



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME :

DR. EVELINA LOPEZ- ANTONETTY CHILDREN'S LITERACY CENTER

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X277

PRINCIPAL: CHERYL TYLER EMAIL: CTYLER@SCHOOLS.NYC.GOV

SUPERINTENDENT: YOLANDA TORRES

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
Cheryl Tyler	*Principal or Designee	
Jennifer Villacis	*UFT Chapter Leader or Designee	
Jennifer Vasquez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Claritza Zambrana	Member/Chair	
Maria Calixto	Member/Parent	
Marcia Reidy	Member/Secretary/Teacher	
Jennifer Cepeda	Member/Co-Chair/Teacher	
Angelica Gonzalez	Member/Parent	
Sandra Marin	Member/Title I	
Florencia Morales	Member/Parent	

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

Annual Goal #1

Students will demonstrate progress in the number of correct answers on the informational (nonfiction) questions on the multiple-choice section of the ELA.

The percentage of fourth and fifth grade students will increase in accuracy on the multiple choice section of the ELA from 56.7% accuracy on informational (nonfiction) questions to 65% accuracy on informational (nonfiction) questions.

Comprehensive needs assessment

- The determination of this goal was based on the 2010/1011 results of the state ELA exam.

Instructional strategies/activities

- A nonfiction/reading in the content area (social studies) workshop will be added to the day for a half an hour a day.
- Four thousand nonfiction books in social studies are being placed in classrooms around topics in the scope and sequence in social studies. Books are at students assessed reading levels.
- Teachers in grades 3, 4 and 5 are participating in study groups for an hour a week in the teaching of nonfiction reading.

- Teachers in grades 3, 4 and 5 are participating in study groups to plan lessons that meet the criteria of the Common Core Standards.
- A fourth grade teacher is attending a specialty course at Teachers College about the teaching of nonfiction. She is then running workshops for teachers in school about the teaching of nonfiction.
- Teachers are meeting weekly by grade to study student work and plan.
- Teachers are administering last year's ELA to determine teaching strategies to support students in understanding what the questions on standardized tests are requiring in nonfiction.
- Students' reasoning skills will be developed by engaging in critical inquiry. This will include:
 1. observing issues/topics pertaining to their lives or community events/activities and explore a content area topic
 2. developing a question and sub questions around that topic
 3. developing a better understanding of the question through research
 4. Using multiple sign systems (Harste, Short) to convey their message and share their understandings
 5. reflecting and revising by using new ideas and discoveries

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- Students will take the nonfiction performance assessment in December.
- Students will be given unit assessments in January and March.

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; Parent Workshops are held throughout the school year on various topics of interest to our parents.
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; Communication is facilitated through a school-wide phone messaging system, a monthly calendar of important dates, and notices home, translated, for anything other important communication.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; One of our events that has been ongoing is called Family Friday. This gives our parents an opportunity to visit their child's classroom on the first Friday of each month. They can join the classroom for first period, giving them the opportunity to see firsthand the learning that is going on.
- providing assistance to parents in understanding City, State and Federal standards and assessments; workshops are held around these assessments to assist parents.
- sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand; the monthly calendar has all of this information on it and is provided in English and Spanish.

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

Strategies for attracting Highly Qualified Teachers (HQT)

All of our classroom teachers are highly qualified and are teaching in their license areas. Five Percent of our Title I allocation will be set aside to maintain and offer additional training to our teachers.

Service and program coordination.

- SES Tutoring provided in school by service provider All About Kids

Budget and resources alignment

- \$25,000 was allocated to us as a grant from the Reading and Writing Project at Teachers College, Columbia University for leveled nonfiction books for reading in the content area/nonfiction workshop.
- 40 days of per diem funds: \$ 6,199.00 Tax Levy Fair Student Funding
- Professional development from Teachers College Reading and Writing Project: \$36, 825.00 Title 1 SWP

Annual Goal #2

Students with disabilities and English language learners will show progress in the number and operations strand in mathematics.

By June 2012, fourth and fifth grade students with disabilities and fourth and fifth grade English language learners will demonstrate growth and accuracy in the numbers and operations multiple choice questions in mathematics as evidenced by an average of 45% correct responses for this strand on the statewide mathematics exam, an increase from the 2010/2011 exam from an average of 34.9% and 40.9%, respectively, for students with disabilities and English language learners in the fourth and fifth grades.

Comprehensive needs assessment

- The determination of this goal was based on the 2010/1011 results of the state mathematics exam.

Instructional strategies/activities

- Teachers will attend professional development sessions targeted to support students with disabilities and English language learners in developing computational flexibility and accuracy.
- Teachers will receive in class support implementing computational strategy lessons.
- Teachers will meet weekly assessing student work and developing lessons for the number and operations strand.

- Teachers will meet weekly reviewing student work and developing lessons.
- Teachers will implement a test sophistication genre study beginning in March with a focus on the number and operation strand.
- To develop students' reasoning skills students will be taught multiple strategies for the 4 computational operations that will include visual aids for English language learners and scaffolds for students with disabilities
- To develop students' reasoning skills students will be taught how to express the steps used for the different strategies that will include visual aids for English language learners and scaffolds for students with disabilities
- To develop students' reasoning skills students will be taught to determine when and why to use one strategy depending on the numbers given in the computational sentence which will include visual aids for English language learners and scaffolds for students with disabilities

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- Students will be given a baseline assessment in November.
- Students will be given benchmark assessments in January and March. Students with disabilities and English language learners on average will score 45% correct on customized number and operation assessment, drawn from past, non-embargoed items on statewide mathematics exams.

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; Parent Workshops are held throughout the school year on various topics of interest to our parents.
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- providing assistance to parents in understanding City, State and Federal standards and assessments; workshops are held around these assessments to assist parents.
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- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our classroom teachers are highly qualified and are teaching in their license areas. Five Percent of our Title I allocation will be set aside to maintain and offer additional training to our teachers.

Service and program coordination

- SES Tutoring provided in school by service provider All About Kids

Budget and resources alignment

- Mathematics Coach: \$88,745.00 Title I SWP and CFE

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

To improve teacher effectiveness by developing a shared understanding of instructional excellence using the rubric from Charlotte Danielson's Professional Practice: A Framework for Teaching

Set the measurable target that will define whether or not you have met your goal.

By June 2012, school administrators will have completed 3 cycles of 2 informal observations for all teachers in strengthening teacher effectiveness by focusing on providing scaffolds for students that foster student independence. Teachers will be provided with purposeful, targeted feedback using a research based teaching framework to clarify expectations for teacher practice and development.

Comprehensive needs assessment

- The determination of this goal was based on the 2010/1011 results of the state ELA and mathematics exam.

Instructional strategies/activities

- Administrators will develop an observation schedule and will provide feedback based on a research-based rubric.
- Teachers will self assess on the components.
- Teachers will observe and provide feedback to colleagues based on the research-based rubric.
- Professional development for teachers will be provided that focus on providing scaffolds for students that effectively lead to student independence.
- Study groups will be facilitated for teachers that focus on providing scaffolds for students that lead to student independence.

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- Use and refinement of an administrator created feedback form that reflects a lens of observation among critical teaching domains and contains

room for written teacher response.

- Completion of written feedback to teachers.
- All teachers will provide written response to administrators based on feedback provided to them.
- Individual professional development plan based on observation and teacher feedback for each teacher with delineated steps for teacher to move to the next level within the teaching framework continuum.

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; Parent Workshops are held throughout the school year on various topics of interest to our parents.
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. Communication is facilitated through a school-wide phone messaging system, a monthly calendar of important dates and notices are sent to every home, translated, for anything other important communication.
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- All of our classroom teachers are highly qualified and are teaching in their license areas. Five Percent of our Title I allocation will be set aside to maintain and offer additional training to our teachers.

Service and program coordination

- SES Tutoring provided in school by service provider All About Kids

Budget and resources alignment

- Professional development from Teachers College Reading and Writing Project: \$36, 825.00 Title 1 School Wide Project
- 20 books of Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson @\$17.21

for a total of \$344.20 TL NYSTL

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By administering, evaluating, and discussing implications of performance assessments, teachers will develop a shared understanding of complex task design and teaching towards higher order content and process demands of the Common Core Learning Standards

By March 2012, as per citywide instructional expectations, all teachers will meet in teacher teams to plan for and assess at least one formal performance assessment in mathematics and one in reading/writing.

Comprehensive needs assessment

- The determination of this goal was based on the 2010/1011 results of the state ELA and mathematics exam.

Instructional strategies/activities

- Teacher inquiry teams analyze task design

- Teacher teams review and revise existing citywide rubrics to guide evaluation of student work
- Teacher teams meet to analyze and assess student work collectively
- Teachers plan customized instruction using results of their student work analyses

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- Teacher inquiry teams analysis of task designs
- Teacher teams modifications of existing rubrics
- Teacher meetings notes and agendas
- Teacher conference and small group notes reflecting customized instruction and differentiation based on the results of teachers' analysis of student work

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; Parent Workshops are held throughout the school year on various topics of interest to our parents.
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. Communication is facilitated through a school-wide phone messaging system, a monthly calendar of

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Service and program coordination

- SES Tutoring provided in school by service provider All About Kids

Budget and resources alignment

- Professional development from Teachers College Reading and Writing Project: \$36, 825.00 Title 1 SWP

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	6	0	N/A	N/A	15-20	N/A	2	N/A
1	15-20	10	N/A	N/A	15-20	N/A	2	N/A
2	15-20	10	N/A	N/A	15-20	N/A	2	N/A
3	15-20	15-20	50-80	N/A	15-20	N/A	2	N/A
4	15-20	15-20	50-80	50-80	15-20	N/A	2	N/A
5	15-20	15-20	50-80	50-80	20-25	N/A	2	N/A
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	Wilson, Foundations, individual conferences, and small group work. Services provided during instructional time within the classroom. Services support the classroom work. This service is provided before, during, and after school on a daily basis.
Mathematics	Small group instruction as well as whole group and one-on-one conferences. This service is provided before, during, and after school on a daily basis.
Science	Whole class instruction in “Science Laboratory”. This service is provided during the school day as a preparatory period for classroom teachers as well as in a club after school.
Social Studies	Whole class inquiry room lessons are designed to enrich the classroom social studies curriculum.
At-risk Services provided by the Guidance Counselor	Individual counseling for problem solving, anger management, crisis, grief, divorce, academics, etc. Group counseling for the above mentioned, as well as self-esteem, social skills, academic, and behavior. Counselor also pushes in regularly to support both student and teacher. This service is provided before, during, and after school on a daily basis.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	Individual counseling for problem solving, anger management, crisis, grief, divorce, etc. This service is provided before school and during the regular school day.

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, P.S. 277, 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. P.S. 277'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. P.S. 277 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; Parent Workshops are held throughout the school year on various topics of interest to our parents.
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. Communication is facilitated through a school-wide phone messaging system, a monthly calendar of important dates and notices are sent to every home, translated, for any other important communication.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; One of our events that has been ongoing is called Family Friday. This gives our parents an opportunity to visit their child's classroom on the first Friday of each month. They can join the classroom for first period, giving them the opportunity to see firsthand the learning that is going on.

- providing assistance to parents in understanding City, State and Federal standards and assessments; workshops are held around these assessments to assist parents.
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; the monthly calendar has all of this information on it and is provided in English and Spanish.
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

P.S. 277's Parent Involvement Policy was designed and based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

P.S. 277 will further encourage school-level parental involvement by:

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

P.S. 277, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 07x277 **School Name:** Dr. Evilina Lopez-Antonetty Children's Literacy Center

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

PS 277 did not make AYP in English language arts. Upon assessing the results of the New York State ELA, we determined that students need more support in the constructivist response in writing. We have implemented an additional half hour a day of writing in the content area. We are also implementing an additional half hour a day of nonfiction reading/ reading in the content area with 8000 additional nonfiction books at students' independent reading levels.

We have not yet received the findings of the JIT report conducted in 2011. I will forward the findings as soon as they are received.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Teachers are engaged in extensive professional development in reading and writing from staff developers from Teachers College Reading and Writing Project at Columbia University. Lab sites are conducted at PS 277 and teachers plan with staff developers to align instruction to the CCLS.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

We have hired consultants from Teachers College Reading and Writing Project at a cost of \$1,200. per day to conduct lab sites, coach teachers and plan with teachers to align instruction to CCLS. Staff developers also conduct workshops for parents on strategies to work with their children at home.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

All first year teachers are assigned a mentor who they meet with weekly. Other teachers work weekly with the literacy coach and 40 days over the course of the year with staff developers from Teachers College Reading and Writing Project. In addition, teachers meet with the principal and assistant principal and feedback is provided based on Danielson's Framework for Teaching.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

We have conducted several meetings to inform parents of the areas in need of school improvement and systemic structures that we have in place to increase student achievement. Letters have also gone out. In addition, we leave weekly phone messages for all parents informing them of workshops and school initiatives to improve student achievement. All information is translated to the appropriate language.

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Charles Amundson/Dan Feigelson	District 07	Borough Bronx	School Number 277
School Name Dr. Evelina Lopez-Antonetty			

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

Principal Cheryl Tyler	Assistant Principal Adele Cammarata
Coach Tiana Silvas	Coach Grisselle Fortuna
ESL Teacher Nancy Shnider/ Coordinator	Guidance Counselor Denise Capasso
Teacher/Subject Area Ms. Zambrana-1st Grade Teacher	Parent
Teacher/Subject Area	Parent Coordinator Jeanette Vega
Related Service Provider Jennifer Villacis	Other Shirley Villacis
Network Leader	Other

C. Teacher Qualifications [i](#)

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

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

D. School Demographics

Total number of students in school	521	Total Number of ELLs	97	ELLs as share of total student population (%)	18.62%
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Part II: ELL Identification Process

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

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

1. The home language and eligibility for the LAB-R is determined at registration based on the Home Language Identification Survey. All students who enter the New York City school system for the first time are screened using the Home Language Identification Survey in their native language. Our bilingual coordinator assists parents in filling out the HLIS and conducts interviews with the parents and students at registration when administering the HLIS in parents' native language. The LAB-R is administered by the ESL teacher to eligible students based on the analysis of the HLIS within the first 10 days of admission. All eligible students are given the LAB-R to determine ELL status. The Spanish LAB is given to students whose home language is Spanish and have scored as eligible for services on the LAB-R. This sheds light on language ability in the Native Language. The results of the LAB-R, the Parent Survey and Program Selection form and program availability determine placement. Informal interviews are conducted at registration as a way to inform parents of the services available to their children. To ensure all ELLs receive the NYSESLAT annually we use ATS reports. The ESL Teacher and the Testing Coordinator collaborate every spring to arrange the schedule for administering the NYSESLAT to all ELLs who are eligible.

2. We hold Parent Orientation meetings to inform parents of the programs offered by the Department of Education: Transitional Bilingual Education, Dual Language and Free Standing ESL. Entitlement Letters, in the native language, are sent home to parents whose children are entitled to ESL/Bilingual services informing them of a Parent Orientation. Within the first 10 days of school, the ESL teacher and Parent Coordinator conduct the Parent Orientations for parents of entitled students. These orientation meetings also take place throughout the year as new students are found to be entitled. Our bilingual staff and Parent Coordinator translate for parents who speak only Spanish. Interpreters are provided to parents who speak languages other than English. At the parent orientation, parents view the Chancellor's DVD for ELLs in their native language, which describes the different program options available for ELLs. After the viewing of the video, there is a question and answer session. We ask parents to select the program of their choice on the Parent Selection Survey. If parents select a program that is not offered at our school, we inform the parents of schools with that particular program and explain that they have the option of a transfer.

3. All parents of ELLs are required to fill out a Parent Survey and Program Selection form. These forms are filled out at the Parent Orientation meeting and collected at the end. For parents who cannot attend the meeting another Parent Orientation is scheduled and if they still cannot attend, the forms are sent home with a follow-up call to ensure they are returned to the ESL teacher. If parents do not return their Parent Survey and Program Selection forms, the ESL teacher sends home another form and the parent coordinator contacts the family. If forms are still not returned, they are informed that the default program is Transitional Bilingual Education. The ESL teacher sends home entitlement letters along with invitations to invite parents to the orientaton in the native language. Continued entitlement letters are sent home to parents whose child will continue to receive services based on the NYSESLAT from the previous year. Letters are in English and the Native Language. Tear-offs were created asking parents to sign that they have received and understand the letters and to ensure that all parents are kept up to date with their child's services.

4. Based on parent choice and program availability students are placed in instructional programs. For students who are continuing services based on the NYSESLAT, parents receive the Continuation Letters informing them that their children are entitled to continued services in the current program placement. For students who scored proficient on the NYSESLAT, Non-Entitlement letters/Transition Letters are sent home informing parents that their child is no longer entitled to services. Non-Entitlement Letters are also sent home to

parents of students who met the LAB-R cut-scores informing them that their child was administered the assessment based on the HLIS and that they are not entitled as per assessment. Letters are kept on file with the ESL teacher. Informal interviews are conducted with the parents at registration and at the Parent Orientation meeting. Based on the HILS, LAB-R and Spanish LAB results, students are placed based on the results of these assessments, as well as parent choice, where students qualify. After the Parent Orientation and the Program Selection forms are collected, they are reviewed by the ESL teacher and a placement letter is sent home to the parents informing them of their child's program placement. These letters have tear-offs asking parents to sign that they've read and understood the letter. This is to insure all parents are kept up to date with services.

5. The trend in Parent Selection over the past few years shows that more parents have chosen the ESL program. For example, this year eleven out of twelve parents chose ESL as the first choice for their children. The program models at our school are aligned with parent requests. For parents who choose the Dual Language Program, we provide a list of schools with the requested program, and inform the parents of their option to transfer.

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*
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This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	97	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	8
SIFE	3	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	14			1						15
Dual Language										0
ESL	59	3	7	23		1				82
Total	73	3	7	24	0	1	0	0	0	97
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			7	8										15
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	0	0	7	8	0	15								

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	13	9	10	17	18								77
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1			1		2								4
TOTAL	11	13	10	11	17	20	0	82						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Programming and Scheduling Information

1. We offer Transitional Bilingual Education to students in a second/third grade bridge class and English as a Second Language to grades K-5. The TBE classes are grouped by grade level. In the pull-out ESL program, students are grouped by levels of proficiency as well as by grade levels. Beginning and intermediate students are serviced together. Advanced students in grades K-3 are grouped together except for the times that the ESL teacher works with them in their classroom at which time the students are grouped heterogeneously.
2. New York State CR Part 154 mandates dictate that Beginning and Intermediate ELLs receive 360 minutes of ESL instruction per week and Advanced students receive 180 minutes per week. ELLs in TBE receive ESL mandates from their classroom teacher. Students in bilingual classes who have been identified as being in the beginning or intermediate levels of proficiency by the NYSESLAT receive 90 minutes of instruction per day and advanced students receive 45 minutes of native language instruction per day.
3. In the TBE program content areas are delivered in both languages depending on the levels and needs of the students. Heterogeneous language level grouping is used within the Transitional Bilingual classrooms. In our TBE program Math is taught in Spanish and Social Studies is taught in English with native language support. PS 277 uses Teachers College curriculum for the teaching of reading and writing. We use this program for all our students in both bilingual and monolingual classes. Students in bilingual classes who have been identified as being at the beginning or intermediate levels of English proficiency by the NYSESLAT receive native language instruction for 90 minutes per day. Advanced students receive 45 minutes of native language instruction. Students in bilingual classes use Spanish and/or English material as needed. Students in TBE receive their ESL from their classroom teacher. Students in monolingual classes are taught mathematics in English with ESL strategies implemented by the classroom teachers. ELLs receive additional native language support with books, thesauri, and word to word dictionaries in their native language. ESL is thematic through the content areas.
4. Eligible students with a home language of Spanish are given the Spanish Lab when they first enter the NYC Public School. This reflects their ability in the native language. Students in the TBE classes are given El Sol to evaluate them in their native language.
5. ELL students whose teachers have identified them as at risk receive AIS services through small group instruction in mathematics and literacy. Students receive these support services in the language that best meets their individual needs. Our ELLs participate in supplemental programs such as: AIS, after-school programs and extended-day instruction. During this time students receive instruction in

A. Programming and Scheduling Information

academic areas as well as language development. Our SIFE students receive AIS, ESL or TBE, and extended-day assistance to target their learning needs. Students are assessed in the native language and receive supplemental mathematics instruction and language instruction in the native language.

Newcomers (0-3 years)-Newcomers receive small group native language support during Extended-Day to strengthen literacy skills in their native language. They may participate in the Title III after school program where they receive hands-on activities and intense small group instruction by the ESL teacher. The students also receive academic support in mathematics from the math specialist in the native language.

4-6 years -Based on the NYSESLAT, students who fall under this category need additional support in reading, writing and mathematics. This group of students receive academic intervention from a reading and math specialists. Students receive small group instruction in their classrooms as well.

Long-Term ELLs -The classroom teachers provide small group instructional support to develop the reading and writing skills. In addition to this support, they may be pulled out for small group intervention support during the regular school day.

6&7. ELLs with Special Needs -English Language Learners with an Individual Education Plan (IEP) receive services as per their IEP. Students participate in small group instruction with their classroom teacher as well as with the SETSS teacher. These students also participate in our Title III after-school program. Instructional materials used are grade appropriate and meet the students' reading levels. The classroom teacher, the ESL teacher and the service providers meet to collaborate and strategize instructional planning and scheduling to best meet the needs of students.

Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

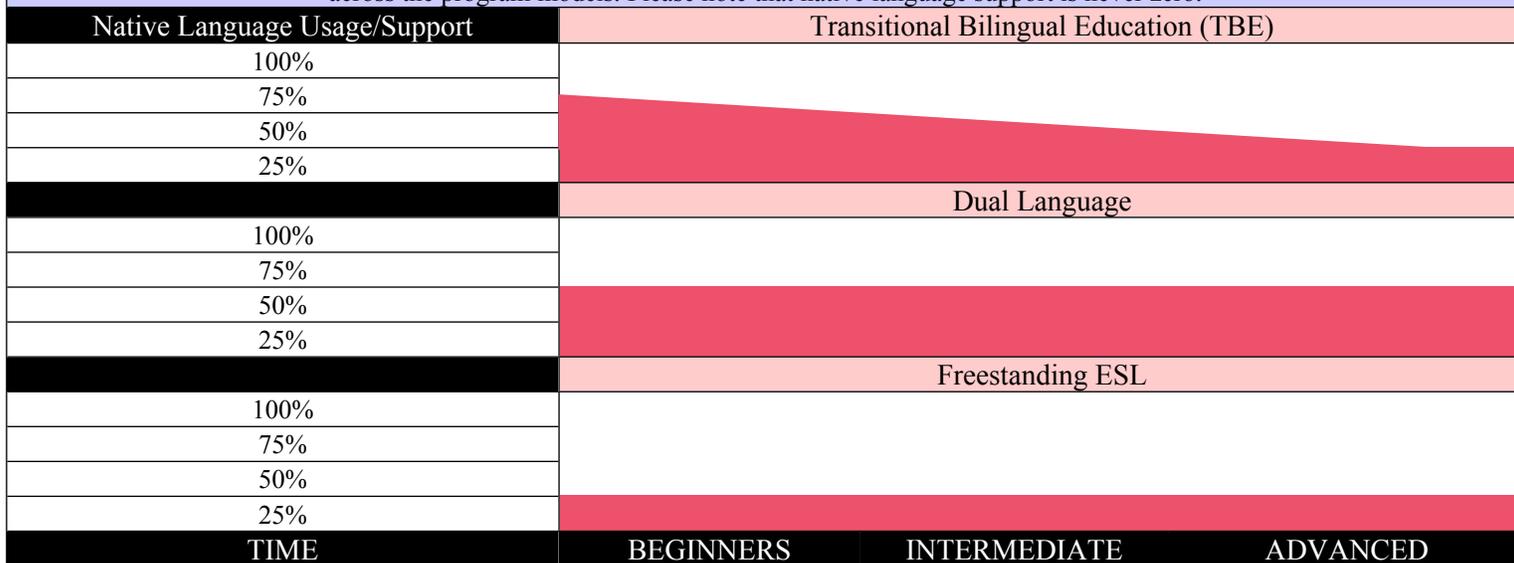
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

8. ELLs receive push-in support in the content areas in small groups from our math coach and literacy coaches. We have content area books/materials available in Spanish. Students receive native language support through leveled books in the students native language, books on tape, the use of glossaries and word to word dictionaries. ELLs are given entry into the curriculum through work in the Inquiry Room where they work with multiple sign systems, as well as being given strategies to express their ideas and thinking through art, drama, construction materials and digital literacy. Science is taught through a hands-on approach using visuals and Total Physical Response strategies. Newcomers are paired with other students who offer support in the native language.

9. Students who scored proficient on the NYSESLAT will receive transitional support for two years. The ESL teacher works closely with

B. Programming and Scheduling Information--Continued

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

8. ELLs receive push-in support in the content areas in small groups from our math coach and literacy coaches. We have content area books/materials available in Spanish. Students receive native language support through leveled books in the students native language, books on tape, the use of glossaries and word to word dictionaries. ELLs are given entry into the curriculum through work in the Inquiry Room where they work with multiple sign systems, as well as being given strategies to express their ideas and thinking through art, drama, construction materials and digital literacy. Science is taught through a hands-on approach using visuals and Total Physical Response strategies. Newcomers are paired with other students who offer support in the native language.

9. Students who scored proficient on the NYSESLAT will receive transitional support for two years. The ESL teacher works closely with classroom teachers to ensure that all former ELLs make adequate progress. Students who fall under this category receive testing accommodations, such as bilingual word to word dictionaries, time and a-half, and separate locations.

10. Although the Inquiry Room is not new to our school, there will be an emphasis placed on its use for our ELLs and the development of oral language as well as reading, writing and listening skills. Students will be given the opportunity to demonstrate their comprehension and knowledge of content through a different medium such as dramatic play, art, construction materials and digital literacy. Materials and resources are appropriately matched to the grade levels and reading levels of the students. Materials that address the Common Core Learning Standards are available in the classroom in the native language.

11. We are discontinuing our TBE First Grade due to lack of numbers of eligible students and due to the parents choice. This year eleven out of twelve parents chose ESL as their first choice of instruction for their children. There aren't enough students to sustain a bridge 4th/5th grade TBE class.

12. ELLs are given the same access to all programs offered in the school including, Supplemental Educational Services and class trips. Students also participate in the in the PS 277 extended day academic program, Eastside House and Betances Community Center after-school programs. Our after-school and supplemental services, as well as our technology classes, are available to all students equally. Fliers are posted throughout the school and an activity calendar is sent home every month in English and Spanish. Letters are sent home to invite ELLs to participate in the Title III program in the native language. All school messages are also communicated through a school-wide phone messaging system. Our Title III program is offered afterschool and targets literacy and content knowledge. It is aligned with Common Core Standards, scope as well as sequence for science, math and social studies. It is aimed at increasing english language proficiency across all modalities.

13. Many of our classrooms have listening centers and computer centers where students listen to books on tape or on the computer. These centers provide students the opportunities to access books. Teachers use document cameras during shared reading and guided writing. There are also several Smartboards and LCD televisions that support all types of learners as well as Native Language books and word-to-word dictionaries.

14. Native Language support is embeded in the TBE classes according to the mandates set by NYS. Math is in Spanish, Social Studies is in English with native language support and Science is in English using ESL methodology. Native language suport is included in the ESL program by use of dictionaries as well as books in the native language in conjunction with the content area themes.

15. Required services and resources correspond to ELLs' ages and grade levels.

16. Many of our students and their families visit the school in June to take part in a school tour. During this time, they have the opportunity to observe the classroom teachers and the activities that are provided for students. The Parent Coordinator is available to answer questions.

We also provide Speech for students who qualify as needing this intervention.

17. We currently do not offer language electives.

B. Programming and Scheduling Information--Continued

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

8. ELLs receive push-in support in the content areas in small groups from our math coach and literacy coaches. We have content area books/materials available in Spanish. Students receive native language support through leveled books in the students native language, books on tape, the use of glossaries and word to word dictionaries. ELLs are given entry into the curriculum through work in the Inquiry Room where they work with multiple sign systems, as well as being given strategies to express their ideas and thinking through art, drama, construction materials and digital literacy. Science is taught through a hands-on approach using visuals and Total Physical Response strategies. Newcomers are paired with other students who offer support in the native language.

9. Students who scored proficient on the NYSESLAT will receive transitional support for two years. The ESL teacher works closely with classroom teachers to ensure that all former ELLs make adequate progress. Students who fall under this category receive testing accommodations, such as bilingual word to word dictionaries, time and a-half, and separate locations.

10. Although the Inquiry Room is not new to our school, there will be an emphasis placed on its use for our ELLs and the development of oral language as well as reading, writing and listening skills. Students will be given the opportunity to demonstrate their comprehension and knowledge of content through a different medium such as dramatic play, art, construction materials and digital literacy. Materials and resources are appropriately matched to the grade levels and reading levels of the students. Materials that address the Common Core Learning Standards are available in the classroom in the native language.

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15. Required services and resources correspond to ELLs' ages and grade levels.

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17. We currently do not offer language electives.

provide parent activities. Common Cooperative Extension will be providing a series of wellness (nutrition) workshops for parents. The Parent Coordinator is available to provide translation services and we also use the translation unit when needed.

2. Our Parent Coordinator will be providing a series of parent information sessions that will be held with parents and

E. Parental Involvement

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

Parental Involvement

1. PS 277 has several programs which involve and inform parents of the educational programs in which their children are participating. We hold Family Friday the first Friday of each month. During this time, parents are encouraged to come into school in the morning and participate in classroom activities with their children. Translators are available for any parent who requires this service. Teachers communicate with the parents daily through the individual homework sheets sent home with the students. Parents receive a progress report after all units of study informing them of the progress their child has made. Teachers are available to talk with the parents at dismissal and by appointment. Letters in the native language are regularly sent home with news of classroom and school activities providing parents a connection with their children's education. Translators are available for all parent/teacher meetings including Curriculum Night and Parent/Teacher conferences.
2. There are several Community Based Organizations that provide services to our parents. The East Side House and Betances Center both provide parent activities. Cornell Cooperative Extension will be providing a series of wellness (nutrition) workshops for parents. The Parent Coordinator is available to provide translation services and we also use the translation unit when needed.
3. Our Parent Coordinator has an open-door policy for parents to go for information or concerns. She supports them with resources and assistance with completing applications and she provides workshops on a regular basis covering topics, such as ELA, Math, TBE, ARIS and information sessions for parents of ELLs.
4. All correspondence is provided in multiple languages. We support our parents with interpreters whenever possible.

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.

1. All teachers participate in Teachers College professional development in reading and writing for ELLs. All new teachers participate in ESL professional development. General education teachers are required to attend seven and a half hours of PD, while special education teachers need ten hours. Also, we will be implementing in-house PD for all our classroom teachers once a week during Wednesday's extended-day sessions with a certified TBE teacher and a certified TESOL teacher. All staff including counselors, school psychologist, the SBST members and related service providers are invited to attend. This PD will be developed according to the needs identified by the teachers. Additionally, with Title III support, we have a professional study group planned, based on the book "Learning to Learn in a Second Language" by Pauline Gibbons. This book exemplifies current theories of Second Language development through a wide range of strategies. The study group will meet on Mondays from 3:15 to 4:15 and will be 10 sessions long.

2. Students transitioning to middle school receive support with the application process as well as with the transition process through information sessions by our parent coordinator, guidance counselor and fifth grade teachers. Teachers assist students and parents in making informed choices about middle school through individual meetings and workshops. The Parent Coordinator is available to assist parents who do not speak English. The ESL teacher collaborates with classroom teachers, guidance counselor, and staff to provide pertinent information about individual ELLs needs.

3. Staff members are asked to maintain an agenda of professional development meetings attended and they are asked to give a copy of

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3. Staff members are asked to maintain an agenda of professional development meetings attended and they are asked to give a copy of such agenda to the office. ESL and bilingual teachers provide in house professional development for staff and attendance is also taken at these meetings. General education teachers are required to attend 7.5 hours of professional development while special education teachers need 10 hours of ELL training as per Jose P.

E. Parental Involvement

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

Parental Involvement

1. PS 277 has several programs which involve and inform parents of the educational programs in which their children are participating. We hold Family Friday the first Friday of each month. During this time, parents are encouraged to come into school in the morning and participate in classroom activities with their children. Translators are available for any parent who requires this service. Teachers communicate with the parents daily through the individual homework sheets sent home with the students. Parents receive a progress report after all units of study informing them of the progress their child has made. Teachers are available to talk with the parents at dismissal and by appointment. Letters in the native language are regularly sent home with news of classroom and school activities providing parents a connection with their children's education. Translators are available for all parent/teacher meetings including Curriculum Night and Parent/Teacher conferences.

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4. All correspondence is provided in multiple languages. We support our parents with interpreters whenever possible.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	7	3	5	1	3								22
Intermediate(I)	3	2	6	8	4	7								30
Advanced (A)	6	4	8	5	12	10								45
Total	12	13	17	18	17	20	0	0	0	0	0	0	0	97

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	6	7		15
4	7	10	1		18
5	5	11	2		18

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

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

Assessment Analysis

1. Our school uses the Teacher's College Reading and Writing Program to assess early literacy skills of our ELLs. Teachers use this data to inform instruction. Every student has a writing portfolio that monitors progress and the meeting of benchmarks. Genre specific rubrics are used to assess student writing. We use the results of the NYSESLAT and the NYS ELA and Mathematics assessment to evaluate the success of our program.

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		2		10		1		16
4	3		15		1				19
5	3		16		1				20
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		12		6				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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Assessment Analysis

- Our school uses the Teacher's College Reading and Writing Program to assess early literacy skills of our ELLs. Teachers use this data to inform instruction. Every student has a writing portfolio that monitors progress and the meeting of benchmarks. Genre specific rubrics are used to assess student writing. We use the results of the NYSESLAT and the NYS ELA and Mathematics assessment to evaluate the success of our program.
- The data patterns of the NYSESLAT reveal that all our ELLs show improvement in language skills. Listening and speaking continue to be areas of strength for our students. They show significant improvement in the Speaking/Listening modality. In Reading/Writing, students progress from beginning levels to advanced levels at an adequate rate. However, they stay in the advanced level longer than expected.
- The fact that our ELLs tend to stay in Advance Level in Reading/Writing longer than expected will affect instruction by drawing attention to their needs for intervention in these areas. Students will continue to receive academic intervention in these areas. The instruction received during this time will support students with the development of content language as well as content skills. Students will be involved in many hands-on experiences that will enhance their knowledge and language. All students will be involved in inquiry based learning using drama, art and construction. During the time students spend in the inquiry room, they will be involved in literacy activities that use all modalities of learning and that tap into all intelligences.

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: PS 277

School DBN: 7BX277

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cheryl Tyler	Principal		
Adele Cammarata	Assistant Principal		
Jeanette Vega	Parent Coordinator		
Nancy Caputi Shnider	ESL Teacher		
	Parent		
Ms. Zambrana	Teacher/Subject Area		
	Teacher/Subject Area		
Grisselle Fortuna	Coach		
Tiana Silvas	Coach		
Denise Capasso	Guidance Counselor		
	Network Leader		
Shirley Villacis	Other <u>AIS</u>		
Jennifer Villacis	Other <u>Related Service Prov</u>		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 07x277 **School Name:** PS 277

Cluster: _____ **Network:** CFN 203

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.

To assess our schools written translation and oral interpretation needs we manually go through The Home Language Identification Survey (HLIS) of all new registrants to determine which new admits speak another language. Additionally, we use the data from the Language Aggregate Report (RHLA). The major findings of this report currently show that of 521 students 168 have a home language of Spanish. 1-3 students show up for 5 other languages, including: Arabic, Bambara, Hausa, French and Soninke.

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

The major findings of the HLIS and the RHLA show that of 521 students 168 have a home language of Spanish. 1-3 students appear for 5 other languages.

Based on these findings all written information is sent home in English and Spanish. Written Spanish translations are provided by School Aides and teachers who are bilingual. Written communication regarding ESL and Bilingual support are sent home in the 5 "other" languages to those families in their language. These translated communications are from the DOE website. The home language identification survey (HLIS) has a section which asks for what language the parents would like information sent home in. This aids greatly in determining who may need written or oral translations as well as what languages are needed.

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.

To ensure that the parents are provided with appropriate and timely information in their native language, all written communication to parents, including fliers and monthly newsletters, will be translated into the Spanish by either staff, parent/community volunteers, or by the NYCDOE Translation and Interpretation Service. Parent letters can be translated into any language that is needed. Important and time-sensitive information and letters are translated well in advance of scheduled parent meetings, and conferences to ensure that materials are available in the parents' native languages when needed. If needed we will contact translations@schools.nyc.gov or call 718-752-7373.

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 interpretation is always provided for our Spanish speaking parents by School Aides, teachers who are bilingual and parent volunteers. If needed, we can access the NYCDOE phone translation system. Language interpreters will be available to interpret for parents during activities including conferences with parents, assemblies, Curriculum Night, IEP meetings, etc. Depending on the language that is needed, we usually have an in-house translator available. If in the future we find that we do not have a translator available for use, we will contact the DOE Translation Services number. In September a Welcome Letter is sent home to all parents welcoming them and inviting them to Curriculum Night. This letter informs them that translators will be available. This letter as well as verbal announcements also state that if translations in languages other than Spanish are needed we can make accommodations through the DOE Office of Translations.

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>.

Notification of parents' rights regarding translation and interpretation services is available in the main office. The parent coordinator has each of the necessary pamphlets with the information that is required of Section VII of Chancellor's Regulations A-663. Parents may also be made aware of these rights during our Parent Orientation, meetings with school staff, IEP meetings, etc.

We understand and fully comply with the Chancellor's regulation that states that minor students may not provide translation services. We provide in-house training for our staff regarding language access.

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 277	DBN: 07X277
Cluster Leader: Dan Feigleson	Network Leader: Charles Amundsen
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: 20 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: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Project Cook is a continuation of a program conducted here for the past 8 years where we use a content area theme which is delivered through the 4 strands of instruction delivery for ELLs: reading, writing, listening, speaking and additionally, the culinary arts, to expand academic language acquisition. At PS 277 we have 97 ELLs in Kindergarten through 5th grade. 15 students receive TBE in grades 2/3, and 82 receive ESL in grades Kindergarten through 5th grade. Title III support will supplement our ongoing services with an after-school program for 20 third and fourth grade ELLs, from beginning to advanced levels, according to the NYSESLAT. This year the theme of the supplemental program will be New York State. We will continue our format of listening and speaking about our theme, reading and writing about our theme, and finally cooking to contextualize our curriculum.

The program will be conducted in English and will be held on Monday and Friday from 2:55-5:00. The time frame is January 30 through March 28, with planning time for the teachers on Wednesday from 3:40-5:00. One certified TESOL teacher and one general education teacher will share the instruction. We will engage the students in collaborative, hands on projects. Our objective is to increase the English language proficiency of our ELLs through context embedded instruction.

Materials needed will be: social studies texts, student journals and other student supplies and cooking materials.

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:

We will be offering a study group for the teachers of ELLs based on the book "Learning to Learn in a Second Language" by Pauline Gibbons. This book exemplifies current theories of second language development through a wide range of strategies. The study group is designed to support teachers of ELLs in all classrooms to address the needs of our ELLs. Topics to be covered will include: scaffolds for

Part C: Professional Development

ELLs in the general education classroom, developing academic language through thematic studies, understanding the characteristics of ELLs at each level of language development and then planning the next steps to move them to the next level. These sessions will be held for 11 weeks, on Mondays from 2:55-4:00. Our certified ESL teacher will conduct the sessions along with a general education teacher.

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:

Parents will be invited to participate in the cooking activity within each unit of study. We will be modeling ways that families can interact and work with their child at home thus strengthening native language skills, as well.

The program will run for 7.5 weeks, 2 days a week for , from 2:55 to 5:00.

The theme of the program this year will be New York State, from the late 1800's to the present. Topics to be covered will include: Iroquois Confederacy, European immigration, New York State geography, among others.

The providers for the program will be The ESL teacher along with one general education teacher.

Parents are notified of all activities through a schedule of activities which is handed out a prior to the start of the program, in English and translated as well. At the conclusion of Project Cook, the parents will be invited to a celebration of their children's learning. The parents will receive invitations made by their children. Each child will take home a Cookbook from the program that they have helped to create.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum 		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)	????	
Travel		
Other		
TOTAL		