

REVISED 11/17/11



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : THE LAGUARDIA ACADEMY OF ARTS AND TECHNOLOGY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X205

PRINCIPAL: CAROL ANN ROSADO

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SUPERINTENDENT: SONIA MENENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Carol Ann Rosado	*Principal or Designee	
Esther Garrido	*UFT Chapter Leader or Designee	
Adriana Trujillo Kay Davis	*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	
Jenneth Santiago Lagares	Member/ Admin/CSA	
Danielle DiPaola-Tito	Member/ UFT	
Lisa Carmody	Member/UFT	
Classina Mittiga	Member/UFT	
Leticia Delgadillo	Member/Parent	
Maribel Guillet	Member/Parent	
Anna Bonilla	Member/Parent	
Gabriela Flores	Member/Parent	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2012, 85% of teachers will create and implement a Common Core aligned task bundle in literacy and math by grade level that includes multiple entry points for all learners and incorporates rigorous performance based assessments.
- By June 2012, 100% of students (K-5) will complete a task bundle in literacy and math. According to the rubric for each bundle, 10 to 15% of students will be meeting or exceeding the standard.

Comprehensive Needs Assessment

- By winter 2011-2012, Citywide Instructional Expectations require us to focus our efforts on strengthening critical college and career readiness skills by implementing a Common Core aligned task bundle in literacy and math and looking closely at student work to understand the steps needed to reach the level of performance that the Common Core Standards require.
- The following data demonstrated a need for engaging students and teachers in strengthening the instructional core:
 - Student work
 - Conference Notes
 - Formative assessments
 - Summative assessments

Instructional Strategies/Activities

Activity #1

- Professional Development: Teacher teams will develop a shared understanding of the CCLS by participating in on-going professional development conducted by an Aussie Consultant for math and CEI and LCI Consultants for literacy. Coaches and Staff Developers will model strategies and best practices.
- Target Population: Teaching Staff in grades K-5
- Responsible Staff Members: Administrators, Coaches, Aussie Consultant, CEI and LCI Consultants

- Implementation Timeline: September 2011 – June 2012

Activity #2

- Teacher Team Protocol:
 - a. Teacher teams will analyze current student work in order to identify points of alignment with the CCLS.
 - b. Teacher teams will surface gaps in moving toward alignment with the CCLS.
 - c. Teacher teams will adjust curriculum maps to address the gaps that surfaced when aligning the existing units of study to the CCLS.
- Target Population: Teaching Staff in grades K-5
- Responsible Staff Members: Administrators, Coaches, Teachers, Aussie Consultant, CEI and LCI Consultants
- Implementation Timeline: September 2011 – June 2012

Activity #3

- Teacher Team Collaboration:
 - a. Teacher teams will refine and/or create one unit of study in literacy and math aligned to the CCLS.
 - b. Teacher teams will produce mini-lessons and activities that provide multiple entry points for all learners.
 - c. Teacher teams will revise formative and summative assessment tools in alignment with the CCLS.
 - d. In literacy, teacher teams in grades K-2 will create rigorous tasks that focus on written responses to informational texts through group activities and with prompting and support.
 - e. In literacy, teacher teams in grades 3-5 will create rigorous tasks that focus on written opinions or arguments based on an analysis of informational texts.
 - f. In math, teacher teams in grades K-5 will engage students in a cognitively demanding mathematics unit that requires them to demonstrate the ability to model with mathematics and explore the reasoning behind arguments to arrive at a viable solution.
 - g. Teacher teams will create performance based tasks in literacy and math specific to each unit of study.
- Target Population: Teaching Staff in grades K-5
- Responsible Staff Members: Administrators, Coaches, Teachers, Aussie Consultant, CEI and LCI Consultants
- Implementation Timeline: September 2011 – June 2012

Activity #4

- Teacher Teams – Next Steps:
 - a. Teacher teams will analyze student work to identify strengths and weaknesses.
 - b. Teachers will refine practices and make adjustments in planning, implementing and designing units of study.
 - c. Teachers will participate in inter-visitations, debrief and share best practices.
- Target Population: Teaching Staff in grades K-5
- Responsible Staff Members: Administrators, Coaches, Teachers
- Implementation Timeline: September 2011 – June 2012

Evidence:

Curriculum Maps/Units of Study

Performance Based Tasks

Protocol for Looking at Student Work

Student Work Exemplars

Performance Based Rubrics

Coaching/Mentoring Logs

Administrative Formal and Informal Observations

Teacher Team Agendas and Minutes

Formative and Summative Assessments

Aussie, CEI and LCI Professional Development Agendas

Common Planning, Grade Conference and Teacher Led Discussions Agendas

Steps for including teachers in the decision-making process:

- Teacher teams will have the opportunity to meet during common planning periods, teacher-led discussions and grade conferences to focus on the alignment of the CCLS.
- Based on their findings, teacher teams will make adjustments in planning, implementing instructional strategies and designing assessments.

Strategies to increase parental involvement

- Parent Workshop will be presented by Literacy and Math Coaches to all parents of students in grades K-5 to inform them of the CCLS and the required Literacy and Math bundles.
- Pamphlets will be distributed to parents explaining the new standards in grades K-5.
- Our Parent Coordinator will attend training sessions on the CCLS.
- Our Parent Coordinator is always available to answer any questions that parents have about the CCLS.
- Parents will be given access to ARIS Parent Link to review their child's performance and available resources.

Strategies for attracting Highly Qualified Teachers (HQT)

- Mentors are assigned to support new teachers to the school.
- Coaches are assigned to support new teachers to the school and new teachers to the grade.
- Administrative staff and coaches regularly attend workshops for supporting new teachers.
- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- Opportunities are provided for professional development to attain required PD hours to ensure highly qualified teachers.
- The pupil personnel secretary will work closely to ensure that non-HQT meet all required documentation and assessment deadlines.

Service and program coordination

- Referrals are made to local Community Based Organizations (Good Sheppard, Belmont Family Services, Kennedy Center, Fordham Tremont and Posts) for families that struggle economically or academically.
- Families are provided with information about afterschool programs in the neighborhood (Beacon, Belmont Daycare and Boys and Girls Club).
- Students who come in with Temporary housing are screened to assist them with academic services and/or personal needs (extended day, AIS, uniforms and supplies) in order for them to achieve academic success. The student's attendance will be monitored closely and meetings will be held with the attendance team and the parent/guardian to assure good attendance.

Budget and resources alignment

As a Title I Schoolwide Program School, Conceptual Consolidation will allow us to combine Federal and local funds to implement this action plan from Sept. 2011-June 2012 as indicated below:

- **FSF, SWP, NYSTL, Title I ARRA RTTT**

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2012, 100% of students identified by the Response To Intervention team will be screened and their needs strategically matched to the appropriate services (Tier 1, 2 or 3).

Comprehensive needs assessment

- The RTI team completed a NYS Self-Assessment Tool for RTI Readiness and Implementation to evaluate our existing RTI plan and as a result, the following RTI components will be targeted: Infrastructure, screening and assessment: progress monitoring.
- After refining the existing plan, benchmarks and resources for literacy and math were established.
- As a result of an analysis of multiple data points, 197 students were identified as performing below grade level.

Instructional strategies/activities

Activity #1

- Infrastructure:
 - a. A schedule will be created to meet with all K-5 staff on a 6-week cycle.
 - b. A student overview rubric will be completed for each student being discussed at RTI meetings.
 - c. A core team will be established to implement the RTI process and provide resources and assistance with progress monitoring .
 - d. A protocol for identifying and supporting students with interventions that are strategically matched to their needs will be documented.
 - e. Members of the Core Team will attend professional development sessions on RTI conducted by CEI.
- Target Population: Students in grades K-5
- Responsible Staff Members: Administrators, Classroom Teachers, AIS Providers, RTI Core Team

- Implementation Timeline: September 2011 – June 2012

Activity #2

- Assessment Screening:
 - a. Teachers and/or AIS Providers will administer DRA
 - b. DRA results will be discussed at grade level RTI meetings to determine appropriate interventions for students.
 - c. RTI Core Team and teachers will meet to analyze various data points and plan next steps (differentiated instruction, research-based strategies, refine mini-lessons, etc...)
- Target Population: Students in grades K-5
- Responsible Staff Members: Administrators, Classroom Teachers, AIS Providers, RTI Core Team
- Implementation Timeline: September 2011 – June 2012

Activity #3

- Assessment: Progress Monitoring
 - a. Progress Monitoring tool will be determined at RTI Core meeting.
 - b. Progress Monitoring will be administered to each individual, in an appropriate setting, according to his/her tier level and individual needs.
 - c. Tier 2 and 3 students will be monitored every 6 weeks with an assessment that meets their needs.
 - d. Instructional changes will be made if necessary.
- Target Population: Students in grades K-5
- Responsible Staff Members: Administrators, Classroom Teachers, AIS Providers, RTI Core Team
- Implementation Timeline: September 2011 – June 2012

Evidence:

List of Team Members

By-Laws

Schedule of RTI Meetings

RTI Protocol

Screening Results

RTI Team Agendas and Minutes
Lesson Plans
Results of Progress Monitoring
Tier 1, 2 and 3 interventions
Student Data
PD Agendas

Steps for including teachers in the decision-making process

- RTI Core Team will analyze the results of assessments and monitor progress during six week cycles.

Strategies to increase parental involvement

- Parents will complete student survey/family tips/home-school learning survey
- Parents will receive a letter of RTI Meeting time and date.
- RTI students who receive AIS services will have letters sent home informing parents of these services.
- School counselor, parent coordinator, AIS providers and ESL teachers will outreach to parents when needed.
- RTI will be addressed at parent/teacher conferences.

Strategies for attracting Highly Qualified Teachers (HQT)

- Mentors are assigned to support new teachers to the school.
- Coaches are assigned to support new teachers to the school and new teachers to the grade.
- Administrative staff and coaches regularly attend workshops for supporting new teachers.
- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- Opportunities are provided for professional development to attain required PD hours to ensure highly qualified teachers.
- The pupil personnel secretary will work closely to ensure that non-HQT meet all required documentation and assessment deadlines.

Service and program coordination

- Referrals are made to local Community Based Organizations (Good Sheppard, Belmont Family Services, Kennedy Center, Fordham Tremont and Posts) for families that struggle economically or academically.
- Families are provided with information about afterschool programs in the neighborhood (Beacon, Belmont Daycare and

Boys and Girls Club).

- Students who come in with Temporary housing are screened to assist them with academic services and/or personal needs (extended day, AIS, uniforms and supplies) in order for them to achieve academic success. The student's attendance will be monitored closely and meetings will be held with the attendance team and the parent/guardian to assure good attendance.

Budget and resources alignment

As a Title I Schoolwide Program School, Conceptual Consolidation will allow us to combine Federal and local funds to implement this action plan from Sept. 2011-June 2012 as indicated below:

- **FSF, SWP**

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2012, 10% of fourth and fifth grade level 2 students will perform at a level 3 or higher on the 2012 NYS Mathematics Exam.

Comprehensive needs assessment

- Student performance on the NYS Math Exam (2011) in grades 3-5 slightly decreased due to changes in the test format.
- According to the Progress Report data, only 50% of students made significant progress on the NYS Math state exam.
- According to the Progress Report data, we received 4.34 points out of 30 in the area of mathematics.
- As a result of our findings, we have created a mathematics goal targeting grades 4 and 5 for the school year 2011-2012.

Instructional strategies/activities:

Activity #1

- Creation of Inquiry Teams: Teachers will engage in grade level inquiry teams focusing on the Number Sense domain in mathematics. A Core Inquiry Team comprised of administrators and teachers will be established to monitor progress of all grade level teams.
- Focus: Inquiry teams will focus on developing math computational fluency through mental math strategies and will align mathematical units to the Common Core Learning Standards in Mathematics.
- Target Population: Each teacher on every grade level team will identify Level 2 students to track as part of the Inquiry Team process.
- Process:
 - a) Teacher teams will analyze current student work to surface gaps between existing math units and the CCLS.
 - b) Teachers will develop long and short term goals for individual students in the target population.
 - c) Teacher teams will design pre and post assessments to evaluate the effectiveness of specific strategies to impact on Level 2 students.
 - d) Teacher teams in grades K-5 will engage students in cognitively demanding tasks that require them to demonstrate

their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.

- e) Research-based instructional change strategies will be implemented for each domain addressed in the bundle.
- f) Teacher teams will look at student work throughout the year using an established protocol during inquiry and grade conferences to assess and reflect on instructional effectiveness and refine teacher practice.
- g) Comparison Data Reports will be produced to track and compare student growth.
- h) Interim progress measures will be established and monitored during grade level Inquiry Team meetings.
- i) Professional articles will be used as points of discussion to help develop computational fluency.
- j) Resources will be purchased such as ***Number Talks*** and ***Go Math*** to support students in strengthening math strategies and computational skills.
- Responsible Staff members: Data Specialist will support Inquiry Team work by providing data analysis reports. The Math Coach will support Inquiry Teams with modeling of strategies, assessing data and supplying resources. Math leaders and classroom teachers will implement instructional strategies.
- Implementation Timeline: September 2011 through June 2012

Activity #2:

- Instructional Strategy: Mathematical concepts will be taught through a ***concrete-to-symbolic-to-abstract*** sequence of instruction to ensure that students truly have a thorough understanding of the math concepts/skills they are learning. Differentiate math strategies, mental math strategies and rigorous tasks will be incorporated daily into the Math Workshop. Technology (Smart Boards, laptops, computers,) will be incorporated into the instructional program to support the learning styles of Level 2 students.
- Process: Math leaders will work closely with the Math Coach to develop and align math pacing calendars to the CCLS, performance based tasks and unit assessments.
- Target Population: Level 2 students in grades 4 and 5
- Responsible Staff Members: Grade level Math Leaders, coaches, classroom teachers, administration
- Implementation Timeline: September 2011 through June 2012

Activity #3:

- Professional Development: Aussie and CEI consultants will present professional development sessions, and model strategies. Professional development will be offered to teachers during common planning time, and during teacher led discussions. Professional development will be provided during grade conferences.

Activity #4:

- Selected 4th grade students who performed at a Level 2 on the NYS Math exam will be invited to participate in a Math Club twice a week after school.
- Level 2 students will explore and practice new strategies to support their mathematical skills.

Evidence:

Fourth and Fifth Grade Inquiry Teams
Pre/Post assessments for all Inquiry cycles
Inquiry and Core Team Meeting Agendas
Inquiry individual long and short term student goals
Student math goals
Tracking system to monitor student progress on assessments
Completion of Performance Based Tasks
Performance Based Tasks Rubrics
Analysis of Student Work
Common Planning, Grade Conference and Teacher-Led Discussion Agendas
Aussie and CEI Professional Development Agendas
Attendance at Parent Workshops

Steps for including teachers in the decision-making process

Teachers will meet in grade-level and cross functional teams to collect and analyze the following assessment data to drive instruction and plan next steps:

- Math Item Analysis Results from 2011 NYS Math Exam (ARIS)
 - Trends and Patterns from 2010-2011
 - Math Item Analysis Results from previous grade end-of-year assessment (June 2011)
 - Performance Based Tasks
 - Math Baseline, Midline and Endline Assessments
 - Periodic Assessments-November 2011 and January 2012
 - Unit Tests-Monthly
- Staff projected that a 30% increase will occur in student performance at the first benchmark. This data will be used to

measure the effectiveness of the activity/strategy.

- Administration dates: Math Baseline-September, Math Midline-January and Math Endline-May

Strategies to increase parental involvement

- Parent Workshops: The following parent workshops (K-5) will be offered:
 - Common Core Learning Standards
 - NYS Math Exam
 - Mental Math Strategies
 - ARIS Parent Link
- The school will create and distribute a parent handbook and monthly calendars.
- Parent Coordinator will attend regular PA meetings to share information and respond to parents' questions.
- Parent Coordinator will facilitate workshops.
- Parents are members of the Community that Lasts committee as well as the School Leadership Committee.

Strategies for attracting Highly Qualified Teachers (HQT)

- Mentors are assigned to support new teachers to the school, new teachers to the grade and struggling teachers.
- Administrative staff and coaches regularly attend workshops for supporting new teachers.
- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- Provide opportunities for professional development to attain required PD hours to ensure highly qualified teachers.
- The pupil personnel secretary will work closely to ensure that non-HQT meet all required documentation and assessment deadlines.

Service and program coordination

- Make referrals to local Community Based Organizations (Good Sheppard, Belmont Family Services, Kennedy Center, Fordham Tremont and Posts) for families that struggle economically or academically.
- Provide families with information about afterschool programs in the neighborhood (Beacon, Belmont Daycare and Boys and Girls Club).
- Screen students who come in with Temporary housing to assist them with academic services and/or personal needs (extended day, AIS, uniforms and supplies) in order for them to achieve academic success. The student's attendance will be monitored closely and meetings will be held with the attendance team and the parent/guardian to assure good

attendance.

Budget and resources alignment

As a Title I Schoolwide Program School, Conceptual Consolidation will allow us to combine Federal and local funds to implement this action plan from Sept. 2011-June 2012 as indicated below:

- **FSF, SWP, NYSTL, Title I ARRA RTTT**

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	81	55	N/A	N/A	60	0	0	2
1	89	89	N/A	N/A	60	1	0	2
2	49	0	N/A	N/A	20	2	0	0
3	87	88	N/A	N/A	25	2	0	5
4	43	43	4	5	25	1	0	6
5	90	90	2	20	50	1	0	0
6								
7								
8								
9								

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

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

Name of Academic Intervention Services (AIS)	Description

ELA

AIS Specialists: K-5 Push in/pull out program designed to help prevent academic failure in grades K-5.

Population targeted was previous holdovers, level one and level two students. Small group instruction provided daily for 30/50 minute periods during the school day. They conduct small group/individual and whole class lessons. Push in model is primarily used. Teachers work with students in small groups and/or provide individual instruction. Teachers use alternate methods of instruction to support and enrich literacy.

The following literacy programs are implemented:

Avenues: This is an ESL literacy research based program. This program has a heavy emphasis on a multisensory approach using stories, songs, rhymes, and an abundance of photo file cards. Advanced ELL's-4x's a week for 50 minutes, Beginner ELL's – 5x's a week for 50 minutes in small groups. Each lesson is structured to include work in phonics, word-learning activities, reading fluency development. 5x's a week, 30 minutes in a small group.

Imagine Learning English: An interactive program used to support the literacy development of targeted ELL students. It integrates technology and differentiates literacy instruction.

Early Success: This is a literacy research based program used as supplement to Tier 1 classroom instruction for second and third grade students who are below grade level. Each lesson is structured to include work in phonics, word-learning activities, reading fluency development. Conducted 5x's a week, for 30 minutes in a small group.

Foundations: This is a literacy based program provided to K-3 students that emphasizes systematic phonics study of work structure. Conducted in small groups 5X's a week for 30 minutes.

	<p><u>Soar to Success</u>: Is a 30 minute literacy program that is research based. It is fast-paced and uses authentic literature, reciprocal teaching, graphic organizers, and a scaffolded support to accelerate students' reading growth. Done in small groups of 3rd, 4th and 5th grade students for 30 minutes, 5x's a week.</p> <p><u>Read 180</u>: This is a literacy research based pull-out technology program provided to 4th and 5th grade Level 1 and 2 students for 90 minutes, 3x's a week.</p> <p><u>Wilson</u> : This is a research based comprehensive multisensory program designed for students who struggle with decoding and spelling.</p> <p><u>Reading Academy</u>: NYS Reading Academy is a literacy research based curriculum. The instruction is organized around the five Big Ideas of early literacy instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension).</p> <p><u>Reading A-Z</u>: Leveled reading, phonemic awareness, reading comprehension, fluency, alphabet vocabulary materials and lessons are used various reading settings from whole class to small group to individual work.</p>
Mathematics	<p><u>Go Math! Program</u>: This is a program to help students achieve fluency, speed and confidence with grade-level concepts. It is aligned to the new Common Core Learning Standards and provides opportunities for ongoing assessments</p>
Science	<p>A multisensory approach using investigative strategies and hands on manipulatives is utilized. Technology is integrated with the use of the A+ Mobile cart.</p>
Social Studies	<p>A project-based approach incorporating inquiry methods and higher order thinking skills. Primary source documents are analyzed and DBQ's are reviewed.</p>

At-risk Services provided by the Guidance Counselor	They are members of the RTI team. They service children one to one and in small groups during the school day. They are also the liaisons to mental health agencies that work with our students.
At-risk Services provided by the School Psychologist	Member of the IEP team-conducts testing for referrals as per weekly 201.
At-risk Services provided by the Social Worker	Member of the IEP team-conducts social intakes as per weekly 201.
At-risk Health-related Services	Fordham Tremont Mental Health Provider-One on one, small groups, whole class during the school day and develops profiles of students' strengths and weaknesses. Nurse: Asthma Club, 504 Forms

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family

literacy and parenting skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado/Ben Waxman	District 10	Borough Bronx	School Number 205
School Name Fiorello LaGuardia			

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

Principal Carol Ann Rosado	Assistant Principal Jenneth Lagares
Coach Karen Abbate	Coach
ESL Teacher Lourdes Diaz-Austin/ESL	Guidance Counselor
Teacher/Subject Area Niurka Infante/ESL	Parent Adriana TRujillo
Teacher/Subject Area Esther Garrido/ESL	Parent Coordinator Ana Laureano
Related Service Provider Sandra Hernandez	Other Rosemary Caban/CEI-PEA
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	5	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	1028	Total Number of ELLs	210	ELLs as share of total student population (%)	20.43%
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Part II: ELL Identification Process

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

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

1. A meeting with the Parent Coordinator begins the registration process of any first time entrant into the New York City Public School System, our Pupil Accounting Secretary contacts Lourdes Diaz-Austin, the ELL Coordinator, who is fully Bilingual (Spanish), holds a permanent ESL license to administer the Home Language Identification Survey and conduct an oral interview in English and in the native language (with the assistance of an interpreter when necessary) with the parent and child enrolling in the school. Any one response to questions #1-4 and two responses to questions #5-8 that include a language other than English on the HLIS and information provided in the interview results in an OTELE code of other than English and consequently the ELL Coordinator flags the student as eligible for the LAB-R exam in English and in Spanish if the student's native language. The LAB-R and Spanish LAB is then administered by the ELL Coordinator to those students eligible for testing within their first ten days of school. In the event that the ELL Coordinator is unavailable for the administering of the HLIS, oral interview, or LAB-R Niurka Infante or Esther Garrido, who are ESL certified teachers are also trained to facilitate this process. The LAB-R and Spanish LAB are hand-scored at the school by the ELL Coordinator to determine the student's level of English proficiency using the LAB-R cut scores as per Assessment Memorandum No. 2 and Spanish Language proficiency. If the student scores below proficiency (i.e. beginning, intermediate, or advanced level) the student is classified as an ELL. They will be tested annually using the NYSESLAT to assess their proficiency in English. The ELL Coordinator uses numerous resources to cross reference and ensure that all students eligible for NYSESLAT testing are tested. These reports include the RLER and BESIS participation reports from ATS, hand-scored LAB-R results for new admits, and students identified as ELLs on ARIS. The Citywide and State Summative Assessment Calendar is used to schedule testing of the Speaking, Listening, Reading, and Writing sections of the NYSESLAT in the allotted window. Our certified ESL teachers Lourdes Diaz-Austin, Niurka Infante and Esther Garrido collaborate to schedule individual testing of students in the Speaking portion of the NYSESLAT as well as testing of the other sections. Make-ups are scheduled for any student who was absent during any portion of the exam. If the student scores below proficiency on the NYSESLAT as per the RNMR report from ATS, the student will continue to receive services and be tested annually with the NYSESLAT until the student scores at a proficient level.

2. To ensure parents understand all three program choices (TBE, ESL, DL) at time of registration the parent is also given a one to one Parent Orientation (by a certified ESL teacher) where the parent is informed of all available program options for ELL students. The informed parent is given a Parent Option Form to choose their child's program placement. They are also invited to a group Parent Orientation meeting, which is presented by our ESL certified staff and our Parent Coordinator. This workshop is held to reintroduce parents to the ESL and Bilingual programs presented to them at registration. Parents then have an opportunity to watch a video which provides intricate/explicit information about each program option. The video is followed by a discussion, which facilitates parents' understanding of the Bilingual and ESL programs; an opportunity is available to address concerns and questions. The video and handouts are available in English, Spanish and all languages relevant to our student population. Laptops with headphones are set up for those parents that need to listen to the video in languages other than English and Spanish. The ESL staff then assists the parents in completing the parent selection form and the entitlement letter to ensure proper placement for each student.

3. To ensure that forms are returned, our Parent Coordinator contacts parents via phone calls or through written correspondence.

Initially an entitlement letter, or non-entitlement letter is sent home to the parent with the student. Two copies are sent so that the student may return a signed copy to the school to verify parent's receipt of the letter. If the letter is not returned, the Parent Coordinator will contact the parent, and resend if necessary as well as confirm attendance to parent orientation in regards to the three program choices. At the orientation, the ELL Coordinator or Parent Coordinator provides parents the Parent Survey and Program Selection Form at the end to complete. Upon completion, the ELL Coordinator or Parent Coordinator collects the form, makes a copy to keep on file, and places original in the student's Cumulative Record. If the parent does not attend the orientation, all efforts are made to outreach to parent to reschedule the orientation. If unsuccessful, classroom teachers are informed on Parent Teacher conference day to hold report cards until so that the parents can first visit the designated ELL teacher (L. Austin, N. Infante, E. Garrido) to complete and return the form. The Parent Coordinator will reach out to the students previous schools to ask if the documents are on file and to send them to our school. A BESIS history screenshot will also be printed for each individual student highlighting the program that they participated in prior to being admitted to our school to show that we honor program choice.

4. Students identified as English Language Learners are placed in a program according to the parental choice made on the Program Selection form. Presently, our school offers a Transitional Bilingual Program(TBE) (K-1) and Freestanding ESL (K-5). If a parent has chosen Dual Language or TBE (2-4) as their number one program choice, they are informed by the Parent Coordinator in their native language (an interpreter is used when required), that the student's name will be placed on a waiting list. When 15 students in the same grade are on the Transitional Bilingual waiting list, a Transitional Bilingual or Dual Language class will be formed. In the interim those students will receive the mandated ESL.

5. As evidenced by our data in the ELL demographics below as well as our BESIS data, parents have demonstrated a preference for the TBE program in the early grades. The option for ESL only placement has increased in the upper grades. We currently have only 5 students who are a waiting list for TBE. They are currently in the ESL program.

6. Our programs are always aligned with the parents' choices for program placement. Those few students where the choice is not available are placed on our waiting list.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	210	Newcomers (ELLs receiving service 0-3 years)	169	Special Education	32
SIFE	0	ELLs receiving service 4-6 years	38	Long-Term (completed 6 years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	52									52
Dual Language										0
ESL	117		18	39		12	2		2	158
Total	169	0	18	39	0	12	2	0	2	210

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	25	27												52
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	25	27	0	52										

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	23	28	29	21	19								138
Chinese														0
Russian														0
Bengali														0
Urdu		1												1
Arabic	3		3	1	2	4								13
Haitian														0
French			1	1										2

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian	1	1												2
Other	1			1										2
TOTAL	23	25	32	32	23	23	0	158						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1a. Organizational Models:

Currently, the school provides two language models: Transitional Bilingual/Early Exit Bilingual education (Cloud & Genesee et al, 2000) and Free-Standing ESL, to provide the most comprehensible learning environment for the ELL students.

Each language model provides the following:

- Transitional Bilingual programs/classrooms are heterogeneously grouped to address the three language proficiencies (Beginning, Intermediate and Advanced).
- ESL Self-Contained programs/classrooms are also heterogeneously grouped; however, ESL teachers also provide Push-In and/or Pull-out to ELL students in mainstream classrooms.

b. Program Models:

Transitional Bilingual Program (Spanish/English) – Based on our students’ level of English Language and academic proficiency, the following program requirements are provided:

A. Programming and Scheduling Information

- Native Language Arts (NLA) instruction for students in Bilingual K-1 classes, according to the CR-Part 154, the minimum required minutes of study are as follows:

NLA for Bilingual:

- Beginning/Intermediate – 180 minutes per week
- Advanced – 180 minutes per week
- 60/40 (Spanish/English) model for Beginners, 50/50 Intermediate, and 25/75 for the advanced (providing 1 unit of ELA/1 unit of ESL) in the early grades (K-2)

2. Organization of Staff:

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 and ESL only in the upper grades. As a result, the option for ESL placement has increased in the upper grades.

In the primary grades, Kindergarten and First are assigned certified and fully qualified Bilingual and ESL teachers. Accordingly, the mandated number of instructional minutes is provided in the TBE and Free-standing ESL classrooms, according to proficiency levels cited in the Learning Standards for English as a Second Language resource from the New York State Education Department (NYSED). Explicit ESL, ELA and NLA instruction is delivered according to the CR Part 154.

If parents do opt for a bilingual program for students in grades two through five, the students' names are placed on a waiting list. When the waiting list accumulates 15 students in the same grade level, a Transitional Bilingual classroom will be formed and a certified Bilingual teacher will be assigned accordingly: Based on CR Part 154 requirement, the ELL students receive mandated ESL instruction, according to NYSEDs required Units of ESL Instruction. In the meantime, parents of ELLs entering in the third, fourth and fifth grade also have the option/opportunity to transfer to a neighboring school which offers a bilingual program, if they so choose.

3. Students are grouped heterogeneously in Kindergarten and First, Grade Transitional Bilingual classrooms. Literacy groups are differentiated using DRA, Running Records, NYSESLAT sub-proficiency levels (Listening/Speaking & Reading/Writing), and the Periodic ELL Interim Assessment. For each instructional unit and individual lesson, teachers target students' specific instructional needs in listening, speaking, reading and writing (by establishing with ELL students Long-term and Short-term goals).

Academic Intervention Services (AIS) certified teachers/instructors provide support for all of the bilingual classes during the literacy and math blocks. Small group instruction is differentiated according to students' demonstrated needs and their proficiency levels.

Free Standing-ESL – Based on students' level of English language and academic proficiency, the following program is implemented across the content areas:

- | | |
|------------------------------|----------------------|
| • ESL Beginning/Intermediate | 360 minutes per week |
| • ESL Advanced | 180 minutes per week |
| • NLA | As appropriate |

ELLs receiving mandated instruction are ensured the appropriate mandated units through ongoing administrative and staff articulation, common preps, grade meetings, and collegial team meetings. The Assistant Principal conducts ongoing supervision of program schedules.

The two recommended ESL instructional programs that are in place include the Push-In and/or Pull-Out model in Kindergarten, First, Second, Fourth and Fifth Grade, as well as an ESL Self-Contained classroom in the Second and Third Grade: Each model is instructed by a licensed ESL teacher. A Balanced Literacy Framework is implemented in the classroom and a literacy block of time is used to deliver instruction via the Readers and Writers Workshop model. The Sheltered Instruction Observation Protocol (S.I.O.P.) is used to structure lessons, including Quality Teaching for English Learners (QTELL) strategies to support academic reading, writing and speaking in the target language, English.

Differentiated Instructional techniques along with Higher Order Thinking Skills (H.O.T.S.) are also incorporated across the content areas

A. Programming and Scheduling Information

(in both language models) to make it accessible and comprehensible, while at the same time rigorous for ELLs. ESL and Bilingual teachers are encouraged to provide many hands-on activities that will provide and expose ELL students to a myriad of learning experiences that are communicative and purposeful that ensures comprehensible output. Language use and development in English

Native Language Usage and Supports

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

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

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

decrease the educational gap.

The following interventions are in place for SIFE students:

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?

8. INSTRUCTIONAL PROGRAMS AND TARGETED INTERVENTIONS FOR ELLS:

- Avenues (Appropriate for all ELL Sub-groups)
Quality instruction is provided on a daily basis using a variety of instructional resources. The primary instructional materials for the ESL and Bilingual programs include Hampton Brown's ESL/Literacy program, Avenues (an integrated and literature based program that spans the content areas), which focuses on content and language development in English. The program also targets and supports the writing process that augments the following writing traits: focus and coherence, organization, development of ideas, voice and written conventions.

Avenues, also tracks Students' mastery of key language, literature, and content-area skills that are assessed after the completion of each unit. Progress reports are also used to plan next steps and differentiate lessons.

- Imagine Learning (Appropriate for all ELL Sub-groups at Beginning and Intermediate Proficiency Levels)

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

8. INSTRUCTIONAL PROGRAMS AND TARGETED INTERVENTIONS FOR ELLS:

• Avenues (Appropriate for all ELL Sub-groups)

Quality instruction is provided on a daily basis using a variety of instructional resources. The primary instructional materials for the ESL and Bilingual programs include Hampton Brown's ESL/Literacy program, Avenues (an integrated and literature based program that spans the content areas), which focuses on content and language development in English. The program also targets and supports the writing process that augments the following writing traits: focus and coherence, organization, development of ideas, voice and written conventions.

Avenues, also tracks Students' mastery of key language, literature, and content-area skills that are assessed after the completion of each unit. Progress reports are also used to plan next steps and differentiate lessons.

• Imagine Learning (Appropriate for all ELL Sub-groups at Beginning and Intermediate Proficiency Levels)

Interactive program currently used to support the literacy development of targeted Second through Fifth Grade ELL students. Imagine Learning English is a powerful teaching tool that integrates technology and a carefully prepared curriculum to differentiate literacy instruction. The software program has been implemented in the Bilingual and Free-standing ESL programs to closely track and monitor ELL student literacy progress. Imagine Learning also serves as excellent preparation for the NYSESLAT, since it also provides activities to build vocabulary development, listening and speaking, and phonemic awareness to support reading abilities. It adapts to each students' unique learning style and ability, allowing progress at an individually appropriate rate. The use of native language is included in the learning process on an as needed basis.

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- **Getting Ready for the NYSESLAT and Beyond (Appropriate for all ELL Sub-groups)**

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

The principal, assistant principal, consultants, literacy coach and ESL Team 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 all students.

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• Preparing ELLs for the ELA and NYSESLAT	March	2012
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1. Common Planning: ESL Sessions

During common planning periods, ESL direct instructors provide turnkey workshops on essential ESL strategies and interventions. Classroom teachers, AIS providers, coaches, and Assistant Principals are trained in using the latest literacy interventions for ELLs, including Imagine Learning English. In addition, ESL teachers may provide specialized workshops on requested topics.

2. Collaborative Planning: ESL, Bilingual, and Monolingual

All teachers meet to discuss the content-area and literacy calendars. ESL direct instructors support Bilingual and monolingual classroom teachers in differentiating their instruction for ELLs. The curriculum calendars are more closely aligned to the ESL/ELA standards and are customized for individual student needs.

3. Jose P Training

All new teachers participate in meetings devoted to ESL compliance issues, the rationale for ESL and Bilingual programs, ESL best practices and assessment policies/procedures. In addition, teachers are given some needed 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.

4. BETAC Professional Development for ESL Direct Instructors, Bilingual Instructors, ESL Coordinators, and Administrators

ESL/Bilingual teachers and other staff are offered monthly or quarterly opportunities for professional growth. BETAC workshops provide teachers with innovative tools, interventions, and strategies which will allow them to promote their ELL's achievement. The instructional approaches are effectively modeled for trainees and can be applied immediately in a variety of program models. ESL and Bilingual staff turn-key their understandings during common planning sessions.

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Our guidance counselor, Jessica O'Connor works closely with students and families in order to make this process of moving on to middle school a smooth transition. She sends home flyers about Open Houses, special entrance exams, etc.. She also sends this information via the school's messenger system. The guidance counselor supports in assisting students with the middle school application process and schedules group and individualized meetings to guide students with their selections and information regarding middle school admissions and open houses. She plans group visits to zoned school, so that the students can become familiar with the new setting.

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

E. Parental Involvement

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

1. At P.S. 205 parents are provided with ample opportunities to interact with teachers and school personnel. A variety of workshops and orientations ensure that parents can become knowledgeable and active participants in their children’s education.

Parents are invited to visit their child’s classroom on the first day of school, attend orientation meetings, and meet with the administration. Throughout the year, parents are invited to writing and reading celebrations, family nights, the annual plant sale, the annual book fair, open school week, classroom trips, and parent field trips and workshops. Ongoing parent orientations provide parents with essential information about their child’s instructional program.

Each month, parents are invited to attend the Parent Association meetings, during which they receive updates on various school issues. Parents are also invited to participate in our numerous Young Audience Residency Programs and our Enrichment Program, in the classroom, with their children during the school day. An Adult Parenting Class is also offered to parents. Through their participation in these activities, parents are able to develop personal skills as well as attain a better understanding of their child’s academic life. A school calendar and a monthly principal’s newsletter ensure that parents are always informed about school activities and programs.

2. A Bilingual staff provides parents with guidance on educational, social, recreational, health, and immigration issues. Our school works closely with many community agencies to provide these services for our parents and students. Some of these agencies are: Fordham Tremont Mental Health Clinic, St. Barnabas Hospital, Kingsbridge Heights Community Center, Bronx Parent Resource Center, Catholic Charities, Jewish Board of Family Institute, Montefiore Hospital, North Central Hospital, Good Shepherd Counseling Services, Puerto Rican Family Institute, Cardinal McCloskey’s Family Outreach Center, Belmont Daycare, Beacon Programs, Boys and Girls Clubs, Welcome Center at P.S. 9 (Immigration Center), Affinity Health Care, Prospect Family Support Services, and SCAN NY.

3. Through parent surveys and evaluations, the school is more closely attuned to the needs, talents and concerns of our parents. Parents are able to share their comments and suggestions after each workshop, parent orientation, and parent/teachers conference. In addition, parents have the opportunity to provide their input when completing the P.S. 205 Parent Questionnaire and the DOE Annual Parent’s Survey.

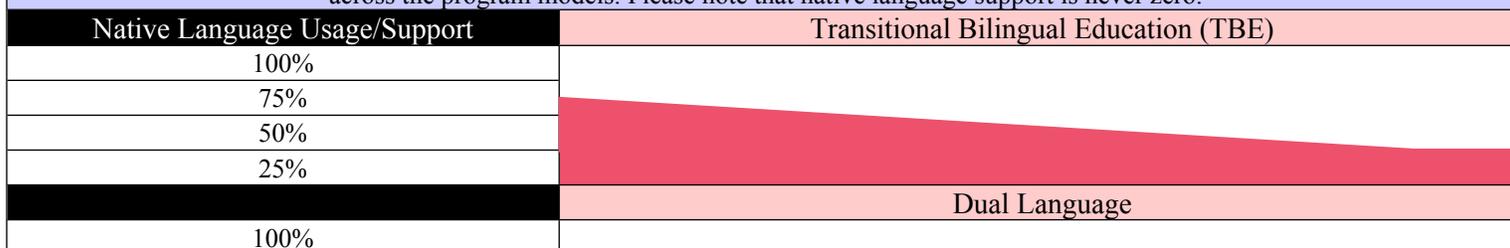
4. Activities which actively engage our parents and staff ensure that the school can foster a collaborative community of learners. When parents are involved in their children’s academic lives, students achieve at higher levels. Through their participation in so many activities, parents are empowered personally and can develop productive relationships with teachers and staff members. Our workshops and activities not only give our 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 9-12

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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- **Early Success (Appropriate for all ELL Sub-groups at Intermediate and Advanced Proficiency Levels)**

A researched-based Literacy program used as a supplement to Tier 1 classroom instruction for second and third-grade students (Intermediate and Advanced ELL students) who are below grade level. Each lesson is structured to include work in Phonics, word learning activities, and reading fluency development for (5x per week, 30 minutes in a small group).

- **Getting Ready for the NYSESLAT and Beyond (Appropriate for all ELL Sub-groups)**

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The principal, assistant principal, consultants, literacy coach and ESL Team 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 all students.

• NYSESLAT and ELA analysis of data to drive instruction	September	2011
• Imagine Learning English program overview	October	2011
• Charlotte Danielson's Framework for Teaching	November	2011
• Analysis ELL Periodic Assessment data	December	2011
• Differentiated Instruction for ELLs	January	2012
• Jose P. Training	Feb-ongoing	2012
• Preparing ELLs for the ELA and NYSESLAT	March	2012
• Using ESL Strategies in the Content Areas	April	2012
• Analyzing Data from Imagine Learning	May	2012
• Inquiry Team findings	Ongoing	

1. Common Planning: ESL Sessions

During common planning periods, ESL direct instructors provide turnkey workshops on essential ESL strategies and interventions. Classroom teachers, AIS providers, coaches, and Assistant Principals are trained in using the latest literacy interventions for ELLs, including Imagine Learning English. In addition, ESL teachers may provide specialized workshops on requested topics.

2. Collaborative Planning: ESL, Bilingual, and Monolingual

All teachers meet to discuss the content-area and literacy calendars. ESL direct instructors support Bilingual and monolingual classroom teachers in differentiating their instruction for ELLs. The curriculum calendars are more closely aligned to the ESL/ELA standards and are customized for individual student needs.

3. Jose P Training

All new teachers participate in meetings devoted to ESL compliance issues, the rationale for ESL and Bilingual programs, ESL best practices and assessment policies/procedures. In addition, teachers are given some needed 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.

4. BETAC Professional Development for ESL Direct Instructors, Bilingual Instructors, ESL Coordinators, and Administrators

ESL/Bilingual teachers and other staff are offered monthly or quarterly opportunities for professional growth. BETAC workshops provide teachers with innovative tools, interventions, and strategies which will allow them to promote their ELL's achievement. The instructional approaches are effectively modeled for trainees and can be applied immediately in a variety of program models. ESL and Bilingual staff turn-key their understandings during common planning sessions.

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5. UFT and OELL Training for ESL and Bilingual Teachers/Coordinators

A variety of workshops and seminars are offered which train service providers and coordinators in essential skills like data analysis, differentiated instruction, and program planning. Trainees are encouraged to turn-key understandings for their colleagues and administration. All interventions and strategies presented are research-based and have demonstrated a real potential to promote student achievement.

Our guidance counselor, Jessica O'Connor works closely with students and families in order to make this process of moving on to middle school a smooth transition. She sends home flyers about Open Houses, special entrance exams, etc.. She also sends this information via the school's messenger system. The guidance counselor supports in assisting students with the middle school application process and schedules group and individualized meetings to guide students with their selections and information regarding middle school admissions and open houses. She plans group visits to zoned school, so that the students can become familiar with the new setting.

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E. Parental Involvement

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

1. At P.S. 205 parents are provided with ample opportunities to interact with teachers and school personnel. A variety of workshops and orientations ensure that parents can become knowledgeable and active participants in their children's education.

Parents are invited to visit their child's classroom on the first day of school, attend orientation meetings, and meet with the administration. Throughout the year, parents are invited to writing and reading celebrations, family nights, the annual plant sale, the annual book fair, open school week, classroom trips, and parent field trips and workshops. Ongoing parent orientations provide parents with essential information about their child's instructional program.

Each month, parents are invited to attend the Parent Association meetings, during which they receive updates on various school issues. Parents are also invited to participate in our numerous Young Audience Residency Programs and our Enrichment Program, in the classroom, with their children during the school day. An Adult Parenting Class is also offered to parents. Through their participation in these activities, parents are able to develop personal skills as well as attain a better understanding of their child's academic life. A school calendar and a monthly principal's newsletter ensure that parents are always informed about school activities and programs.

2. A Bilingual staff provides parents with guidance on educational, social, recreational, health, and immigration issues. Our school works closely with many community agencies to provide these services for our parents and students. Some of these agencies are: Fordham Tremont Mental Health Clinic, St. Barnabas Hospital, Kingsbridge Heights Community Center, Bronx Parent Resource Center, Catholic Charities, Jewish Board of Family Institute, Montefiore Hospital, North Central Hospital, Good Shepherd Counseling Services, Puerto Rican Family Institute, Cardinal McCloskey's Family Outreach Center, Belmont Daycare, Beacon Programs, Boys and Girls Clubs, Welcome Center at P.S. 9 (Immigration Center), Affinity Health Care, Prospect Family Support Services, and SCAN NY.

3. Through parent surveys and evaluations, the school is more closely attuned to the needs, talents and concerns of our parents. Parents are able to share their comments and suggestions after each workshop, parent orientation, and parent/teachers conference. In addition, parents have the opportunity to provide their input when completing the P.S. 205 Parent Questionnaire and the DOE Annual Parent's Survey.

4. Activities which actively engage our parents and staff ensure that the school can foster a collaborative community of learners. When parents are involved in their children's academic lives, students achieve at higher levels. Through their participation in so many activities, parents are empowered personally and can develop productive relationships with teachers and staff members. Our workshops and activities not only give our 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)	40	22	4	5	5	3								79
Intermediate(I)	8	21	14	11	5	4								63

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	0	9	15	16	14	14								68
Total	48	52	33	32	24	21	0	0	0	0	0	0	0	210

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1	2	2	0	1							
	I		9	2	1	2	1							
	A		24	17	8	6	5							
	P		18	12	21	15	14							
READING/ WRITING	B		21	4	4	5	3							
	I		22	14	12	5	4							
	A		6	11	16	13	14							
	P		3	4	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	5	2	7	2	16
5	2	10	7	0	19
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									0
4	2		3	1	6	1	3		16
5	1		9	2	7	0	2		21
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	0	1	14	1	4	0	21
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:

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

School Name: Fiorello LaGuardia

School DBN: 10X205

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carol Ann Rosado	Principal		
Jenneth Lagares	Assistant Principal		
Ana Laureano	Parent Coordinator		
Lourdes Diaz-Austin	ESL Teacher		
Adriana Trujillo	Parent		
Niurka Infante/ ESL	Teacher/Subject Area		
Esther Garrido/ESL	Teacher/Subject Area		
Karen Abbate	Coach		
	Coach		
Jessica O'Connor	Guidance Counselor		
	Network Leader		
Sandra Hernandez	Other <u>SETSS</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X205 **School Name:** Fiorello LaGuardia

Cluster: 5 **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

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. 205's largest population is Hispanic. This has been confirmed by closely monitoring the Home Language Survey that is completed upon admission by the parent/guardian. This information is entered into ATS immediately. All communication that is sent out to parents is translated into Spanish to assure that the parents understand all correspondence. Additionally, the Parent Coordinator is bilingual and is always available to assist parents. She translates at all workshops, PA meetings and Parent Teacher conferences, as needed. Our monthly Parent Newsletter is also translated into Spanish by the Assistant Principal. Parents are always aware of school events and issues given the availability of translators on staff, and translated home-school correspondence

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.

Since most of our translation and interpretation needs are focused on the Spanish language, we are fortunate to have many staff members that speak and write the language. Two of the Assistant Principals, the Parent Coordinator, the Mathematics Coach, and several teachers and aides speak and write in Spanish. I have offered per session pay so that they can translate for the school and for parent-teacher meetings. The school community was notified of this through PA meetings, school meetings, and the monthly newsletter.

Part B: Strategies and Activities

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

Since most of our translation and interpretation needs are focused on the Spanish language, we are fortunate to have many staff members that speak and write the language. Two of the Assistant Principals, the Parent Coordinator, the Mathematics Coach, and several teachers and aides speak and write in Spanish. I have offered per session pay so that they can translate for the school and for parent-teacher meetings. Additionally, translators are provided at all school functions

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

Most oral interpretation services are provided by school staff that speak Spanish and Albanian. They are available on a need basis. There is always someone who speaks Spanish available in the Main Office for phone calls or to answer questions. Interpretation services are used in individual cases for languages that our own personnel are not fluent. We have the phone numbers for these outside contractors on file.

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>.

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. Parents were also informed during Parent Association Meetings, school meetings and on an individual basis

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: Fiorello LaGuardia	DBN: 10x205
Cluster Leader: Debra Maldonado	Network Leader: Ben Waxman
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: Reduced class size
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 9
of certified ESL/Bilingual teachers: 5
of content area teachers: 4

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: To ensure compliance with No Child Left Behind, P.S. 205 will support our English Language Learners (ELLs) through the Transitional Bilingual and English as a Second Language (ESL) programs. Transitional Bilingual services are provided for students in grades Kindergarten through first. Students in grades two through five participate in the freestanding ESL programs, based on parent choice. All ELL students are fully served as per CR PT154.

The proposed Native Language, content-area program at P.S. 205 will focus on and supplement classroom instruction, aligned with New York State Common Core Standards. The Native Language (Spanish) program is designed to service beginner to high-intermediate students from grades two through five. The program provides students with native language support in the core content areas: math, science and social studies. Students receive these services three days a week with a certified, F-Status Native Language teacher, for 50 minute periods. The instructor, a highly qualified Bilingual teacher, will work with approximately 50 students. Students will participate in small-group instruction focused on strategies to make content and language comprehensible. For example, during science lessons, the F-status teacher will provide native language support and content area instruction and scaffold (in Spanish) the lesson provided by the monolingual classroom teacher. Students will therefore be better prepared to comprehend content area instruction. This program will begin in January 2011 three times a week through the end of May 2012.

The Native Language (Spanish) Arts curriculum will parallel the research-based ESL and content-area instruction in the classrooms. Beginner to high-intermediate students will be engaged in supplementary activities based upon the content-area curriculum maps. Grade-specific, content-area themes will provide students with essential practice in the four modalities: listening, speaking, reading and writing. To ensure development in critical thinking, content-area concepts, and oral language development, students will participate in differentiated units of instruction. Differentiated strategies and approaches will include explicit vocabulary, cognates, and phonics instruction. The Native Language teacher will provide small group, content-area instruction simultaneously with the classroom teacher.

To support access to the grade-level curricula for ELLs, the interactive technology program, Imagine Learning English, will be implemented to track student progress and provide customized language instruction. Fifty licenses of Imagine Learning English will be purchased to provide our ELL's in grades 2-5 with differentiated literacy instruction. The program incorporates content-area topics relevant to student learning in the classroom. Progress reports generated by the Imagine Learning English program will be sent home to strengthen the collaboration between home and school. The reports facilitate individualized homework and extension activities while providing critical information for parents in the native language. During our extended day period, students will have access to the Imagine Learning

Part B: Direct Instruction Supplemental Program Information

technology program. This is above and beyond the mandated units of service.

ESL and Bilingual teachers will collaborate with classroom teachers to design assessments targeting critical skill areas. Assessments will be analyzed during common planning sessions on an ongoing basis. Supplemental textbooks will include Bilingual (Spanish) language texts, dictionaries, and glossaries will be used for targeted student groups. Small-group instruction will be a critical part of native language support. As part of the assessment package, students will complete a variety of formative and summative assessments.

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: -

To ensure quality, differentiated instruction for all students, P.S. 205 provides ongoing professional development workshops on the following topics:

Professional Development Workshops for ESL/Bilingual Provider

- ELL and Jose P. Mandated Training (Annual) for all new teachers.

Differentiated sessions for general education (10hrs) special education (7.5hrs).

- Turn-key of BETAC workshops such as Strategies to Master the NYSESLAT and ELA ,

Differentiated Learning for ELLs in English and Spanish, Navigating the LAP, and The Challenge of Learning Academic English.

- Imagine Learning Professional Development will be provided to F-Status teacher, Bilingual and ESL teachers

Ongoing Professional Development for Classroom Teachers:

- Imagine Learning English
- Avenues
- Differentiation for English Language Learners (ELLs).

-High-quality professional development will be provided throughout the year, at no cost to the school (Title III funding).

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Activities which actively engage our parents ensure that the school can foster a collaborative community of learners. When parents are involved in their children’s academic lives, students achieve at higher levels. Through their participation in so many activities, parents are empowered personally and can develop productive relationships with teachers and staff members. Our workshops and activities not only give our parents ideas and tools to help their children with homework and study habits, but also gives them life skills.

Each month, parents are invited to attend the Parent Association meetings, during which they receive updates on various school issues. Parents are also invited to participate in our Young Audience Residency Program and our Enrichment Program in the classroom with their children during the school day. A Parenting Class held by the Parent Coordinator, Ana Laureano, is also offered to parents. Through their participation in these activities, parents are able to develop personal skills as well as attain a better understanding of their child’s academic life. A school calendar and a monthly principal’s newsletter ensure that parents are always informed about school activities and programs.

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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 		

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.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		.
Travel		
Other		
TOTAL		