



**Department of
Education**

Dennis M. Walcott, Chancellor



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

SCHOOL NAME: PS/MS 212X, THE MULTICULTURAL MAGNET SCHOOL

DBN: 12X212

PRINCIPAL: DONNA RIDLEY

EMAIL: DRIDLEY@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

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
Donna Ridley	*Principal or Designee	
Hyacinth Hall	*UFT Chapter Leader or Designee	
Haydee Rodriguez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Charles P. McWhales	Member/CSA – Interim Chair	
Barbara Keis	Member/Teacher	
Yalitzza Camacho	Member/Parent	
Martha Reyes	Member/Parent	

Jessica Monroe	Member/Parent	
Nancy Vega	Member/Parent	
Digna Cruz	Member/Parent	
Musah Adams	Member/Parent	
Gregory Kentera	Member/Teacher	
Segundo Rayo	Member/Parent	
Danielle Schiano	Member/Teacher	
Karen Croft	Member/Teacher	
Andrea Eirand	Member/Teacher	
Mona Jeremiah	Member/Para	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1 – ALL Testing Students (Grades 3-8)

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

By June 2012, 30% of all our testing students including ELLs and students with disabilities will reach levels 3 and 4 proficiency progress towards the New York State's English Language Arts assessment. In June 2010-2011, 28.0% reached levels 3 and 4 according to our progress report.

Comprehensive needs assessment

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

According to our Progress Report for 2010-2011, only 28.0% of 225 students who took the New York State's English Language Arts (ELA) reached or exceeded proficiency at levels 3 and 4. Consequently, our school received 7.9 out of 25 on Student Performance measures on the 2011 state tests in English and math; the school has a State accountability status (NCLB status) of "Corrective Action (year 1) Comprehensive" identified for the subjects of- ELA and for not making AYP for the following subgroups: All students, LEP and Economically Disadvantaged according to the 2010-2011 Accountability Overview Report (Report Card). This result is largely due in part to the fact that about 25% of our testing population consists of English Language Learners with varying competencies in their acquisition of standard English. Additionally, to determine student baseline reading performance levels for all our students, we used the New York State Education Department's Item Response Analysis for the ELA tests. In addition we administered a battery of informal reading assessments that are designed to pinpoint specific areas of strength and weakness in reading that we will address.

Instructional strategies/activities

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

- Data Analysis/Data-driven Instruction - To improve our students' performance in English Language Arts for all our testing students from grades 3 through 8, for this year, we will use the New York State Education Department's Item Response Analysis for the ELA tests, classroom teachers' formative assessments and other curriculum-based measurements to identify areas of strengths and weaknesses for each student's specific reading comprehension deficits. The Multiple Intelligences survey is administered to determine the student's modality preferences in order to differentiate according to their modality strength.
- Informal Test Baseline Battery
- The implementation of new reading programs namely: Reading Streets for grades Pre-K through 6, and Holt McDougal Literature Anthologies for grades 7 and 8 were selected because they are aligned to the Common Core Standards and are designed to address the needs of General Education, Special Education and English language Learners. These programs are all aligned to the Common Core Learning Standards. Vocabulary 3000 answered the findings of 2010 teacher inquiry of student academic language. Imagine learning is a technologically based tool that teaches language acquisition in an engaging way.
- Instructional Strategies: We are implementing the Socratic Symposium methodology across all literary and content/subject areas The Sheltered English Instruction Observation Protocol, SIOP, model is utilized with English Language Learners.
- Academic Intervention Services - Classroom teachers, and Academic Intervention Service providers will provide differentiated instruction in small groups during the regular school days, extended days and our Saturday tutorial programs. Our school utilized Supplementary Education Services.
- This goal will be implemented from September 2011 to June, 2012.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

PS/MS 212x 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
- 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 Advisory Council. 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 for Family Engagement and Advocacy (OFEA);
- 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;
- offer an opportunity for parents to communicate with the staff through a Weebly Homework online web-site, DOE email, En-grade (online grading system). We also invite parents to celebrate student performances and achievements (ie. Halloween Extravaganza, turkey raffle, Memoir Night, chaperoning of trips).
- 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 Title I Parent Annual 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)
- Parent-teacher conference.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Our administrative staff attends DOE sponsored hiring fairs to identify and recruit highly qualified teachers in all content areas.
 - Highly qualified teachers are hired by referrals from teachers and colleagues.
 - Support from our Human Resources – Network 608

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - The school works in tandem and coordinates with Supplemental Educational Service (SES) Providers to provide After-school tutorials, offering extra help in reading, English Language Arts (ELA) and mathematics free-of-charge to eligible students in our school. They are: Sports and Arts, Imagine Learning, Academic Advantage, Champion Learning, GLOW, Binet, School Professionals, Educate Online and Test-Quest.
 - *PS/MS 212 enjoys collaborations with several community-based organizations, including Bronx Lebanon Hospital, New York Botanical Gardens, GLOW, Bronx Psychiatric Services and the Primary Mental Health Project. These agencies provide on-going student-parent outreach, counseling and medical services, student tutoring, and referrals to other support agencies that are vital components of our efforts to achieve our goal.*
 - We also have the participation of our School Leadership Team, PTA and teachers in collaboration with the principal in the development and implementation of all vital school programs to achieve our goal.

Budget and resources alignment

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

PS/MS 212x is a Title 1 SWP school;

As a Title 1 School-wide Program school, the Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title IIA Supplemental, Title IV Drug Free, Title III, ARRA to implement this action plan from

September 2011 through June 2012 as indicated below:

- Supervisors (3 Assistant Principals) per session (2 days per week)
- Supplemental instructional materials to support curriculum development during the regular school day.
- Consumable materials for use during our 100-minute extended day programs on Tuesdays and Wednesdays.
- Technology equipment , such as, computer for small group instruction.
- Teacher per session (2 days per week) for after school small groups differentiated instructional activities

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2 – English Language Learners

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

By June 2012, 16% of the 81 English Language Students will achieve Proficiency when measured by the NYSESLAT in all four modalities: Reading and Writing, Listening and Speaking. In 2011 about 14% were proficient in all four modalities.

Comprehensive needs assessment

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

81 students are classified as English Language Learners through the following multiple sources: Students Eligible for Revised LAB (LBR), Students Eligible for NYSESLAT (LAT) and the NYSESLAT Combined Modality Report (RNMR). Our English Language Learners acquire proficiency in the English language through rigorous and vigorous instructional programs. The data collected from the multiple sources revealed that although some students have achieved a particular level (ex., Advanced) due to combined scores, actual

achievement differed. In some instances a student who scored at the advanced level may actually be at beginning level in speaking and intermediate level in writing. Similarly, in some cases students may vary in ability within a particular modality. Based on this information, lessons have been tailored to meet the student's individual needs.

Instructional strategies/activities

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

- Small groups pull-out/push-in instruction each day based on the student's level. The rationale behind this is to allow teachers to use differentiated instruction and small group teaching and learning methods to assist students to acquire the necessary skills in speaking, listening for comprehension, reading with comprehension and writing.

- Deliberate scheduling/programming is done to ensure that our beginners and intermediate ELLs receive 360 minutes (8 periods) and our Advanced ELLS receive 180 minutes (4 periods) of instruction. ESL teachers utilize the ELL handbook of the Reading Streets program, Holt McDougal Literature Anthologies, and Imagine Learning in order to create a consistency between the classroom and ESL teachers.

- ELLs students receive content areas instruction using ESL strategies. Collaboration, team teaching, between the ESL providers and the classroom teachers ensure teachers input in decision-making. Content area subjects are taught using sheltered English instruction and constant scaffolding in order to allow the students to acquire content area vocabulary in English.

- Daily formative and skilled-based assessments are done and used by teachers for instructional planning and for student information.

- The timeline for the implementation of this goal is September 2011 –June 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - 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;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Our administrative staff attends DOE sponsored hiring fairs to identify and recruit highly qualified teachers in all content areas.
 - Highly qualified teachers are hired by referrals from teachers and colleagues
 - Support from our Human Resources – Network 608

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - The school works in tandem with and coordinates all Supplemental Educational Service Providers' activities to provide After-school tutorials. They are: School Professionals, Sports and Arts, Imagine Learning.
 - *PS/MS 212 enjoys collaborations with several community-based organizations, including Bronx Lebanon Hospital, New York Botanical Gardens, GLOW, Bronx Psychiatric Services and the Primary Mental Health Project. These agencies provide on-going student-parent outreach, counseling and medical services, student tutoring, and referrals to other support agencies that are vital components of our efforts to achieve our goal.*
 - We also have the participation of our School Leadership Team, PTA and teachers in collaboration with the principal in the development and implementation of all vital school programs to achieve our goal.

Budget and resources alignment

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

PS/MS 212x is a Title 1 SWP school. As a Title 1 School-wide Program school, the Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title IIA Supplemental, Title IV Drug Free, Title III, ARRA to implement this action plan from September 2011 through June 2012 as indicated below:

- Supervisors (3 Assistant Principals) per session (2 days per week)
- Supplemental ESL instructional materials to support curriculum development during the regular school day
- Consumable ESL materials for use during our 100-minute extended day programs on Tuesdays and Wednesdays
- Teacher per session (2 days per week) for after school small groups differentiated instructional activities

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3 - Parental Involvement

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

By June 2012, we will increase by 50% the overall participation of parents attending monthly parent meetings and workshops held by the school. Particularly, we will target the parents of our students in all subgroups who scored at or achieved levels 1 and 2 on both NYS ELA and Math tests in 2011,

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - We will use data from last the last three years' parent attendance during meetings
 - Data from ARIS

Instructional strategies/activities

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

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parents will participate in regular workshops on student performance throughout the year, on ELA, Math, homework help, ARIS, ELA, Math and Science, the Common Core Standards, IEPs

- Teachers will sponsor two parents from their class to attend meetings
- Incentives for parents who attend the meetings, raffle drawing, refreshments
- Class incentives for classrooms who have the most attendance at meetings
- Workshops for parents who have students with Disabilities with a focus on understanding their child's IEP and childhood development
- Parents will show increased participation in their children's grade assembly programs, special events monthly holiday extravaganzas, annual spelling bees, musical concerts and choral programs, book fairs, end of the year culminating activities, such as graduations and stepping up ceremonies for all grades
- Orientation and parent teacher- conferences twice a year, back to school night
- Parents will attend social events, outings and Social Events; in and out of school especially designed for parents, students and teachers to meet and socialize together, hence building upon the home school relationship in a fun, enjoyable way.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Not applicable

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

To achieve our parental involvement goal, we utilize the services of the following:

- Our administrative staff
- Parent Coordinator

- All Classroom and Homeroom teachers
- The office of the PTA
- Family Worker

Budget and resources alignment

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

As a Title 1 School-wide Program school, the Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title IIA Supplemental, Title IV Drug Free, Title III, ARRA to implement this action plan from September 2011 through June 2012 as indicated below:

- C4E funding
- Title III
- Supervisors (3 Assistant Principals) per session (2 days per week)
- Parent Coordinator
- PTA President/PTA Volunteers

Annual Goal #4 - Citywide Instructional Expectations

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

By June 2012 and in pursuant to the citywide Initiatives for 2011-2012, 100% of teachers will be become aware of and be trained in specific citywide and state instructional expectations. The awareness and training will strengthen student work by enhancing teachers'

best practices of examining and refining curriculum, assessment, and classroom instruction; and the feedback teachers receive from the school's administration...

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - According to data from our Progress Report, ARIS and other sources, our students did not meet AYP in reading. Our teachers therefore need rigorous training in curriculum development and assessment and how to use the common core standards to prepare and deliver rigorous and engaging lessons to all our students
 - About 42% of our faculty is new to teaching. This sizeable amount of new teachers requires numerous and constant professional development in the citywide instructional expectations.
 - About 35% of our student population is English Language Learners and Special Education. Teachers therefore need to acquire effective strategies engage students to excel

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) staff and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.
- Weekly professional development workshops on understanding components and elements of best professional practices
- Departmental meetings in subject areas to strengthen students' work and refining curriculum, assessment and classroom instruction
- Requesting for and implementing support from our network's instructional leaders

- Teachers will work together, through departmental meeting, professional development, and mentoring, to engage students in rigorous tasks embedded in well-crafted instructional units
- In teams, look closely at student work to understand the steps to reach the level of performance that the Common Core requires
- Engage all students, in at least, one literacy and one math task aligned to strategically selected Common Core standards

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 1. Parents will be invited to participate in regular workshops on student performance throughout the year, on ELA, Math, homework help, ARIS, ELA, Math and Science, the Common Core Standards and Citywide Instructional Expectations.
 2. Parents will be informed of new teacher initiatives during parent teacher- conferences twice a year, back to school night.
 3. Parents will attend social events, outings and Social Events; in and out of school especially designed for parents, students and teachers to meet and socialize together, hence building upon the home school relationship in a fun, enjoyable way.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Our administrative staff attends DOE sponsored hiring fairs to identify and recruit highly qualified teachers in all content areas
 - Highly qualified teachers are hired by referrals from teachers and colleagues
 - Support from our Human Resources – Network 608

Not applicable

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Our administrative staff
- Lead teacher mentors
- Peer teacher inter-visitations

- Curriculum consultants

Budget and resources alignment

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

As a Title 1 School-wide Program school, the Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title IIA Supplemental, Title IV Drug Free, Title III, ARRA to implement this action plan from September 2011 through June 2012 as indicated below:

- Supervisors (3 Assistant Principals) per session (2 days per week)
- Supplemental instructional materials to support curriculum development during the regular school day
- Consumable materials for use during professional development workshops on learning professional best practices
- Technology equipment such as, computers for small group professional instruction
- Hire per diem substitute teachers to cover for teachers who have to attend outside professional development workshops.

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	10	12	N/A	N/A	0	0	0	0
1	12	12	N/A	N/A	0	0	0	0
2	10	12	N/A	N/A	0	0	0	0
3	10	10	N/A	N/A	0	0	0	0
4	15	10	12	5	0	0	0	0
5	15	15	12	5	0	0	0	0
6	20	20	15	16	0	0	0	0

7	25	19	20	20	0	0	0	0
8	32	11	20	10	0	0	0	0
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Small groups differentiated instruction • one-to-one guided reading help • teacher –student conferencing • Pull out and Push in • Focused Skill/Strategy Intervention • Small Group After-School Instruction; Tuesdays, Wednesdays, Thursdays, Fridays from 2:20pm to 5:30pm • Saturday Academy tutorials for levels 1, 2 and ELLs
Mathematics	<ul style="list-style-type: none"> • Small groups differentiated instruction • one-to-one guided reading help • teacher –student conferencing • Pull out and Push in • Focused Skill/Strategy Intervention (Scholar Skill Intervention) • Small Group After-School Instruction; Tuesdays, Wednesdays, Thursdays, Fridays from 2:20pm to 5:30pm • Saturday Academy tutorials for levels 1, 2 and ELLs

Science	<ul style="list-style-type: none"> • Small groups differentiated instruction • one-to-one guided reading help • teacher –student conferencing • Pull out and Push in • Focused Skill/Strategy Intervention (Scholar Skill Intervention) • Small Group After-School Instruction; Tuesdays, Wednesdays, Thursdays, Fridays from 2:20pm to 5:30pm
Social Studies	<ul style="list-style-type: none"> • Small groups differentiated instruction • one-to-one guided reading help • teacher –student conferencing • Pull out and Push in • Focused Skill/Strategy Intervention (Scholar Skill Intervention) • Small Group After-School Instruction; Tuesdays, Wednesdays, Thursdays , Fridays from 2:20pm to 5:30pm
At-risk Services provided by the Guidance Counselor	NA
At-risk Services provided by the School Psychologist	NA
At-risk Services provided by the Social Worker	NA
At-risk Health-related Services	NA

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The

Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

- Instructional Strategies: We are implementing the Socratic Symposium methodology across all literary and content/subject areas. The Sheltered English Instruction Observation Protocol, SIOP, model is utilized with English Language Learners.
- Academic Intervention Services - Classroom teachers, and Academic Intervention Service providers will provide differentiated instruction in small groups during the regular school days, extended days and our Saturday tutorial programs. Our school utilized Supplementary Education Services.
- This goal will be implemented from September 2011 to June, 2012.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
 - Supplemental instructional materials to support curriculum development during the regular school day and Saturday Academy tutorials.
 - Consumable materials for use during our 100-minute extended day programs on Tuesdays and Wednesdays.
 - Saturday Academic Academy (grades 3 – 8). Saturday will provide 3 hours of instruction each session in literacy and math for the acquisition necessary skills and others. These activities will supplement and support current best practices in ESL and Special Education instruction.
 - Technology equipment, such as, computers for small group instruction.
 - Teacher per session for after-school and Saturdays small groups differentiated instructional activities
 - Supervisors per session to supervise after-school and Saturdays tutorial activities
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

In order to achieve our goal of improving instruction in ELA to get off from the unenviable status of a school in corrective action, the following Staff Development activities are planned and implemented throughout the school year in support of our new teachers by the administration and both in-house and outside staff developers:

- Introduction to the use of methodologies suggested in the Common Core State Standards/Common Core Learning Standards
 - New teachers awareness and understanding of the professional best teaching practices – curriculum planning and preparation, classroom environment, setting high expectation for learning and achievement, using assessment in instruction
 - Learning the abilities to create varied instructional groups appropriate to students, needs
 - Learning how to select materials and resources suitable to students which are designed to engage students in meaningful learning
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

PS/MS 212x 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 2011-2012
- 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 Advisory Council. 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 for Family Engagement and Advocacy (OFEA);
- 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;
- Offer an opportunity for parents to communicate with the staff through a Weebly Homework online web-site, DOE email, En-grade (online grading system). We also invite parents to celebrate student performances and achievements (i.e. Halloween Extravaganza, turkey raffle, Memoir Night, chaperoning of trips).
- 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 Title I Parent Annual 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)
- Parent-teacher conference.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/ Rudy Rupnarain	District 12	Borough Bronx	School Number 212
School Name The Multicultural Magnet School			

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

Principal Donna Ridley	Assistant Principal Charles McWhales
Coach Melanie Rodriguez	Coach
ESL Teacher Narelys Pagan	Guidance Counselor Mimy Mpowa
Teacher/Subject Area Greg Kentera/Common Branch	Parent
Teacher/Subject Area Enrica Tudda/ESL	Parent Coordinator Orlando Cardoza
Related Service Provider Barbara Keis	Other Philip Scharper
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	3	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	428	Total Number of ELLs	80	ELLs as share of total student population (%)	18.69%
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Part II: ELL Identification Process

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

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

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school.

1. At registration, parents complete a Home Language Identification Survey (HLIS) for their child/ren. An informal interview is completed by designated pedagogue from the school ELL department , Ms. Pagan (the ELL Coordinator/Spanish) , or Ms. Tudda (ESL teacher/Spanish or Italian) who is able to speak in their native language and English. Designated translators are available if needed , Mr Estrella (ESL teacher/Spanish or French) or Ms. Mpowa (School Counselor/Spanish/French). Based on their responses to the survey questions, and the informal interview the student is administered the Language Assessment Battery (LAB-R) by an ESL teacher (Ms. Pagan or Ms. Tudda) to determine the child's level of English language proficiency and the type of service. If the Home Language survey indicates the home language is Spanish, the Lab-R in Spanish is given by one of the three bilingual ESL teachers. The parents are provided with school wide information including special ESL services. The ELL Coordinator (Ms.Pagan) , the ESL teachers (Ms. Tudda, Mr. Estrella) , and the testing Coordinator (Mr. Kentera) review the various ATS reports (RLER, RLAT, RNMR, RESI) to ensure every ELL is identified properly and administered the NYSESLAT. The RLAT, RNMR, and the LAB-R scores are reviewed by the ELL department to ensure correct placement of every ELL. Additionally these reports allow the ELL department to target each of the four components during instruction according to the data. Advanced planning and programming between the ELL Coordinator, ESL teachers and Testing Coordinator ensure that all four components of NYSESLAT are administered. Mock NYSESLATS and Interim Assessment provide the framework for the administration of the NYSESLAT.
2. After the initial interview a follow-up orientation workshop is held within ten days. The ELL Coordinator (Ms. Pagan and the ESL teachers (Ms. Tudda and Mr. Estrella) are present at the monthly orientation meetings. Individual appointments are also made by parents with the ELL Coordinator for the parent orientation when they are unable to attend our monthly meeting. During the orientation session, the parents of English Language Learners (ELL) have the opportunity to watch a video from the DOE explaining the following programs – Transitional Bilingual Education which offers instruction both in the student's native language, as well as ESL; Dual Language – half the instruction in English and half in the student's native language; and a Freestanding English as a Second Language program which provides all instruction in English through the use of specific instructional methodologies. Additionally we provide parents with the ELL Parent Brochure, the Parent Choice Survey, and the PS 212 ELL program handbook in their native language. At 212, as per parent choice at this time we provide a Freestanding English as a Second Language program. A PS212x ELL department weebly site is also available where parents are informed of all orientation meetings, language clubs and ELL parent workshops. Additional outreach through letters, phone calls, and our weebly site can be done to inform parents who have previously chosen a TBE/DL program if the program becomes available as per parent choice.
3. The teachers, supervisors, and parent coordinator keep the parents informed through meetings, workshops and literature. As a result of effectively disseminating information to parents, they have been able to make informed decisions in selecting a program for their children. The ELL Coordinator mails parents the entitlement letters. Copies of the entitlement letters are maintained in a separate binder in the school. Whenever possible the ELL coordinator receives the Parent Selection Forms immediately after the orientation

meetings, following intake, or the monthly orientation meetings. The parent choice letters are kept in a separate binder in order to consistently refer to the current trend of parent choice and maintain a tally of the parent choices. If a parent was unable to attend the monthly orientation meeting, an appointment is made with the ELL Coordinator at the convenience of the parent to complete the Program Selection Forms. Phone calls, and letters to parents by mail are done until the parent choice letters are received.

4. We use multiple criteria to make decisions as to where to place ELL students who enroll at our school. Particularly, a certified pedagogue will conduct an initial interview; use LAB-R scores, ARIS and NYSELAT Combined Modality Report (RNMR) to inform our decision. Placement letters are distributed by mail to the parents. Additionally, placement letters are maintained in a separate binder in the school. Continued entitlement letters are distributed by mail. Continued entitlement letters are maintained in a separate binder in the school. Letters, brochures, and any other information given to the parents is available in their home language. In order to effectively communicate with parents, translators are present in the orientations and workshops. In addition, translated documents from the Office of ELLS are utilized.

5. After reviewing the Home Language Surveys, Program Selection forms for the past few years, and biographical data of our students, we have discovered that our ELLs come from diverse multicultural backgrounds such as Africa, Asia, Caribbean, and South America. After reviewing the Home Language Surveys, we have identified that our ELLs speak different languages in each grade. After reviewing various ATS reports (RLER, RLAT, RESI, RYOS), we have identified that we currently do not have enough ELLs of the same home language in two consecutive grades to create a bilingual class. Additionally our tally of Parent Selection Surveys is updated following each monthly parent orientation meeting. The majority of our program selection forms demonstrate the current trend of ESL as the first program choice. Therefore, as per parent choice, we have adapted a Freestanding English as a Second Language program which addresses the needs of our diverse student population.

6. The Freestanding ESL Program we have implemented is aligned with the program selection forms and the parent surveys of the past few years. Our instructional delivery model is comprised of Freestanding ESL classes. During parents' orientation workshops, we make every effort to explain and to ensure they are aware and in agreement with the school.

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):
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%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	80	Newcomers (ELLs receiving service 0-3 years)	60	Special Education	8
SIFE	8	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	9

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	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	60	7	5	11	1	2	9	0	1	80
Total	60	7	5	11	1	2	9	0	1	80

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	4	5	4	2	11	4	10	8	0	0	0	0	56
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	1	1	1	2	4	3	0	0	0	0	12

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	0	0	0	1	2	0	6	1	0	0	0	0	11
TOTAL	9	4	5	5	4	14	6	20	13	0	0	0	0	80

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?

Programming and Scheduling Information

1. In an effort to customize our instructional program, the variation in the required instructional units per level of functioning is addressed during our programming sessions. Our beginners and intermediate level students get 8 periods (360 min) of ESL instruction. Our Advanced group, however, get 4 periods per week (180 min). In our current scheduling, Beginners, Intermediates and Advanced are pulled out separately according to placement. Additionally, lower level Intermediates are pulled out with Beginners at selected periods. Higher level intermediates are pulled out with Advanced students at selected periods. Push-In instruction is also scheduled per class.
2. In addition to our intensive ESL instruction, all content areas are taught using ESL strategies allowing for a continuity of rigorous instruction and language development. Instruction is also differentiated within our student population in an effort to address special needs.
3. Content areas are delivered using sheltered English instruction and a variety of constant scaffolding in order to allow ELLs to acquire content area vocabulary in English and content area skills in English. Through constant modeling of academic language in Socratic seminars, cooperative groups, and through accountable talk students are expected to respond and participate using academic language and higher order thinking. Teachers are encouraged to create cooperative learning groups in order to facilitate opportunities for students to interact with students at their proficiency level and students at a higher proficiency level. Through thematic units teachers model language

A. Programming and Scheduling Information

functions and structures using academic language in context. Instruction is aligned with mandated ESL/ELA, content area standards, and the core curriculum. Teachers are encouraged to create thematic units which incorporate content and language objectives. Quality materials reflect the home language of the student and are aligned with the school's core curriculum. Texts are available in the home language of many of our students in the content areas. The ESL Coordinator meets on a weekly basis with content area teachers and the ESL teachers through mentoring, professional development and department meetings to discuss current units, differentiation, and collaboration of the ESL teachers with the content area teachers. Additionally, the ESL teachers plan lessons in collaboration with content area teachers to provide constant support with a focus on academic language, differentiation, cognitive demands of tasks, evaluating student work and data, and scaffolding in the content areas to meet student needs.

4. Ongoing daily assessments, thematic assessments, demonstrations, exhibits, and skill based assessments in verbal and written form in ESL and in the content areas are created through the collaboration of ESL teachers and content area teachers. A student portfolio is maintained by classroom teachers in order to be assessed periodically by teachers, students and parents. Students are encouraged to put pieces in their portfolio reflecting their home language and English. The students are given formal and informal assessments in the native language of the ELLS when necessary. In addition, assessments in the native language of the ELLS are present in our current curriculum materials. Ongoing assessments are utilized to evaluate student learning and performance.

5a. Our SIFE students receive additional small group tutoring and 1:1 assistance. They are also involved in our Bridge the Gap Initiatives. Our Bridge the Gap Initiative consists of educators, that are also translators, which instruct the children one day a week using English and their native language. Their instruction is in all the content areas allowing the students to acquire skills in their native language and in English. Our SIFE students are also involved in Saturday, Holiday and After School programs. Because of their special condition they also receive counseling services and specialized instructional materials.

5b. Once a week newcomers participate in our Bridging the Gap program where the ESL teachers collaborate with teachers who speak their native language to provide content clarification, specialized instruction for first year ELLS in math, and transferring reading skills from their native language for second year ELLS in English Language Arts. Technology, visuals, photo libraries, bilingual picture dictionaries and other supplementary materials are available for ESL teachers and content area teachers for newcomers. The newcomers are involved in our language clubs where they meet students with their same native language and receive group support while completing academic activities. Additionally, they receive counseling and more experiential type of educational activities, such as trips.

5c. In addition to mandated ESL periods, for the students that have been in the program 4-6 years, we have implemented a separate small group instructional time per grade level with ESL teachers. The instruction focuses on their deficiencies in the NYSESLAT, ELL periodic assessments, and ARIS. Baseline writing samples are taken for strategic writing instruction tailored to each child. ESL teachers and content areas use the data to inform instruction and create differentiated activities.

5d. ELLS that have received services for more than 6 years receive instruction in a small group setting per grade level with ESL teachers, where we utilize data from the NYSESLAT, diagnostic assessments, ARIS and ELL periodic assessments to focus on areas of improvement. Additionally, the data is utilized to identify areas of strength. If there is no progress after all our effort we will refer him/her to the appropriate committee (PPC, I.E.P) for possible evaluation. However, if the students are already in a special education setting, we address instructional delivery practices and ensure that goals are relevant and obtainable.

6. Similarly, we ensure that lessons are scaffolded, student's attention span, impulsivity and distractibility are considered when planning lessons. Instruction is aligned to the CCLS and tasks are differentiated and supported using a variety of supplemental materials such as visuals, technology, and photo libraries. A variety of scaffolds are used to create differentiated tasks such as, breaking down tasks into smaller assignments, simplifying directions, adapting text, and graphic organizers. ESL teachers have access to the IEP of each student and refer to it when planning instruction and assessments.

7. A student's environment is considered when scheduling. ESL teachers in collaboration with classroom teachers, and other service providers, schedule services and plan instruction, in department meetings and preparation periods, in order to provide each child their mandated instruction and services according to their individual IEP. The ESL teachers collaborate with the classroom teachers in order to push in and pull out the SWD. This will allow instruction to be done within the peers of their class and participate in collaborative groups with non-disabled peers according to their grade level.

Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

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

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

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

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

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

Native Language Usage and Supports

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

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

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?

If a reevaluation is needed it will be conducted.

8. Collaboration between the ESL teacher, AIS providers and their current ELA/content area teachers is frequent and ongoing through department meetings and preparation periods. These primary planning sessions will focus on customizing instruction in preparation for ELA, using Wilson and Foundations. Diagnostic assessments are given in order to create ELL target groups for both ELA, math, and content areas. During extended day ESL teachers and content area teachers collaborate to target these students utilizing the data from the diagnostics. ELLs needing targeted interventions for ELA are given instruction in small groups in extended day and Saturday Academy by a content area teacher and an ESL teacher. ELLs needing targeted interventions for math are given instruction in small groups in extended day and Saturday Academy by a content area teacher and an ESL teacher. Both Social Studies and Science teachers collaborate with the ELL Coordinator and ESL teachers to identify students in need of interventions. These students are seen in Extended Day and further support is given through the ESL teacher. Data reports (ARIS, NY start, Interim Assessment, RNMR, RLAT), and class diagnostics, are used to identify students in need of interventions.

9. In our plan for continuing transitional support (2 years) for students who have reached proficiency level on the NYSESLAT students are placed in monolingual classes full time and participate fully and held to the high expectation in all content areas such as their monolingual counterparts. They also enjoy and participate in all extra-curricula activities without reservation. These include: Sports and Arts, Saturday Academy, Language Clubs, Band. Using data reports (RESI, RLAT, RNMR, HIST, REXH) the ELL Coordinator and the Testing Coordinator collaborate to identify all the Former ELLs in order to provide the testing accommodations for former ELLs for two years following proficiency of the NYSESLAT.

10. Long-term ELL small group instruction once a week by ESL teachers per placement and grade level is being implemented. These selected periods of instruction are in addition to their mandated ESL instruction and is driven from NYSESLAT, ARIS, ELL Periodic Assessments, state ELA and state math data. By identifying the specific needs of the Long term ELLs through data reports and diagnostics, and providing small group instruction with these focuses this will allow them to reach proficiency in the NYSESLAT.

11. There are no programs that are being discontinued from last year.

12. ALL ELLs are invited to participate in our SES and afterschool programs (Imagine Learning, Champion Learning, Sports and Arts, Band, and Participating programs in the 212x campus). This year we will be adding an SES program (Imagine Learning) with teachers who are fluent in the languages of our newcomers. Technology with bilingual capabilities will be used during instruction in our afterschool program. Furthermore, with Title III funding, we will begin a Saturday program for newcomer Immigrant ELLs and their parents using Oxford Picture Dictionaries, workbooks, and Side By Side texts.

13. The instructional materials used in the ESL program parallel those used in monolingual program in an effort to facilitate transition. The materials used are: Reader's Theatre, Reading Streets (Balanced Literacy reading and Writing Workshop Models), Word Wise, Kaplan Math/ELA Rosetta Stone and a extended range of print, visual and digital resources. An adequate bilingual ESL class library is available for student use, color-coded and labeled by language. This year we will be introducing the Ipad 2 for instruction, a tool for supplemental materials, and native language support. Various websites, such as the Children's International Library, provide native language interactive texts and visuals students may utilize. For use in the content areas, photo libraries, such as our Science photo library provide visuals and vocabulary support for the ELLs. The Content Area teachers in collaboration with ESL teachers utilize various websites (free translation, pete's power points, google images, edhelper, freeology, brain pop, cool math games) for native language support, scaffolds, supplementary materials and differentiated tasks in the content areas in order for students to build technical and digital proficiency.

14. Our ESL teachers and Instructors/translators (from our SIFE program) are bilingual and provide native language support necessary for

B. Programming and Scheduling Information--Continued

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14. Our ESL teachers and Instructors/translators (from our SIFE program) are bilingual and provide native language support necessary for beginners in order to transfer skills from their native language to English. Native language instruction is used support higher order thinking in demanding and challenging areas of instruction. Decisions on language use in instruction are based on data, student needs, language levels, and challenging content. The language of student products is determined according to student needs. Student products are

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?

Parental Involvement

Our school maintains an open door policy with regards to all our parents including our English Language Learners' parents. To foster proper communication and to make our parents feel comfortable, we have staff members who are capable of communicating in Spanish and French, as such, we utilize their linguistic abilities to service our parents.

This year we will be collaborating with community based organizations , such as, the Puerto Rican Family Institute, the Gambian Society , La Alianza to attend parent workshops or provide resources for the support of ELL parents and students. We will invite parents of Immigrant ELLs to attend our Saturday Academy , parent and student ESL classes. In these classes parents will be able to learn English along side their children. Additinally, parents are invited to attend our monthly language clubs. In the language clubs students participate by sharing elements of their culture , such as, food, clothing, music, and traditions. The cultural celebration of the students, parents and teachers, in the language clubs will allow us to foster cultural pride and communication.

The teachers, supervisors and parent coordinator keep the parents informed through monthly meetings, workshops and literature. Letters, phone calls and electronic message means are used to invite them to all meetings and to send them information. The ELLs students' orientation video is shown to all our parents of newly enrolled English Language Learners, allowing parents to become aware as to our approaches of assisting their children to proficiently acquire the English language. Additionally parents are given the ESL parent handbook describing our entire ESL program, which informs parents how our LAP is implemented in our school. As a result of effectively disseminating information to parents, they have been able to make informed decisions in selecting or accepting the programs for their children offered. Although parent requests are aligned with our program in place, we remain open to parental feedback and suggestions. Following each workshop, we provide parents with an opportunity to express concerns, suggestions and ask questions. A parent feedback form is given. Parents are given the opportunity to express any needs, or the suggested topics of further workshops. Parents are encouraged to respond in their native language.

Additionally, the parent coordinator is implementing AWE workshops. Workshops are targeting Aris Parent Link, our Weebly Sites, and E-grade. The parent coordinator is modeling for parents how to utilize the Aris parents link to locate information on their child. The parent coordinator is demonstrating in workshops how to connect to each weebly site for each teacher, administrator, and school department in order to locate homework, assignments, activities, workshops , trainings for students and parents. Furthermore, through workshops and conferences, the parent coordinator is introducing parents and students to E-grade an online grading system. Parents and students will be able to view assignments, homework, project grades and comments.

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.

Professional Development and Support for School Staff

The effectiveness of our program is strongly dependent on professional development which meets the needs of teachers of second language learners. Most of our professional development is done through workshops, conferences, and seminars. We have a professional development plan that is designed to meet the needs of our staff and students. We have a professional development plan that is designed to meet the needs of our staff and students. We have a professional development plan that is designed to meet the needs of our staff and students.

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

Professional Development and Support for School Staff

The effectiveness of our program is strongly dependent on professional development which meets the needs of teachers of second language learners. Mutual preps have been scheduled in the master program so that teachers can meet for workshops, planning sessions and collaborative projects. Some of our topics will include:

- Cultural Diversity, Learning Styles and instruction
- Bilingual/ESL Compliance
- Using data to drive instruction (NYSESLAT/ARIS)
- ELLs Periodic Assessment, Performance Series and Acuity
- Sheltered English Instruction
- Scaffolding
- Infusing technology (Using Smart Boards /Ipads)
- Language Allocation Policy (changes and status)
- Socratic Seminars
- Differentiation, Learning Language Needs and Effective Practices for ELLS
- Accountable Talk for ELLS
- Developing Academic language Through Content
- Current ESL/ Bilingual Research

A professional development binder is maintained with agendas, sign-in sheets and feedback from teachers. This records a log of the professional development done by each teacher. Teachers are encouraged to attend off-site workshops and seminars related to ELLS. The parent coordinator provides professional development and conferences with individual teachers with the focus of maintaining open lines of communication with parents. He provides opportunities through parent workshops, and school events geared towards building cohesiveness and cooperation between parents and staff. The school leadership is formed through a collaboration of administration, parents and teachers. Using data, teachers, parents, and administrators on the school leadership team continually voice concerns, suggestions, and possible outcomes to administration in order to make informed decisions. They provide support to the staff through this continual feedback of staff, parent and students needs. The LAP implementation and refinement plan is reviewed by the school leadership team and included in the CEP. The guidance counselor receives professional development on 8th grade articulation, newly arrived students, temporary housing, conflict resolution, cultural sensitivity, social and emotional development. Our guidance counselor is currently completing a bilingual extension. Due to her knowledge base on bilingual education and professional development, she provides turn-key training. Additionally, the guidance counselor supports staff through professional development of social, emotional, and behavioral needs and strategies to equip teachers with the appropriate tools to assist all students. The guidance counselor assist ELLS as they transition through individual conferences, participation in the language clubs, and direct communication with parents.

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?

Parental Involvement

Our school maintains an open door policy with regards to all our parents including our English Language Learners' parents. To foster proper communication and to make our parents feel comfortable, we have staff members who are capable of communicating in Spanish and French, as such, we utilize their linguistic abilities to service our parents.

This year we will be collaborating with community based organizations, such as, the Puerto Rican Family Institute, the Gambian Society, La Alianza to attend parent workshops or provide resources for the support of ELL parents and students. We will invite parents of Immigrant ELLS to attend our Saturday Academy, parent and student ESL classes. In these classes parents will be able to learn English along side their children. Additionally, parents are invited to attend our monthly language clubs. In the language clubs students participate by sharing elements of their culture, such as, food, clothing, music, and traditions. The cultural celebration of the students, parents and teachers, in the language clubs will allow us to foster cultural pride and communication.

The teachers, supervisors and parent coordinator keep the parents informed through monthly meetings, workshops and literature. Letters

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The teachers, supervisors and parent coordinator keep the parents informed through monthly meetings, workshops and literature. Letters, phone calls and electronic message means are used to invite them to all meetings and to send them information. The ELLs students' orientation video is shown to all our parents of newly enrolled English Language Learners, allowing parents to become aware as to our approaches of assisting their children to proficiently acquire the English language. Additionally parents are given the ESL parent handbook describing our entire ESL program, which informs parents how our LAP is implemented in our school. As a result of effectively disseminating information to parents, they have been able to make informed decisions in selecting or accepting the programs for their children offered. Although parent requests are aligned with our program in place, we remain open to parental feedback and suggestions. Following each workshop, we provide parents with an opportunity to express concerns, suggestions and ask questions. A parent feedback form is given. Parents are given the opportunity to express any needs, or the suggested topics of further workshops. Parents are encouraged to respond in their native language.

Additionally, the parent coordinator is implementing AWE workshops. Workshops are targeting Aris Parent Link, our Weebly Sites, and E-grade. The parent coordinator is modeling for parents how to utilize the Aris parents link to locate information on their child. The parent coordinator is demonstrating in workshops how to connect to each weebly site for each teacher, administator, and school department in order to locate homework, assignments, activities, workshops , trainings for students and parents. Furthermore, through workshops and conferences, the parent coordinator is introducing parents and students to E-grade an online grading system. Parents and students will be able to view assignments, homework, project grades and comments.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	2	0	1	1	2	0	9	5					22

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	2	1	0	0	3
5	1	5	1	0	7
6	0	0	1	0	1
7	3	5	0	0	8
8	4	5	0	0	9
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	0	0	0	0	0	0	1
4	2	0	2	0	0	0	0	0	4
5	5	0	4	0	2	0	0	0	11
6	2	0	1	0	0	0	0	0	3
7	2	0	7	0	3	0	0	0	12
8	0	0	4	0	5	0	1	0	10
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	3	0	3	0	2	0	10
8	2		6		3				11
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	2		2	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		2	
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)	0	0	0	0	0	0	0	0	
Chinese Reading Test	0	0	0	0	0	0	0	0	

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: PS212

School DBN: 12bx21

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

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

Requirement under Chancellor's Regulations – for all schools

DBN: 12X212 **School Name:** 212

Cluster: 6 **Network:** 608

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.

At registration, parents complete a Home Language Identification Survey (HLIS) for their child/ren. An informal interview is completed by designated pedagogue from the school ELL department , Ms. Pagan (the ELL Coordinator/Spanish) , or Ms. Tudda (ESL teacher/Spanish or Italian) who is able to speak in their native language and English. Designated translators are available if needed , Mr Estrella (ESL teacher/Spanish or French) or Ms. Mpowa (School Counselor/Spanish/French). Based on their responses, we are able to ascertain the language spoken , written and read by the parents. The informal interview with the student and parent informs us about the parents country of origin, and languages spoken. The parents are provided with school wide information including special ESL services in English, Spanish and French. The ELL Coordinator (Ms.Pagan) , the ESL teachers (Ms. Tudda, Mr. Estrella) , and the testing Coordinator (Mr. Kentera) review the various ATS reports (RLER,RLAT RESI,BIOS) to ensure every ELL is identified properly. This data reinforces the information given in the home language survey, and interview, and allows us to properly identify the language spoken by the parents.

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.

After reviewing the Home Language Surveys, and biographical data of our students, we have discovered that our newcomer ELLs come from diverse multicultural backgrounds such as Ghana, Gambia, Senegal, The Republic of Congo, Burkina Faso, Togo, the Dominican Republic, Haiti, and Guinea. After reviewing the Home Language Surveys, interviews with parents, and biographical data we have seen a large influx of Students with Interrupted Formal Education. We utilize the initial interviews and the follow-up orientation workshop, monthly orientations held for the parents by the ELL Coordinator, for further language identification and interpretation needs. Through these meetings we are able to further interact with the parents. The bilingual ESL teachers, parent volunteers and designated translators are present in order to meet the

language needs, and assess and further needs for translation. Through data and constant interaction, we have ascertained that many of our students from West Africa received only two years of formal education. A few of our students from the Dominican Republic received sporadic informal education in rural areas. We were able to identify a greater need for oral interpretation of French (about 20 parents), and Spanish (about 30 parents) due to lack of formal education. We were able to identify four parents, unable to read or write, that required oral interpretation of Wolof. Our existing ELLS come from diverse multicultural backgrounds such as Africa, Asia, Caribbean, and South America. They mostly speak and understand Spanish and French. The majority of our existing ELL parents have lived several years in the community and required written translations of Spanish, and French. The majority of the Spanish-speaking existing ELL parents (about 25) have had formal education and rely more on written translation. We have been able to report these findings to the community through parent workshops, orientation meetings, discussion of the LAP with the SLT, and the CEP.

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.

Based on the data we use to review our students and parents language needs - the Home Language Surveys, Program Selection forms for the past few years, and biographical data of our students, we have discovered that although our ELLs come from diverse multicultural backgrounds such as Africa, Asia, Caribbean, and South America, they mostly speak and understand Spanish and French. Therefore, we have deliberately acquired Spanish and French teachers to teach the students using ESL methodologies to instruct the students. Additionally, every piece of document that goes home to parents is translated into Spanish and French.

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.

The administration and staff are aware that the ELLs' are an integral part of our school's community. Therefore, we do direct communication with students' parents and guardians ensuring that all Department of Education documents, formal and/or informal, are translated and provided to parents. Staff members are always available to translate documents, answer questions and provide oral translation and interpretation during school meetings and parent/teacher meetings. We have certified ESL teachers on staff who speak, read and write Spanish and French very fluently. Since our ELLs mostly speak and understand Spanish and French, we use our staff to provide adequate and fast in-house oral interpretation services at no cost to our budget.

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>.

1. Staff Members. All Department of Education documents, formal and/or informal, are translated and provided to parents by our capable staff members who speak French and Spanish fluently. Our ESL teachers speak, read and write Spanish and French fluently. Our guidance counselor is fluent in English, Spanish, French and a few dialects.
2. Parent Volunteers. Our school has identified parents who speak Wolof and other dialects. In addition to their ability to speak English such as, Mandingo, Creole etc. The parents with such abilities are usually called upon to volunteer and assist when necessary with oral interpretation and written interpretation.
3. NYCDOE - The Translation and Interpretation Unit is an important part of the Department of Education's language access initiative which aims to enhance the organization's ability to communicate with and better engage limited-English-proficient parents of New York City school children. The Unit provides New York City public schools and offices with an internal resource for accessing written translation and oral interpretation services. Interpretation notice signs, welcome signs, I speak cards, have been utilized from the translation and Interpretation Unit in our parent meetings and workshops. We have also utilized the multiple translated documents from the Office of ELLS, such as, parent brochures, home language surveys, parent choice forms, entitlement and placement letters. Finally we utilized the Translation and Interpretation Unit to translate the Parent Brochures of our ESL Program at PS212x.

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: PS212	DBN: 12x212
Cluster Leader: Jose Ruiz	Network Leader: Rudy Rupnarain
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:
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

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: After reviewing the Home Language Surveys, and biographical data of our students, we have discovered that our newcomer ELLs come from diverse multicultural backgrounds such as Ghana, Gambia, Senegal, The Republic of Congo, Burkina Faso, Togo, the Dominican Republic, Haiti, and Guinea. After reviewing the Home Language Surveys, interviews with parents, and biographical data we have seen a large influx of Students with Interrupted Formal Education. Many of our students from West Africa received only two years of formal education. A few of our students from the Dominican Republic received sporadic informal education in rural areas. For this reason we have begun a Newcomer SIFE ,Bridging the Gap, program for our third through eighth grade students. Our SIFE students and our Newcomer SIFE students receive additional small group tutoring and 1:1 assistance. They are involved in our Bridge the Gap Initiatives. Our Bridge the Gap Initiative consists of educators (2 bilingual ESL teachers and 1 certified content area teacher) that is also a multi-lingual translator, which instruct the children two days a week using English and their native language (in addition to mandated ESL instruction). Their instruction is in all the content areas allowing the students to acquire skills in their native language and clarification in their home language. In addition to mandated ESL instruction, bilingual ESL teachers collaborate with the translator who speaks their native language to provide content clarification, specialized instruction for first year ELLs in math (using Middle School Diagnostic Workbooks), and transferring reading skills from their native language for second year ELLs in English Language Arts. Technology (Starfall membership, IXL membership), visuals, photo libraries, Oxford bilingual picture dictionaries, Oxford workbooks, and other supplementary materials are available for ESL teachers and content area teacher for newcomers. The instruction focuses on their deficiencies in the NYSESLAT, ELL periodic assessments, and ARIS. ESL teachers and translators use the data to inform instruction and create differentiated activities.

Part C: Professional Development

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

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

Begin description here: The purpose of professional development is to collaborate (both content and ESL instruction) and plan instruction that support language acquisition and content area academic language growth. We intend to provide teachers with the necessary models of differentiation, scaffolding, language functions and structures in context, and cultural sentivity. The effectiveness of

Part C: Professional Development

our program is strongly dependent on professional development. Teachers can meet for workshops, planning sessions and collaborative projects. Some of our topics will include:

- Diversity and instruction
- Using data to drive instruction (NYSESLAT)
- Sheltered English Instruction
- Scaffolding
- Infusing technology (Using Smart Boards /Ipads
- Differentiation

The teachers who will receive training will be the ESL teachers, and the translator/content teacher. The teachers will meet for 45-90 minutes a week during their professional development period and department meetings.

The teachers that will give professional development are the ELL Coordinator, Narelys Pagan and Coach, Melanie Rodriguez.

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: Parental Involvement

Our school maintains an open door policy with regards to all our parents including our English Language Learners' parents. To foster proper communication and to make our parents feel comfortable, we utilize the translator and the bilingual ESL teachers to communicate in Spanish, French, and Haitian Creole.

This year we will be collaborating with community based organizations , such as, the Puerto Rican Family Institute, the Gambian Society , La Alianza to attend, one hour long, monthly, parent workshops or provide resources for the support of Newcomer ELL parents and SIFE students. Additionally, parents are invited to attend our monthly language clubs held by the ELL Coordinator, Guidance Counselor, ESL teachers and Parent Coordinator, once a month. In the language clubs students and parents participate by sharing elements of their culture , such as, food, clothing, music, and traditions. The cultural celebration of the students, parents and teachers, in the language clubs will allow us to foster cultural pride and communication.

The teachers, supervisors and parent coordinator keep the parents informed through monthly meetings,

Part D: Parental Engagement Activities

workshops and literature. Letters, phone calls and electronic message means are used to invite them to all meetings and to send them information.

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 materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		