



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ THE NADIA J. PAGAN SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 10X226 _____

PRINCIPAL: GLORIA DARDEN **EMAIL:** GDARDEN@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
GLORIA DARDEN	*Principal or Designee	
ROBERT ROMANO	*UFT Chapter Leader or Designee	
MARIA YNOA	*PA President	
HERMINDA ORTIZ	Member/PARENT, CO-CHAIR	
JIMMY GONZALEZ	Member/PARENT	
MARIA MEDINA	Member/PARENT	
DANIELLE JAWSKI	Member/ASSISTANT PRINCIPAL	
GIOVANNI PALACIOS	Member/PARENT	
LINDA BUCHWALTER	Member/TEACHER	
ENID ECHEVARRIA	Member/TEACHER	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Move 14 out of 37 (40%) Intermediate ELLs on the 2012 NYSESLAT to a level of Proficiency.

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.
These 14 students have been at the Intermediate level for 3 or more years.

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.

Students will work with 2 ESL licensed teachers to review vocabulary and strategy lessons which are rigorous, engaging and differentiated. Students will also work with the ELL staff developer with the Fountas and Pinnell Leveled Literacy program. Students will also work at least 3 times a week on My Reading Coach, which is a technology-based linguistic program. AUSSIE consultants will support teachers to strengthen their professional practice with ELLS. Teachers are meeting monthly to review student work and data to plan next instructional steps. Timeline for implementation will be September to June.

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 226 conducts ESL workshops to help parents become more fluent in the English language and better support and understand their children's academic needs. PS 226 provides a parent library in English and Spanish, and computers for their use.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
Rigorous interview process of teachers in highly specialized areas (ESL and Bilingual), coupled with modeled lessons demonstrating well-developed instructional skills.

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.

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.

Fair Student Funding, Title I and Title III monies are being utilized to achieve our goals.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Move 11 students who scored a high Level 2 (based on Scale Scores: 679-682) on the NYS 3rd Grade Math Test to a Level 3 on the 4th Grade NYS Math Test.

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 need to increase the number of students proficient in Math, and these 11 students were closest to achieving a Level 3 in 3rd grade.

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.

Ps 226 has organized the Everyday Math program by topic to increase the depth and rigor of instruction for the students. Students participate in Small-Group math instruction during the day and during extended day. An AUSSIE math consultant works with teachers to individualize and target instructional practices. The EDM Unit and Acuity assessments are analyzed regularly to ascertain student needs and progress.

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.

Workshops introduce parents to the Everyday Math program and its components. Parents are shown how to access and use ARIS and Acuity to better support their child's needs.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Rigorous interview process of teachers in highly specialized areas (ESL and Bilingual), coupled with modeled lessons demonstrating well-developed instructional skills.

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.

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.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To provide on-going professional development to new teachers of Special education to impact the academic achievement for our students with disabilities

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.

Based on the fact that 90% of our special education teachers have 0-2 years experience, we need to provide them with professional development in all academic areas to impact student achievement. Based on data, our students with disabilities tend to make the least amount of progress on state and citywide assessments. Therefore, supporting teachers to have the strong content knowledge foundation and understanding how to differentiate instruction to better meet the needs of students, will have a greater impact on students' academic progress.

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.

Students with disabilities will receive additional support via push in and pull out intervention programs such as Fountas and Pinnell Leveled Literacy Library, Linguistic program for language development- My Reading Coach, Extended Day and Saturday Academy.

Small group instruction and professional development training will be provided by the following personnel: AUSSIE Literacy and Math Consultants, School Literacy Coach, Assistant Principal, and Early Childhood Literacy Intervention teacher.

Teachers will be afforded time for professional development during school (common prep) and after school. In addition to the common prep time, teachers will also receive the opportunity to plan, collaborate and review student work products during Inquiry Thursday and Organization Days. Organization Days are full day professional development time given to teachers to learn effective teaching strategies and how to implement the strategies via curriculum unit planning, Lab site visits or working with coaches and consultants.

Time line- Year long (September- June)

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Provide parents with workshops to make them aware of their rights as parents with Special Needs.**

- **Provide parents with opportunities to meet with teachers to discuss their child’s progress and together find ways to support student’s academic progress.**
-
- **Provide meetings with the School Assessment Team (SAT) and classroom teacher(s) to review their child’s IEP and understand the goals for the year and help to plan next steps.**
-

Strategies for attracting Highly Qualified Teachers (HQT)

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

All teachers are provided with professional development in all academic areas

Rigorous interviewing process and demonstration of instructional knowledge to ensure that they have the qualifications necessary to support student’s academic progress.

Ensure that all teachers are afforded a strong mentoring program to support their professional growth

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.

Parents are provided with outside agencies to support students and families such as: The Kennedy Center, Morris Heights and Albert Einstein Hospital

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.
- **FSF, Title I**

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	0	0	N/A	N/A	4	0	0	0
1	39	27	N/A	N/A	2	0	0	0
2	53	33	N/A	N/A	5	0	4	0
3	59	59	N/A	N/A	1	0	1	0
4	52	51	0	0	0	0	6	0
5	25	25	0	0	4	0	8	0
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>An emphasis on balanced literacy with additional support by AIS teachers and literacy coaches utilizing such programs as Leveled Literacy Instruction (LLI), My Reading Coach, and Guided Reading. Writing workshop will be on a daily basis with set publication/celebration dates for the writing curriculum. Teachers will model writing/reading strategies and expose students to a variety of genres. Students will participate in shared reading, independent reading and buddy reading. Intervention support is based upon assessment data and includes small group AIS support during school hours as well as extended day and the Saturday Academy to begin in 2012.</p>
Mathematics	<p>The Everyday Math program will be utilized with Math Steps as a supplement. Teachers will model concepts and strategies from Everyday Math in conjunction with the NYS Core Curriculum Standards for Math. The AUSSIE Math Consultant will provide support to classroom teachers to further their understanding when planning and developing differentiated math lessons. Students participate in the Math Message, Mental math activities, small group work, individualized instruction and AIS during school hours, extended day, and the Saturday Academy.</p>
Science	<p>Science is taught by classroom teachers-whole class and small group utilizing the FOSS kits which provide hands-on experience. All teachers will be responsible to create science assessments and projects to ensure student understanding of each unit. All grades will participate in a science fair. Teachers are responsible to provide a minimum of 2-3 instructional periods per week and science homework is assigned weekly.</p>
Social Studies	<p>Lesson planning and curriculum unit mapping with the grade. Teachers identify and collect resources including guest speakers and field trips, off-site seminars and workshops at various institutions. (ex.: Wave Hill, Bronx Zoo, Museum of Natural History). All teachers are familiar with the Social Studies scope and sequence to provide at-risk students with RAFT projects. These projects will be</p>

	based on student needs and interest level.
At-risk Services provided by the Guidance Counselor	Two Guidance Counselors will support students in Social and Emotional development through Small-Group and Whole-Class meetings. They will create informal goals and objectives to support student’s specific learning and behavior concerns for improvement.
At-risk Services provided by the School Psychologist	Ensure effective management of the evaluation process. Administer timely psycho-educational assessments. Facilitate IEP meetings. Conduct classroom observations. Determine the need for psychological evaluation. Consults with school staff, parents and students regarding behavioral management issues and concerns. Serve on school-level committees, other related duties.
At-risk Services provided by the Social Worker	Obtain parental consent for evaluation. Explain due-process rights to parents. Determine guardianship and obtain surrogates if needed. Conduct social histories and updates. Participate in IEP meetings as appropriate. Conduct classroom observations as needed. Provide consultative and support services to students, parents and school personnel, serve on school-level committees, provide ERSSA services including counseling and at-risk AIS.
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 the parents the opportunities to understand their child's curriculum through workshops and meetings with teachers.**
- **Supports parental involvement by encouraging meaningful participation in the life of the school through various activities.**
- **Holding monthly PA meetings, SLT and all sub-committees of all these bodies, Parent Teacher conferences, Movie Night, orientation meeting for incoming Kindergarten families, workshops, and continuing the use of our parent resource center.**
- **Notifying parents of upcoming events by: notices sent home regularly, Parent Bulletin Board, and our school website, www.ps226.org. In addition to the above-mentioned available parent meetings, the administration regularly distributes to every child all bulletins from the district in English and Spanish (as well as other languages needed to meet family needs) to take home to parents. The PA also prepares bulletins and informs parents of school activities for their children.**
- **Additionally, mailings are conducted at various times.**

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;**
- **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;**
- **maintain a Parent Coordinator to serve as a liaison between the school and families. Mr. Urena, our parent coordinator meets with parents and supports teachers in translating documents and meetings when needed.**
- **our Parent Coordinator works in conjunction with the PA to plan parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; so that parents are aware of the standards their children need to meet.**
- **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;**
- **invite parents to PA meetings to support them in the decision making process as well as keeping them aware of the initiatives of the Chancellor;**
- **translate all critical school documents and provide interpretation during meetings and events as needed;**

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

- **plan and invite parents to our September Meet The Teacher Night**
- **encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee**
- **continuing to improve our Parent Resource Center/Area or lending library; to support parents with materials that help them support their child.**
- **encouraging more parents to become trained school volunteers, such as Learning Leaders through the Region.**

- **providing written progress reports that are given at least twice per year to keep parents informed of their children's progress**
- **developing monthly grade level newsletters, monthly calendar, and placing pertinent materials on the school web;**

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:

- **Holding parent-teacher conferences to discuss student progress**
- **Inviting parents the opportunity to log onto ARIS and AUCITY to monitor their child's progress**
- **Provide parents progress reports to inform them of children's progress.**
- **implementing a curriculum aligned to the Common Core State Learning Standards and making parents aware of these new standards**
- **Offering high quality instruction in all content areas and supports for parents to understand the curriculum their child is learning.**
- **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 offered by the teacher and at times rearranging teacher's schedules to provide parents support.**
- **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;**
- **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, at times changing the teacher's schedule to accommodate the parent's needs**
- **planning activities for parents during the school year, e.g., Parent-Teacher Conferences; PA meetings and Meet the Teacher meetings**

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 workshops**
- **sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; (via mail, the web and sent home)**
- **supporting parental involvement activities as requested by parents; ie. Movie Night**
- **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 is on time and comes to school daily;**
- **assist my child in completing homework tasks;**
- **read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);**
- **monitor the amount of time my child watches television or plays video games;**
- **encourage my child to engage in extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;**
- **discuss and encourage my child to follow school rules and regulations and discuss this Compact with my child;**
- **volunteer when my schedule permits in my child's school;**
- **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:

- **come to school ready to learn attend school regularly and arrive on time;**
- **come to school with all the necessary tools of learning**
- **listen and follow directions**
- **participate in class discussions and activities**
- **be honest and respect the rights of others**
- **follow the school/class's rules of conduct**
- **follow the school's dress code**
- **ask for help when I don't understand**
- **study when needed**
- **complete my homework and submit all assignments on time;**
- **always try my best to learn.**

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Bob Cohen Rello Anselmi Corinne	District 10	Borough Bronx	School Number 226
School Name The Nadia Pagan J. School			

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

Principal Gloria Darden	Assistant Principal Danielle Jawski
Coach Althea Jervis (Literacy)	Coach
ESL Teacher Kilsia Montolio Freya Sakamoto	Guidance Counselor Maria Gomez
Teacher/Subject Area Enid Echevarria	Parent Ermininda Portorreal
Teacher/Subject Area Linda Buchwalter	Parent Coordinator Charlie Urena
Related Service Provider Valerie Rivera	Other Melissa Erberti
Network Leader Jo Ann Benoit	Other Yesenia Ortega

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	4	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	2	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	514	Total Number of ELLs	149	ELLs as share of total student population (%)	28.99%
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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. 

There are approximately 514 students at P. S. 226 school community. We have students from different ethnic backgrounds: African, American, Jamaican, Hungarian, Chinese, etc. However, we have a great influx of students who come from different Hispanic backgrounds (The Dominican Republic, Puerto Rico, Mexico, Ecuador, etc). Out of the 514 students, about 149 are active English Language Learners (ELLs), variably at different English language proficiency levels based on the Language Assessment Battery (LAB-R) and NYSESLAT tests (Beginning, Intermediate, and Advanced). The school has a great influx of students whose primary language is not English. The school offers programs such as Transitional Bilingual Education in Spanish, ESL Pull-Out, ESL Push-In, ESL Self-Contained, and Bilingual and Monolingual ICT classes for general and special education students.

For the past few years, our school community has had a great influx of students from different ethnic backgrounds, mainly parents whose children are from Hispanic backgrounds. These students tend to be either new to the country or were born in The United States. Our ELL initial identification process begins at time of registration with the Home Language Identification Survey (HLIS) and responses, and an oral interview, in which our ESL trained state certified providers, Kilsia Montolio and Freya Sakamoto, are highly involved to determine eligibility for the English language Bilingual and ESL services offered at the school. Our goal as a school is to identify those students who are entitled to ELL services and align parents' program selection with programs available at the school as well as to provide information on other program choices offered in New York City schools.

The following screening and assessment instruments are in place in our school:

- First, when parents enroll their child in the P. S. 226 school community, it becomes our responsibility to conduct an oral interview in English and in the native language (mostly in Spanish) to obtain a more holistic and comprehensive picture of the child and parent as well as the home language background. This procedure includes a set of questions that mostly comes from the Home Language Identification Survey (HLIS), in which the parent and child demonstrate their level of fluency in both languages and how often these languages may be used at home, with siblings, and other caregivers. Throughout the interview, parents are also provided with important information about the purpose of the assessment and their input as active participants in their child's education at school.
- As a school, we maintain active engagement with the parents during the home language identification process and responses to the survey. Based on these responses, we monitor very closely whether or not there is another language at home other than English and what language the child uses the most. The interview is done by one of our ESL providers, and if it is determined, through administration of the LAB-R, that the child is entitled to bilingual/ESL services, parents are also requested to view the parent orientation video with the support of our ESL teacher.

To support this process, P. S. 226 also provides parents who speak other languages with translated versions of the home language, parent brochures, and notification documents, which are excellent resources to keep parents informed of the role they play in their child's education.

• Based on the responses to the Home Language Identification Survey (questions 1-4 and questions 5-8), and the results from the oral interview, our responsibility as a school is to administer the Language Assessment Battery-Revised (LAB-R) within ten days as mandated in order to find out the child's English proficiency level and program placement.

The Spanish LAB is administered to those students who speak Spanish and score at or below proficiency on the LAB-R to determine the language of dominance. Prior to the administration of the Spanish LAB for Spanish speaking ELLs, we also conduct an oral interview with parent and child to discuss the following: grade level, previous school background, and fluency. Next, students are administered the Spanish LAB, based on grade level, by one of our ESL teachers. Test results are shared with teachers in order to ensure that students are provided with more native language support. Using these test results, the school notifies parents regarding their child's eligibility for services. An organized list with the eligible number of students is kept to support and develop programs suitable for our ELL population. Additionally, we also provide information on program options such as Transitional Bilingual, Dual Language, and Freestanding ESL), program forms, and program placement, in which parents also have the opportunity to ask questions, view the parent orientation video on ELL information, and at the same time get more acquainted with the program of their choice. To facilitate the process of our ELL identification, we utilize the ELL Parent Information Case (EPIC), which is provided by The New

York City Department of Education. **This school serves the following grades (includes ELLs and EPs)** K 1 2 3 4 5 6 7 8 9 10 11 12

• To identify our ELL students and place them in appropriate programs.

• For ELL students with IEPs, we follow the mandates on the new State Regulations on Part 154 as well as the child's instructional goal setting plan as it is stated on the IEP for program placement. In order to best service our ELL students with special needs, we carefully review the language goals of the IEP and the child's scores on the various modalities of the NYSESLAT test. This is done in collaboration with the School Based Support Team in order to best service this population. In our meetings, we discuss appropriate assessment services, in which the School Based Support Team (SBST) considers all variables as they make the decisions regarding appropriate service language and program placement.

• Throughout the school year, P. S. 226 keeps on-going communication with the parents, in a number of ways, including one on-one consultations with the bilingual/ESL teachers and coordinators, phone conversations, letters home, and a number of organized parent orientations and events that are offered throughout the school year by our ESL teachers and the parent coordinator.

• To keep track of parents' program choices, notification resources, and student entitlements, all documentation is kept in a binder. The binder contains parent surveys, program selection forms, placement letters, continued entitlement letters, etc. Assessment binders and ELL data is also kept every year to monitor student's progress and program placement. Our initial screening team (Ms. Montolio, Ms. Sakamoto) ensures that after parents view the video on the bilingual choices offered by the New City Department of Education, parents make informed decisions and fill out the Program Selection forms. This year, many of our students came mainly from the Dominican Republic. As a result, P. S. 226 offered more bilingual program models in kindergarten, first grade, second and third grade. For grades four and five, the bilingual population was smaller. Thus, parents who wished for their child to remain in a bilingual classroom, were provided with information about transferring their child to a school where bilingual education is offered at the appropriate grade level. Other parents decided to leave their child in our school; these students are receiving native language support in Spanish. Additionally, during our ESL/Bilingual Orientation process, parents receive information about the New York State English as a Second Language Achievement Test (NYSESLAT) to further determine English proficiency and whether or not the student continues to qualify for ELL services at the school.

• To annually evaluate our ELL population, we utilize the NYSESLAT data results and sub-areas in listening, speaking, reading, and writing to accommodate student's language needs, develop instructional lessons, and utilize the English proficiency levels to determine the mandated units of service students need to receive as it is stated by CR Part 154. Using the NYSESLAT modalities (listening/speaking and reading/writing), we group the students accordingly to support instruction in the different subject areas. This data is also utilized to support students in more focused language areas, which help us to implement NYSESLAT practice within the school and further scaffold language acquisition. Additionally, the NYSESLAT modalities are also analyzed by our ESL and classroom teachers as well as administrators to determine language patterns across the grades and group our students according to language needs. At P.S. 226, part of our on-going assessment process is to implement the NYSESLAT practice test, which is done as an interim school wide test to find out more in depth information about our student's language skills and performance, and determine further academic intervention services needed to address the strengths and weaknesses of the students we serve. The main focus at our school is to use the results from the assessment to drive instruction and plan accordingly. In addition, we utilize the city wide mid year interim periodic

NYSESLAT assessment test results and the combined modalities (listening/speaking, reading/writing) to align instructional ELL intervention services and programs as well as for grouping and differentiated instruction. Our Extended Day and Supplemental Program for our ELL students are focused around the NYSESLAT modalities to determine areas of instructional support. For example, some students that scored at beginning level in English based on the LAB-R/NYSESLAT received instruction with My Reading Coach Technology Software.

There are some families that have children born in the U. S., who may opt for bilingual instruction, especially in the lower grades, if the children have been exposed mainly to the native language. On the other hand, other parents whose children have been born in the United States and have a strong background in English, have been choosing ESL as a result of the LAB-R and informed program choices presented during parent orientation.

Bilingual and ESL Program models are developed to suit the needs of our students. At P. S. 226, these English as a Second Language Models are also developed based on the number of ELLs and parents' program selections. To ensure greater parent alignment with our bilingual programs, we will continue to review trends and parents' requests, and discuss which bilingual program models can be more effective for our students. Part of the steps we are taking to ensure greater parent alignment, is to continue offering bilingual parent orientations, carefully review our new admit list by grade, our entitlement binder, parent choice and program selection forms.

Consistently, at time of orientation, parents are provided with substantial information and forms (in the language they can read and write in) on the bilingual programs offered through out New York City. Through these forms, the ESL provider supports parents in carefully examining their program choice in order of preference. Our on going process in reviewing parent choice forms consists of finding out how many parents have chosen the bilingual model in order for the school to make projections for the next school year. We will continue the process of reviewing our entitlement binder, which will be done through our committee that includes the principal, the ESL providers, the bilingual coordinator, teachers, and assistant principals.

The criterion used and the procedures followed to place ELL students in bilingual or ESL instructional programs are:

- Invitation to our bilingual orientation (mainly conducted in Spanish.) For those non-Spanish speaking parents, we show the orientation video from the NYC DOE website in their native language.
- Making phone calls by our parent coordinators and ESL teachers
- Providing program selection forms and compliance documents in the different languages offered by the NYC DOE.

There are several key elements that as a school we will continue to address in the Bilingual Model in order to maximize our ELLs content and language learning at P. S. 226. First, we will continue to validate the importance of our students' first language as a building foundation in making the transition into the second language. Through more parental involvement, as a school we will continue provide more information to parents about the importance of Bilingual Education, the benefits of learning the curriculum and language at the same time. To generate more input from the parents, we will continue invite them to our Bilingual Transitional Model and provide that support they need to see how students interact, learn the curriculum in the first and second language while acquiring language skills and be academically successful at school. Additionally, our parent coordinator is a liason to support the process of collecting Program Selection forms, sending letters, and making phone calls home.

After reviewing our parent program selection forms for the past few years, we have noticed some trends:

- More bilingual programs are requested in the lower grades (K-1) as many students are either new to the country or speak very little English.
- Parents prefer ESL model of instruction as students tend to be at the advanced level of the NYSESLAT.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	149	Newcomers (ELLs receiving service 0-3 years)	119	Special Education	30
SIFE	8	ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	58	7	1							58
Dual Language										0
ESL	66	0	9	24	0	20	1	0	0	91
Total	124	7	10	24	0	20	1	0	0	149

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	23	21	2										63
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	17	23	21	2	0	63								

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	8	20	25	16	12								84
Chinese		1												1
Russian														0
Bengali			1											1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	9	21	25	16	12	0	0	0	0	0	0	0	86

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

P S 226 school community offers four English as a Second Language organization models: Bilingual Education, ESL Self-Contained, ESL Push-In, and ESL Pull-out. The structure of our Literacy Program incorporates strategies and teaching points which enable students to actively participate and clarify meaningful ideas cooperatively. Our ELL students are placed in the Transitional Bilingual Program, in a self-contained ESL class or serviced by our ESL push-in and pull-out teachers after carefully evaluating the Parent's Choice forms. To promote language development for our ELLs, teachers adjust the language demands of the lessons, by paraphrasing, repeating key words, using context clues, making extensive use of modeling specific strategies and by directing instruction of grammar and vocabulary in context. Our goal for this year is to continue implementing the Sheltered Instruction Observation Protocol Model (SIOP) in order to increase more content and language development.

As it is determined by the New York State Regulation Department on Part 154 and the NYSESLAT scores, students at the beginning and intermediate levels of the English language receive 360 minutes of ESL instruction per week. At the advanced level, students receive 180 minutes of ESL instruction in content areas per week. In addition, students at the advanced level receive 180 minutes per week of ELA support through science, reading and writing, which is conducted in the classroom. Additional support is provided in an After School Program which meets twice a week and is funded by our Title III Program. Teachers utilize the NYSESLAT scores as well as other types of formal and informal assessment within the four literacy modalities (listening, speaking, reading and writing) to guide instruction and plan lessons effectively. ESL and Bilingual teachers meet on a weekly basis to discuss student's performance and at the same time, highly address the needs of each individual student. Our entire staff is trained throughout the year in ESL methodology offered during staff development and bilingual workshops. Our goal as a school is to ensure that all our ELL students acquire English proficiency in three years as mandated by the state, and continue enhancing their knowledge to enable them to be productive members of our society.

In the bilingual model, content area (science and social studies) instruction is conducted in English through read alouds, where teachers use a variety of ESL strategies to make content comprehensible. Currently, teachers are utilizing a science program (FOSS) to foster more vocabulary development. Through this program, students are also provided with hands-on activities that enable them to increase their oral language skills. For more academic support in these content areas, we also implement guided reading groups to differentiate instruction. For math, students are instructed in their native language. In our ESL Model, our lessons are based on the Sheltered Instruction Observation Protocol (SIOP), which includes a focus on both content and language objectives.

Based on the LAB-R and the NYSESLAT assessment results, P. S. 226 Language Allocation Policy accommodates our ELL population at

A. Programming and Scheduling Information

all English language proficiency levels by providing students various opportunities to acquire content language and vocabulary in a comfortable, secure and collaborative environment. We are extensively working on making sure that our ELL population at our school is being given meaningful access to rigorous language and academic work to address the diverse needs of our bilingual students and to ensure they achieve high academic instruction in Spanish and English for all subject areas.

Transitional Bilingual Program

At P.S. 226, we support the linguistic needs of ELL's in the bilingual classes by providing instruction in Spanish and English. This year, we have a bilingual k/1 bridge class, 1/2 bridge bilingual class, and 2/3 bridge bilingual class due to the numbers of bilingual students that came mainly from the Dominican Republic. Our bilingual teachers incorporate language development strategies in Spanish as well in English through ESL methodologies. In order to support the native language acquisition, content knowledge and skills, we use Rigby in Spanish to teach guided reading in small group settings, big books for shared reading and learn vocabulary and language structures. Language allocation is 60/40 at the beginning level, 50/50 at the intermediate level and 75/25 at the advanced level in the Bilingual Transitional Program. In this model, ESL strategies are implemented to teach the content areas. Native Language Arts instruction is 90 minutes daily for students at the beginning and intermediate levels of language development and acquisition, 45 minutes for students at the advanced level. Since most of our students in the early grades are mostly beginners of the English language, our main focus of instruction is 60/40 based on CR Part 154, where students learn to read and write in the native language (Spanish) and content areas are taught interdisciplinary to foster more English development. "El Cancionero" a systematic Spanish Phonics Program and Dia y Dia, a poetry collection by Lada Josefa Kratky and Sube by Agnes Chavez, a learning Spanish tool for Art, Music, are used to further support students with more language skills in reading, phonemic awareness, and vocabulary development. We also implement thematic units in both languages to enhance social skills and everyday language functions. The skills for more advanced readers are strengthened through activities such as self-directed questioning, and semantic mapping. To support vocabulary and language development in English, we use supplement a complete ESL Program, Avenues by Hampton Brown, content area books (mainly non-fiction), Rigby in my Pocket, Reading Focus (a content area unit in Science, FOSS) which provide students with activities workbooks, hands on science, and vocabulary related to lesson. The writing component incorporates strategies to support the process of the second language such as grammar development in context, and structures and patterns that may be similar or different to the English language. Teachers adjust the writing curriculum and plan monthly the genres they need to address according to the grade level. Through the writing process, students begin to gather information step by step, giving them an opportunity to work at their own pace and in groups. Center activities are prepared to support content and social language development. In addition, the ESL instructional program is developed through content area skills in the areas of Science, Social Studies, Art, and Music.

Self Contained ESL/Push-In/Pull-Out Model

Entitled students in the Self-Contained model receive all academic and language of instruction in English, in which all lessons are taught inter-disciplinary with a lot of emphasis on learning content and language concepts with the implementation of a lot of ESL strategies. Students are also taught according to the NYSESLAT levels of the English proficiency language, where the teacher promotes center activities to differentiate instruction, presents lessons to students using visual aids, and provides them ample amount of time to practice language skills cooperatively. The primary goal of the program is to promote acquisition of English Language Skills and communicative competence through participation in an enriched environment, which supports achievement of national, state and ESL performance standards in the content areas and NYSESLAT levels. Our lesson focus consists mainly in developing language activities around non-fiction content area materials with a clear language and content objective focus.

In this program model, we currently have a third/fourth grade bridge Self Contained ESL class. This ESL Self-Contained class is instructed in English and with a lot of ESL strategies and vocabulary development in all content areas. All academic support is done with an ESL focus and ESL strategies for learning language. The content areas (Math, Science, Social Studies) are geared to focus on content vocabulary. We provide an instructional program to develop English literacy skills while developing content area skills through ESL instruction and through scaffolding in all content areas. The development of English literacy skills is also supported through the implementation of the Citywide Balanced Literacy Curriculum. One of the programs we use in this class is "Avenues" by Hampton Brown" to foster English language development, and where students are exposed to grammar structures and vocabulary in context. The program's curriculum is presented thematically to provide the basis for language learning and vocabulary support. The activities are presented for students to develop oral, listening, reading, and writing skills with a lot of hands on activities and support those students that

A. Programming and Scheduling Information

either are at the beginning or intermediate level of the English language. For vocabulary development in the content areas, the ESL teacher utilizes Full Option Science System (FOSS) by Delta Education. In this program, concepts and units of study are implemented in a six to eight week period, in which students learn to explore concepts. They are also provided with work books to support the knowledge of concepts and vocabulary development. In writing, we are utilizing planning guides by Lucy Calkins as well as for reading. Each guide is geared to provide explicit instruction on how to instruct students with the genre of study for the month, and at the same time pinpoints key elements in reading to address comprehension skills. For word study development, a variety of word study lessons by Fountas and Pennell are introduced to foster phonics, spelling, and vocabulary in the second language.

Through cooperative learning activities, teachers provide students with the opportunity to negotiate authentic and meaningful language in a non-threatening environment.

The ESL support for newcomers and SIFE students is provided by using materials which contain a lot of visual aids, patterned language, hands-on activities, and strategies that can be comprehensible to them. Since these students are mainly from Hispanic backgrounds, we also support them by providing native language instruction in reading and writing. For emergent readers, for example, literacy skills are developed through strategies appropriate to students' stage of language proficiency. Some of the strategies used to build vocabulary are TPR (Total Physical Response), role play, rebus sentences and matching words to pictures and sentence building. In addition, the program Phonics and Friends is used to focus on Phonemic awareness and the development of students' listening skills.

ESL Pull-Out Program

Currently, we have seven groups which receive services through the pull-out model. Three of the seven groups, comprised solely of students with IEP's, are serviced by ESL teacher, Ms. Kilsia Montolio. The other four groups, serviced by ESL teacher Ms. Freya Sakamoto, are all students from the general education population. The students have been grouped according to the NYSESLAT data (English language proficiency levels) and grade levels (upper, middle and lower grades.)

Our ESL teachers implement shared reading as well as shared writing lessons to foster comprehensible input, vocabulary, BICS (Basic Interpersonal Communication Skills) for the beginner level students, as well as CALP (Cognitive Academic Language Proficiency) in order to help students succeed in the various content areas across the curriculum. The ESL teachers maintain on-going communication with classroom teachers in order to correlate instructional ESL strategies with thematic units and classroom content. As we have a variety of grade and proficiency levels as well as numerous NYSESLAT modalities within the ESL pull-out program, we differentiate instruction within groups. In addition, lessons are scaffolded and students are explicitly taught ESL strategies (cognitive and affective) to use outside of the ESL classroom in order to master grade level curriculum. The teachers work as facilitators, supporting students by paraphrasing,

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%	
ESL Push-In Model 75%	
50%	
25%	
We are making greater efforts and plans to develop more Self-Contained ESL Models for our school.	
100%	Dual Language
75%	Based on these patterns on NYSESLAT levels and areas of need, we will be more able to generate more flexible scheduling that can be aligned with the students grade curriculum. In addition, we are utilizing more accurately
50%	
the LAB-R results and placement test to form more	
25%	
spend more time learning language across the diff	
	Freestanding ESL
100%	Model Special Education Twelve to One class. In this class, there are eight ESL entitled
75%	Instructional Education Plan (IEP), and CR Part 154. Students in this class are either at
50%	the beginning or intermediate levels of the English language. The classroom and the ESL teacher work as a team to develop ESL
25%	instructional approaches to support the students in
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

development through picture support, focused questions to clarify ideas, and strategies on how to best support language and learning. To

A. Programming and Scheduling Information

further support our students, we make good use of center activities to differentiate instruction. During the Push-In Model, all teachers including the ESL provider and assistant teacher work in small group instruction to facilitate learning and address the individual needs of

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?
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Courses Taught in Languages Other than English 

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

Math:

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3

Please see attached Professional Development Chart - attached in email

Bilingual and ESL staff, as well as Monolingual staff (speech teachers, psychologists, guidance counselors) servicing ELL students will participate in a number of professional development activities, provided by Bilingual/ESL Resource Specialists, Literacy and Math consultants, Regional Instructional Specialist and school administrators through our ELL Forum.

- The focus of our ELL Forum is to provide support to teachers having entitled ELL students, as well as how to scaffold language and learning for all our students. These scaffolds include research and strategies on ESL methodology and Bilingual Education, such as discussing characteristics of learning two languages, the different levels of the NYSESLAT and levels of language of acquisition, questioning techniques for beginning level, intermediate, and advanced students, enrichment of vocabulary development focusing on context clues, accountable talk, setting goals and differentiated instruction, using cognates to foster in the area of comprehension. The ESL Forum is conducted every other month for one entire school day, equivalent to six hours of instruction. As a school, we are aware that our staff needs a minimum of 7.5 hours of ELL training (Jose P). The training will be conducted in the first few months of the year through the ELL Forum and additional support professional development through the school network to meet state mandates.

Bilingual and ESL teachers are also participants of every professional development offered in the school. Currently, our Aussie Consultant is supporting our entire staff in literacy, in which teachers of ELLs are also part of the training. In addition, during grade meetings, the modification of the curriculum is discussed and students' work is analyzed.

- The Staff Development for Bilingual and ESL teachers in addition, will continue to focus on facilitating English Literacy Development through improved Bilingual/ESL teaching methods and Language awareness. Bilingual meetings are conducted on a weekly basis to support student work. All training activities are designed to support teachers to implement an effective Transitional Bilingual and ESL Program and ensure that all students are challenged to achieve high standards.

- Bilingual/ESL teachers have a common Prep to plan and discuss instructional skills needed to make the program succeed.

- The teachers in addition, participate in all professional Development Workshops presented at the school and region.

- Monthly ELL Forum which looks at our ELL population's language development more closely to identify needs in order to plan next steps.

- In addition, as a school we will continue to encourage our staff to participate in a number of professional developments outside the school such as workshops and trainings provided by the network monthly events on ESL strategies and methodology, and other bilingual workshops that are offered through the New York City Department of Education.

To comply with the 7.5 hours of ELL training for all staff as per Jose P. mandates, we will have additional professional development for all teachers, which will be conducted every Thursday for 50 minutes. Topics for will include: Overview of Jose P. mandates, ELL Identification Process, school program of instruction, NYSESLAT assessment, strategies for teaching ELLs academic language and content, including the SIOP Model.

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E. Parental Involvement

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

Paste response to questions 1-4

- There are several school-wide events held through-out the school year that families of ELL students are encouraged to participate. Parent orientations are conducted at the beginning of the school year to give parents an overview of the curriculum and expectations for the students' academic achievement supported by the principal, as well as bilingual orientations provided throughout the year by our ESL teachers to help parents have an input in program selections. Many parents volunteer to work with students in small group instruction in the school and their effort is validated by acknowledging them with certificates for the input they have in the school and great effort. Workshops in the areas of Literacy, ESL and Mathematics are also conducted by our parent coordinator, Mr. Urena. Parents are also invited to participate in Writing Celebrations where they come to celebrate the accomplishments of their children. Other celebrations include winter sing. In addition, parent outreach are conducted to engage parents in opportunities to participate in their child's instruction

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- Other family involvement activities offered at PS 226 are made possible through established committees such as the Parent Association Committee, School Leadership Team, Safety Committee, where parents discuss important issues related to the entire school, which helps them to take part in the whole process of making decisions that impact their children education. (LINC) involves the parents and students in becoming buddy-readers and holds an annual "Together In Getting Everyone Reading" (TIGER) Literacy Day as well as thematic unit celebrations, where parents are invited to the classroom and see their children progress and effort in writing. The school also provides two annual health fairs: a science and literacy fair. In addition, the school offers an adult ESL program sponsored by Title III funds.

- All letters pertaining to school related information is distributed to the families in English and Spanish and other forms of translation is done through the New York City Board of Education. For further translation support services, our parent coordinator and ESL teachers reach out to the translation unit to support parents of other languages (Bengali, Chinese, Hungarian, Urdu.)

To evaluate the needs of the parents, we conduct parent surveys on various topics of interest. This year, our survey showed that most parents were requesting ESL parent classes. To meet their needs, we have created an ESL parent class which meets twice a week during the After School Program.

Additionally, at our school, parents are involved in the following ways: various workshops during and after school and fundraisers, ESL classes for parents, as well as crochet and knitting classes.

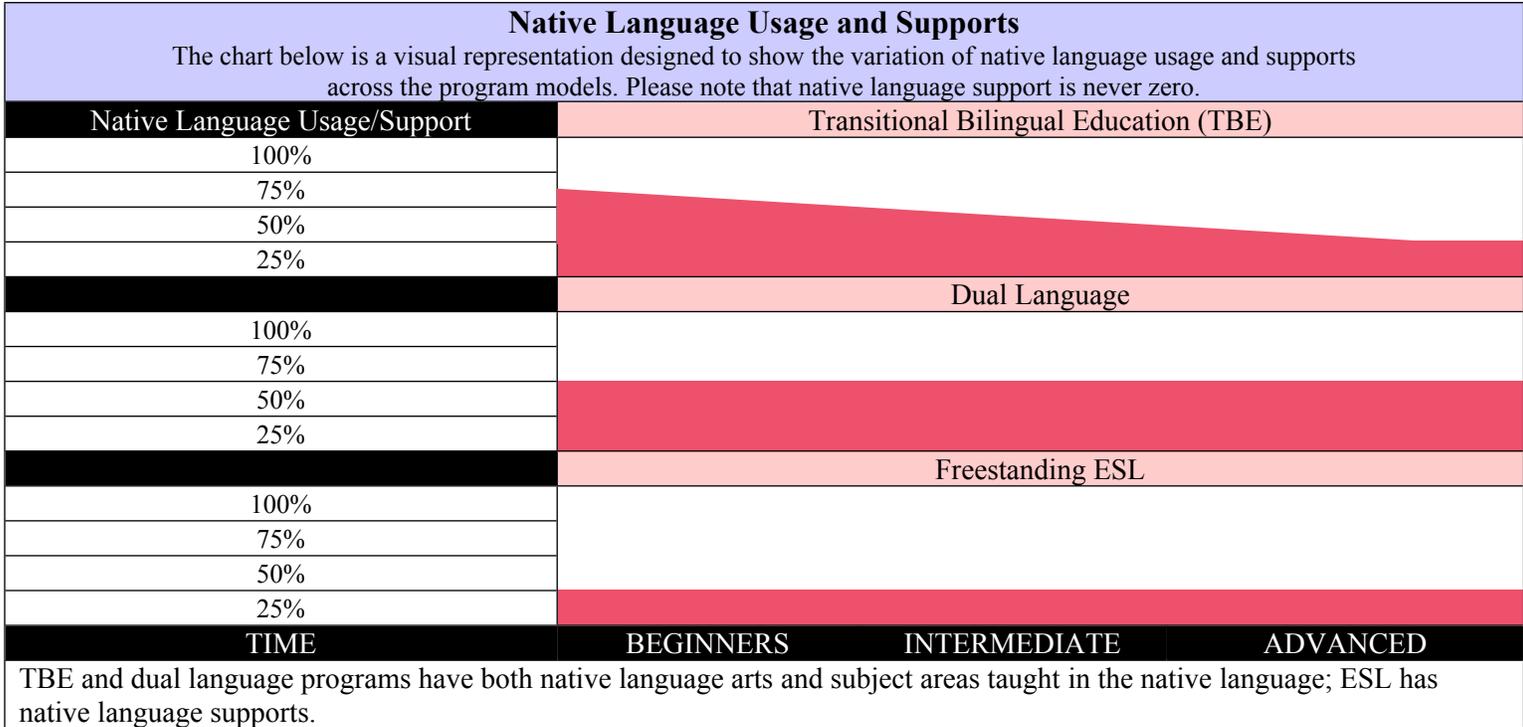
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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



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17. What language electives are offered to ELLs?

Paste response to questions 8-17

Our targeted intervention programs for ELLs for support in the area of literacy is done through our Inquiry Teams (Mother Team, Grade Inquiry Team), in which students that are at risk, are identified for academic instructional support. Our action plan consists of providing more support to those students that scored at levels one or two in the ELA, and scaffold strategies to help them become strong readers and writers in order for them to move to a higher level on the ELA and the NYSESLAT assessment. In our Extended Day Program, we also targeted these students and they are receiving math support according to needs. The Saturday Academy will support students in the area of science, in which they will be immersed on hands on activities and content area vocabulary. This intervention is done through small group instruction, in which our literacy consultant supports our students in the areas of reading and writing. In the area of literacy, activities are implemented with a clear language and academic focus to help students achieve higher academic standards. Lessons are implemented through non-fiction genres, and test taking strategies. To further support teachers of our ELL students in the classroom, our literacy coach also supports instruction by modeling specific learning strategies and vocabulary to increase comprehensible input and language learning.

One of our supplemental service program for ELLs is the Fountas and Pinnell Reading Academic Intervention Program. Our students receive support in decoding skills, vocabulary, phonemic development, reading comprehension and writing strategies in the classroom and in small group instruction provided by our bilingual instructional support teacher. To continue enabling students become strong readers and writers, we are also utilizing My Reading Coach Technology Program. Within this supplemental reading program, students that are at risk in reading acquire listening, speaking, reading, and writing skills necessary to become proficient in English.

For students that are new to the country, My Reading Coach allows students to adjust the language demands by offering Spanish and English instruction. More native language support is provided in the classroom, where teachers provide resources in Spanish while they make the transition into English. Additionally, students are paired up to work cooperatively in order to scaffold more language development and to clarify meaning in the student's native language. Our goal is to provide all our ELL students with the tools they need to understand and learn language skills while learning the curriculum. In order to provide all our ELL students with access to supplemental services and programs, we utilize the RLER report and newly enrolled students list (LAB-R), math and ELA results to ensure every student is appropriately serviced.

These are the materials that we use in our bridge classes. Our balanced literacy block includes a variety of materials to support native language as well as the second language. For native language, we utilize the Spanish Fountas and Pinnell reading program and poetry. For the content areas, NYC Scope and Sequence for social studies and teacher created materials are used. FOSS (Full Option Science System by Delta Education) is used to foster more vocabulary development in the area of science. All math materials are in Spanish according to grade level for bilingual classes. Everyday Mathematics Program contain additional components, such as instructional games and manipulatives.

Last year, students that were identified as receiving ESL services for two years were additionally supported through our After School NYSESLAT Enrichment program and Summer Academy program funded by Title III. This year the After School Program will be in effect for the school year 2011-2012, which includes our ELL students: second through fifth grade students in order to achieve higher academic standards and reach English proficiency on the NYSESLAT Test. For our ELL students reaching proficiency on the NYSESLAT, we will continue providing ESL support in our Self-Contained ESL Model Program. Part of our academic support for this year was developed through an action plan, which includes two periods of native language support in the areas of reading, writing, and math by our Bilingual AIS provider and one period of phonemic awareness (My Reading Coach Technology Program). Periodically

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3

Please see attached Professional Development Chart - attached in email

Bilingual and ESL staff, as well as Monolingual staff (speech teachers, psychologists, guidance counselors) servicing ELL students will participate in a number of professional development activities, provided by Bilingual/ESL Resource Specialists, Literacy and Math consultants, Regional Instructional Specialist and school administrators through our ELL Forum.

- The focus of our ELL Forum is to provide support to teachers having entitled ELL students, as well as how to scaffold language and learning for all our students. These scaffolds include research and strategies on ESL methodology and Bilingual Education, such as discussing characteristics of learning two languages, the different levels of the NYSESLAT and levels of language of acquisition, questioning techniques for beginning level, intermediate, and advanced students, enrichment of vocabulary development focusing on context clues, accountable talk, setting goals and differentiated instruction, using cognates to foster in the area of comprehension. The ESL Forum is conducted every other month for one entire school day, equivalent to six hours of instruction. As a school, we are aware that our staff needs a minimum of 7.5 hours of ELL training (Jose P). The training will be conducted in the first few months of the year through the ELL Forum and additional support professional development through the school network to meet state mandates.

Bilingual and ESL teachers are also participants of every professional development offered in the school. Currently, our Aussie Consultant is supporting our entire staff in literacy, in which teachers of ELLs are also part of the training. In addition, during grade meetings, the modification of the curriculum is discussed and students' work is analyzed.

- The Staff Development for Bilingual and ESL teachers in addition, will continue to focus on facilitating English Literacy Development through improved Bilingual/ESL teaching methods and Language awareness. Bilingual meetings are conducted on a weekly basis to support student work. All training activities are designed to support teachers to implement an effective Transitional Bilingual and ESL Program and ensure that all students are challenged to achieve high standards.

- Bilingual/ESL teachers have a common Prep to plan and discuss instructional skills needed to make the program succeed.
- The teachers in addition, participate in all professional Development Workshops presented at the school and region.
- Monthly ELL Forum which looks at our ELL population's language development more closely to identify needs in order to plan next steps.

- In addition, as a school we will continue to encourage our staff to participate in a number of professional developments outside the school such as workshops and trainings provided by the network monthly events on ESL strategies and methodology, and other bilingual workshops that are offered through the New York City Department of Education.

To comply with the 7.5 hours of ELL training for all staff as per Jose P. mandates, we will have additional professional development for all teachers, which will be conducted every Thursday for 50 minutes. Topics for will include: Overview of Jose P. mandates, ELL Identification Process, school program of instruction, NYSESLAT assessment, strategies for teaching ELLs academic language and content, including the SIOP Model.

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E. Parental Involvement

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

Paste response to questions 1-4

- There are several school-wide events held through-out the school year that families of ELL students are encouraged to participate. Parent orientations are conducted at the beginning of the school year to give parents an overview of the curriculum and expectations for the students' academic achievement supported by the principal, as well as bilingual orientations provided throughout the year by our ESL teachers to help parents have an input in program selections. Many parents volunteer to work with students in small group instruction in the school and their effort is validated by acknowledging them with certificates for the input they have in the school and great effort. Workshops in the areas of Literacy, ESL and Mathematics are also conducted by our parent coordinator, Mr. Urena. Parents are also invited to participate in Writing Celebrations where they come to celebrate the accomplishments of their children. Other celebrations include winter sing. In addition, parent outreach are conducted to engage parents in opportunities to participate in their child's instruction

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- Other family involvement activities offered at PS 226 are made possible through established committees such as the Parent Association Committee, School Leadership Team, Safety Committee, where parents discuss important issues related to the entire school, which helps them to take part in the whole process of making decisions that impact their children education. (LINC) involves the parents and students in becoming buddy-readers and holds an annual "Together In Getting Everyone Reading" (TIGER) Literacy Day as well as thematic unit celebrations, where parents are invited to the classroom and see their children progress and effort in writing. The school also provides two annual health fairs: a science and literacy fair. In addition, the school offers an adult ESL program sponsored by Title III funds.

- All letters pertaining to school related information is distributed to the families in English and Spanish and other forms of translation is done through the New York City Board of Education. For further translation support services, our parent coordinator and ESL teachers reach out to the translation unit to support parents of other languages (Bengali, Chinese, Hungarian, Urdu.)

To evaluate the needs of the parents, we conduct parent surveys on various topics of interest. This year, our survey showed that most parents were requesting ESL parent classes. To meet their needs, we have created an ESL parent class which meets twice a week during the After School Program.

Additionally, at our school, parents are involved in the following ways: various workshops during and after school and fundraisers, ESL classes for parents, as well as crochet and knitting classes.

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
													L

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)	22	14	10	3	2	3								54
Intermediate(I)	2	12	14	15	4	3								50
Advanced (A)	2	7	9	13	10	4								45
Total	26	33	33	31	16	10	0	0	0	0	0	0	0	149

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	7	8	0	31
4	4	10	3	0	17
5			0		0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	16	1	11	1	7	0	0	0	36
4	2	4	6	0	4	0	0	0	16
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	5	6		6		1		19
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **10X226** School Name: **The Nadia J. Pagan School**

Cluster: _____ Network: **104**

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

Part A: Needs Assessment Findings

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

The following data and information is used to provide parents with appropriate translation and timely information:

- * Home Language Surveys
- *ATS- information spoken by children
- * Parent and teacher request

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.

All school correspondence and monthly calendars are written in English and Spanish based on the evidence of our home language surveys. In addition, our office staff members and Parent Coordinator are fully Bilingual in English and Spanish. During our School Leadership Team meetings, parents are made aware of how documents will be translated. Reports cards and other DOE documents are distributed to parents in languages other than English and Spanish. DOE information is disseminated in Urdu, Bengali and Chinese. The Parent Coordinator, along with the ESL staff meet with parents to inform them of our translation policy.

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.

Our school staff provides all written translation in English and Spanish. Other languages that may need translation will be submitted to the Office of Translation services. DOE documents in languages needed will be distributed upon need and/or request.

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

Oral translation services for parents who speak Spanish will be provided by in-house staff. For the purposes of school meetings, we will request support from an outside contractor (IEP meetings, PTC). For general school meetings, we will request family members or parent volunteers.

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

Parents will be notified of parental notification requirements for translation and interpretation services in a variety of ways:

DOE documents regarding translation requirements sent home with students via backpack
P.S. 226 School Handbook
PA Meetings
Notification via the Parent Coordinator
ESL Orientation meetings

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: PS 226X	DBN: 10X226
Cluster Leader:	Network Leader: Bob Cohen
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

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

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: Part 1. High Quality Instructional Title III Program

The Title III Academy Program will be held on Tuesdays and Wednesdays and will run from December 7, 2011 to March, 2012. The program will service 60 English Language Learners, third and fourth grade, and fifth grade, who are not meeting benchmark level literacy in English. These students will be served by five teachers for Thirty-Five sessions twice a week for one and a half hour. The goal of the program is to enhance the English proficiency level of those students as well as assist them to moving five levels on the Fountas and Pinnell Formative Assessment.

The Program will take place on Tuesdays and Wednesdays from 3:45 to 5:15 PM for thirty sessions. The targeted starting date is December 7, 2011. The purpose of the program is to:

- Expose the students to listening, speaking, reading and writing strategies through the use of read aloud and, shared reading to improve oral language through discussions, accountable talk
- Increase vocabulary, words in context, word study and phonics
- Increase writing skills through interactive writing and differentiated activities to include reading response
- Increase reading comprehension through the use of vocabulary in context, connection questions and self monitoring for sentences that requires higher order thinking skills in a variety of formats.

The programs we will use to support the students needs: “Just Right Reading” which supports oral reading and concepts, guided and independent reading, comprehension, phonemic awareness, phonics, vocabulary, re-reading for fluency and writing. The teachers will plan activities that would modify speech rate, incorporate reading strategies, and plan lessons to meet individual needs in reading such as context clues, storytelling, synthesizing information, and word/sentence comprehension. Furthermore, we will continue reinforcing and implementing ESL strategies that will foster language concepts and grammar, through the use of the four language modalities (reading, writing, speaking and listening.).

The National Reading Panel’s report contained a comprehensive and detailed analysis of the best research available on teaching children to read. It identified the five areas that are essential for effective reading instruction, which are the components of this intervention program; phonemic awareness, phonics, fluency, vocabulary and word study.

The teachers that will work in the Title III Programs are bilingual/ESL or content area certified teachers. They all have participated in ESL activities designed to address the Literacy and Content Area academic

Part B: Direct Instruction Supplemental Program Information

needs to support Second Language Learners.

The data that supports this program's rationale are the results of the 2011 NYSESLAT and ELA Scores. After close analysis the following was determined and considered relevant to our focus:

- 149 students were administered the NYSESLAT last year (28.99% of the school population)
- 32 students scored at the Beginning Level (21% of the student's tested)
- 44 students scored at the Intermediate Level (29.5% of the student's tested)
- 35 students scored at the Advanced Level (23% of the student's tested)
- 38 students scored at the Proficient Level (25.5% of the student's tested)

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: Professional Development Topics

I	Overview of the Reading Intervention Program "Just Right Reading"	12/7-8/11
	Literacy Instruction - Vocabulary Development - Writing Component	
	Analyzing data NYSESLAT Modality needs	
II	SIOP Model (Sheltered Instruction Observation Protocol)	1/12/12
III	Reading/ESL strategies connecting it to the Danielson's Framework for Teaching	2/9/12
	• Differentiating Instruction	
IV	NYSESLAT Review	3/8/12

Providers: Administrator/ESL-Bilingual Coordinator/ESL Network Support Personnel

-

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 Engagement

The Parent ESL Program is designed to support the parents to become active learners of English in the community. Parents will meet twice a week during the ESL Academy sessions. Parents at the beginning level, will work on basic conversation survival skills. The parents at an intermediate level will work on strategies to reinforce school curriculum. Other parent involvement are conducted by Mr. Urena. Parents will be notified of the program by phone calls, flyers, and the information will be written on the distribution of the monthly calendar. An ESL/Bilingual certified teacher, will teach the parent ESL program.

Part E: Budget

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

Allocation Amount: \$17928

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 	15,735.20	Per-session Teachers
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 	2,192.80	Supplemental instructional materials to support the instructional and Adult ESL programs and consumable materials Intervention books "Just Right Reading Intervention Program", Empire State NYSESLAT Review and

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$17928

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		STARS-Strategies To Achieve Reading Success
Educational Software (Object Code 199)	--	
Travel		
Other		
TOTAL	17,928.00	