

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

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

Begin description here: P.S. 204X will implement Imagine Learning for ELLs. Staff will provide workshops for parents on the program three times per year on all components of the program including: assessment data and home connections. The Imagine Learning program features individual student data reports and differentiated supplemental activities that can be sent home with students in English and Spanish. These resources allow parents to support students and practice vocabulary with their children. Teachers will utilize the Star Renaissance Learning assessment to identify student goals and determine benchmarks. Goals and benchmarks will be communicated to parents at least three times per year.

P.S. 204X will continue to offer parent workshops through a partnership with Flame. Workshops will focus upon literacy and include such workshops as Parents and Children as Authors, and Reading with Children using Dual Language books. Workshops will be offered throughout the year, with a minimum of 6 workshops offered.

The Parent Coordinator will conduct dual language parent workshops through a partnership with Cookshop. Workshops focus upon supporting students at home by connecting literacy and nutrition.

**Part D: Parental Engagement Activities**

Communication with parents will occur using multiple media; written notices, School Messenger, in the school message scroll, as well as through telephone communication.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		