



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : **PEACE AND DIVERSITY ACADEMY**

DBN: **12X278**

PRINCIPAL: **ANDREW M.L. TURAY**

EMAIL: **ATURAY@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **GERI TAYLOR-BROWN**

**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
Andrew M.L. Turay	*Principal or Designee	
Mohammed Jalloh	*UFT Chapter Leader or Designee	
Novlin Gordon	*PA/PTA President or Designated Co-President	
Carmen Perez	DC 37 Representative, if applicable	
Olivia Rivera Dennis Ashley	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Michelle Noonan	Member/Assistant Principal	
Minoska Romero	Member/Teacher	
Novlin Gordon	Member/Parent	
Winston Wright	Member/Parent	
	Member/	
	Member/	
	Member/	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

***School-wide attendance rate will increase from 78.4% to at least 80% for the 2011-2012 academic year.***

### **Comprehensive needs assessment**

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

***2010-2011 attendance rate of 78.4% is below peer index average***

### **Instructional strategies/activities**

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

***September 2011 – June 2012***

***Increase the number of teacher who use differentiated date instruction from [66% to 80%], 66% to 76% in June 2012***

***Mid-year Benchmark: School-wide attendance rate will increase from 78.4% to at least 80% for the 2011-2012 academic year. Provide a mid-year (February) benchmark using a measurable indicator. The average daily attendance rate through February will be over 80%.***

### **Strategies to increase parental involvement**

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

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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

### **Service and program coordination**

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

## **Peace & Diversity Academy Attendance Accuracy Action Plan**

### **Daily Attendance Procedures**

Increase daily attendance accuracy and attain 83% attendance goal, the attendance administrator point person:

- ✓ Mrs. Gladys Gomez will be in charge of attendance runs weekly reports and monitoring student attendance.
- ✓ Guidance Counselors (Mrs. Parris and Ruiz) will review ATS reports run periodically by Mrs. Gomez to alert parents when any student falls below 80% attendance, or has too many undocumented absences. The parents are requested to provide an explanation or doctor's note.
- ✓ The conversation with parent is then recorded in ILOG.
- ✓ Advisory teachers are responsible for collection and storage of absence notes.
- ✓ Notes are saved with class rosters in classrooms until the end of the school year.
- ✓ RDALs is kept and reviewed by attendance administrator for patterns of absences.
- ✓ RCUA - cumulative absence report
- ✓ Ilog is used for chronic problems
- ✓ When attendance issues become excessive, ACS is contacted and follow-up is done by Guidance Counselor.
- ✓ Every day ATS data is reviewed to determine outreach list.

### **AM Procedures**

1. Scan sheets are put in teacher mailboxes before they arrive each morning
2. Teachers retrieve scan sheets from mailboxes in the morning
3. Attendance is taken first thing in the morning, scan sheets are returned to Ms. Francis at the main office by 9:41 AM.
4. Scan sheets are scanned by Ms. Francis by 10:26 AM.
5. ATS function RDAL & RNOC are done by Ms. Francis by 10:26 AM
6. Mrs. Hernandez calls the home of parents of absentees and/or Global Connect text parents with notification.

### **PM Procedures**

1. Scan sheets are put in teacher mailboxes by 7<sup>th</sup> period lunch 12:53 PM

2. Teachers retrieve scan sheets from mailboxes during their lunch periods
3. Attendance is taken by teachers upon returning to the classroom after lunch and scan sheets are returned to the main office by 8<sup>th</sup> period 1:41 PM.
4. Mrs. Gomez scans sheets, and runs RDAL & RNOC done by 2:00 PM.
5. Mrs. Carmen Perez calls the home of parents of absentees and/or Global Connect text parents with notification.

### Lateness Procedures

- ✓ Late passes will disseminated at the Main Entrance from 8:35- 10:30 AM each day by Mrs. Perez. And generate lateness CAASS report and place in the mail box of Mr. Turay, Mrs. Noonan and Mrs. Gomez.
- ✓ Students that arrive to school after 10:30 AM are directed to the Main Office for late passes provided by Mrs. Diaz and are asked to sign in late book log.
- ✓ Attendance administrator Mrs. Gomez reconciles ATS sheets with Late Pass Log.

### Outreach

- ✓ Gladys conducts home visits during the morning every Wednesday, Thursday and Friday and returns to school by 1pm to execute PM attendance procedures. Additionally, compiles attendance data to distribute to Principal, Assistance Principal, Guidance Counselors, Network Attendance Teacher and Community Advocate. After reviewing attendance data, is determine if Network attendance teachers needs to conduct follow up or visit the home of students that Mrs. Gomez was not able to reach or get in touch with.
- ✓ Network attendance teacher will support with the implementation and monitoring of Global Connect.
- ✓ Assistance Principal reviews attendance data to determine which students need home visit and emails Network attendance teacher and Mrs. Gomez as appropriate.

### **Budget and resources alignment**

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

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

***All teachers will receive feedback rooted in the Research-Based framework through short, frequent cycles of observation.***

### **Comprehensive needs assessment**

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

***Consistent with city-wide instructional expectations and recommendations of last year's quality review.***

### **Instructional strategies/activities**

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

***September 2011 – June 2012***

***Mid-year Benchmark 2. Goal 2: All teachers will receive feedback rooted in the Research-Based framework through short, frequent cycles of observation. Provide a mid-year (February) benchmark using a measurable indicator.***

***By February, all teachers will have receive oral and written feedback based on at least one formal, full-period observations and for each of three partial-period observations.***

### **Strategies to increase parental involvement**

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

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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

***Goal 1: All teachers will receive feedback rooted in the Research-Based framework through short, frequent cycles of observation. Benchmark2: By February, all teachers will have receive oral and written feedback based on at least one formal, full-period observations and for each of three partial-period observations.***

*Through participation in the Talent Management Pilot, the principal and assistant principal will work with the network-supplied TMP coach to support the observation and feedback process. The network achievement coach with support administration in providing professional development for the faculty around the Research-Based framework. Teachers will unpack the rubric and use the framework to assess a series of video-taped lessons in PD sessions throughout the year in an effort to better familiarize themselves with what effective teaching, as defined by the framework, looks like. In department teams, teachers will plan units of instruction aligned to Domain 1 of Research-Based, while implementing instructional strategies consistent with domain 3. All feedback given to teachers will be aligned to the framework. Teachers will set framework-aligned personal goals for their teaching which will be reviewed with administration during mid-year and end of year conferences. Teachers will attend monthly network-supplied PD sessions for ELL, SWD, ELA, SS, math teachers in designing and implementing effective lessons and units aligned to the framework. These sessions will most heavily focus on aspects of the framework the city have highlighted, discussion techniques and differentiation strategies. Finally, outside consultants will further assist ELA and Math teachers in developing differentiated teaching strategies aligned to the framework.*

**Service and program coordination**

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

**Budget and resources alignment**

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

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

***All students will complete a rigorous performance task in both math and literacy aligned to either Common Core Math Practice Standard #4 or Writing Standing 1.***

#### **Comprehensive needs assessment**

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

#### **Consistent with city-wide instructional expectations and recommendations for more rigorous instruction in last year's quality review**

#### **Instructional strategies/activities**

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

***September 2011 – June 2012***

***Mid-year Benchmark 3. Goal 3: All students will complete a rigorous performance task in both math and literacy aligned to either Common Core Math Practice Standard #4 or Writing Standing 1. Provide a mid-year (February) benchmark using a measurable indicator.***

***By February, all science, social studies, and ELA teachers will have planned and submitted for feedback a summative performance task aligned to writing standard #1, while all math teachers will have planned and submitted for feedback a summative performance task aligned to math practice standard #4.***

#### **Strategies to increase parental involvement**

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

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

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

***Goal 3: All students will complete a rigorous performance task in both math and literacy aligned to either Common Core Math Practice Standard #4 or***

**Writing Standing 1. Benchmark 3: By February, all science, social studies, and ELA teachers will have planned and submitted for feedback a summative performance task aligned to writing standard #1, while all math teachers will have planned and submitted for feedback a summative performance task aligned to math practice standard #4.**

**Network instructional coaches will familiarize the faculty with the common core and the expectations of the targeted standards through a series of whole school PDs. The Network Achievement coach will work with department teams to develop tuning protocols which will encourage teachers to evaluate the alignment of current performance tasks and their resulting student work to the standards. The Achievement Coach will train department facilitators in effective group facilitation and implement a system for teams to self-reflect on goals and benchmarks throughout the year. As part of this process, teams will review task performance data and determine appropriate next steps for both individual students and classes on the whole. The network ELA and SS instructional coaches will further support this work through providing feedback on the rigor of performance tasks and assist in their revisions. The monthly network PD sessions for ELA, ELL, MATH, and SS teachers will also support teachers in developing rigorous performance tasks aligned to the standards. The school will also participate in a network run unit design PD group, which meets bi-monthly specifically to develop high quality performance tasks and share them across the network. The exemplars from this group will be brought back to the teacher teams for discussion and reflection**

**1) What subgroup/s do you intend to target to improve your attendance? Briefly explain why you chose this group and what goals you have set for attendance improvement**

**The target group for Peace and Diversity will be the 9<sup>th</sup> and 10<sup>th</sup> graders, who have 50-80% attendance. Because they are new to the school environment and impressionable, efforts made on behalf of the school would more likely be effective. They are also at the age where parents are still somewhat concerned about their whereabouts. The goal for the committee is to increase attendance for this group of students 10-15% by the end of the semester.**

**2) The plan you intend to implement that will improve attendance for the chosen subgroup and how funds will be used to implement the goals and plan.**

#### **Service and program coordination**

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

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

**Comparative attendance - weekly, monthly by marking periods**

**September –June comparison (Monthly PARS)**

**Noticeable student credit accumulation**

#### **Budget and resources alignment**

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

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

***Percentage of students earning 10+ credits in their 1st year will increase from 61.4% to at least 68%.***

### **Comprehensive needs assessment**

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

***Percentage of 1st year students accumulating the necessary credits is significantly below both city and peer index averages.***

### **Instructional strategies/activities**

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

***September 2011 – June 2012***

***Mid-year Benchmark 4. Goal 4: Percentage of students earning 10+ credits in their 1st year will increase from 61.4% to at least 68%. Provide a mid-year (February) benchmark using a measurable indicator.***

***By the end of the 1st semester, 68% of students in their 1st year will have earned 5+ credits, while those who have not will have been targeted for specific interventions***

### **Strategies to increase parental involvement**

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

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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

***Goal 4: Percentage of students earning 10+ credits in their 1st year will increase from 61.4% to at least 68%. Benchmark 4: By the end of the 1st semester, 68% of students in their 1st year will have earned 5+ credits, while those who have not will have been targeted for specific interventions.***

***The network achievement coach will train the 9th grade teacher team in effective means of looking at student data and developing targeted interventions***

*for specific students. These interventions will be consistent with on-going Ramapo led training the Network is providing the school, and will include individual tutoring, mentoring, and differentiated instruction strategies for specific students. This work will be on-going in an effort to identify and target specific students long before the end of the semester. The team will work with the school guidance and attendance team to ensure a collaborative, whole-school approach. The school's assistant principal will sit in on all team meetings and assist in their facilitation. The team will track their progress and benchmarks through a network-provided self-reflection tool throughout the year.*

- *Appropriately program all students per need – sequential credit accumulation towards graduation*
- *Appropriately program all teachers based on school needs*
- *New – implement a new schedule per SBO, allowing for half days on Friday and extended learning Monday through Thursday*

**Service and program coordination**

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

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

- *HSST*
- *Scholarship Report (Monthly and End-of-Term)*
- *Logs of observations – ARIS*
- *Student schedules*
- *Teacher schedules*
- *School schedule*
- *Minutes of Principal—AP and TMP Coaches' planning review implementation meetings, completed tasks*
- *School Progress Report*

**Budget and resources alignment**

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

## **TITLE III 2011-2012 for 12x278**

### **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2011-2012) LAP narrative to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2011-2012**  
**Form TIII – A (1)(a)**

**Grade Level(s) 9-12**

**Number of Students to be Served: 35 LEP**

**Number of Teachers: 6**

**Other Staff (Specify): 1 Bilingual Educational Paraprofessional**

### **Instructional Title III Program Proposal**

There will be a before-school and after-school program for LEP students that will focus on tutoring and enrichment services. It will serve all 35 ESL students, grades 9-12, in English with French and Spanish native language support. The ESL teacher will coordinate services with other content-area teachers who teach ESL students in Math, Science, Social Studies, Spanish, and Reading. All ESL students will be invited to attend this program.

**The After-School Program Reading component** will support LEP students by giving them monitored silent sustained reading time, pair reading, read-alouds with the teacher, or targeted reading strategies. Most of the students are part of the in-school Reading Inquiry Program, and are required to spend at least an extra sixty minutes after school doing independent reading.

The Read 180 Leveled Library with Audiobooks, a leveled Bilingual Spanish-English Library, French native language books, online reading and vocabulary resources are some ways to engage students and allow them to use multiple modalities. The teacher monitors independent reading, offers support such as modeling reading strategies or pair reading, and conferences with individual students during this time. Students' Weekly Reading Logs are signed in ten-minute blocks, and require a minimum of five hours a week. Students who complete the first fifteen hours are awarded a personalized bookmark with an inspirational quote. Students who complete fifty hours of reading are awarded their own, self-selected book as a motivational reward.

**After school/before school tutoring and homework help** will support LEP students in their coursework and better prepare them for success in the classroom. This is particularly helpful for SIFE students, newcomers, and long-term ELLs. Individualized tutoring and bilingual help are available with the ESL teacher in all subjects, as well as extra preparation and practice for Regents exams.

The After School/Before School Program is organized in the following manner:

- ⤴ Monday to Thursday, 7:30 to 8:00.
- ⤴ Monday to Thursday, two sessions after school, from 3:15 to 4:15 or 4:15 to 5: 15
- ⤴ Fridays, from 12 to 2PM (two Fridays a month)

The program will take place with a minimum of four students per teacher.

The number of hours per session can be divided among the teacher participants, providing the fact that each of them has sufficient number of students.

Teachers, guidance, and administrators will make efforts to recruit students and popularize the benefits of the program.

The program will start on January 9<sup>th</sup>, 2012 and will end in May 2012, or when funds deplete.

## **Professional Development** **Two In-House Professional Development Sessions**

There will be two in-house after school professional development session in February 2012 and May 2012. It will be one and a half hours and involve six participating teachers, led by the ESL teacher. These participating teachers will share best practices with their grade teams and departments during school common planning or departmental meetings. They will look at pre, during, and post data, as well as student work samples to determine student growth, while focusing on SIFE and newcomer ELLs to provide the most targeted English language level support. Teacher participants will also reflect on the efficacy of the Title III After/Before School Program and will write an evaluation piece.

### **Parent and Community Involvement**

We will offer four in-house workshop sessions for parents and guardians and families of ELLs after school. Participating workshop facilitators may include the ESL teacher and a Guidance Counselor. The target dates are: December 2011, January 2012, March 2012, and May 2012. Refreshments will be provided.

#### **Parent Workshop Topics:**

- ↑ Bridging the Gap: How to do a lot in a short time. ELLs should graduate and go to college.
- ↑ ESL Learning standards. The Common Core Curriculum and the ELLs.
- ↑ Preventing Drop-Out for Students at Risk
- ↑ NYSESLAT preparation

### **Supplies and Materials**

For the after-school/before school program we will purchase the following items for direct instruction: leveled independent reading books (including bilingual and native language books), student-selected books, SIFE language support resources such as picture cards and picture dictionaries.

Additionally, we will purchase basic school supplies such as folders, dividers, 1.5 inch notebooks, journals, construction and chart paper, index cards and rings, colored post-its, highlighters, dry erase and wet erase markers, small hand-held white boards, and English language games.

### **End-of-the- Year School Trip**

We will take our high-performing ELL students, with newcomers in mind, to a hop-on hop off bus tour of Manhattan. Up to three parents will be invited to accompany their children. This trip is intended to introduce students and families to the various areas of Manhattan while fostering teacher-parent relationships. It is also intended to motivate students to improve their school performance in order to attend. Metro cards will be provided for round-trip transportation. We will cover the price of the bus transportation in Manhattan.

**Title III LEP Program for PDA 2011-2012 School Building Budget Summary**

<b>Allocation Amount: \$11,200</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Training rate	8,920	\$8,082 for teachers - after school/before school tutoring program for ELLs (7 hrs x 20 weeks x \$49.89 = \$6,984)  In-House Professional Development: (6 Teachers x \$19.12 x 1.5 hrs x2 = \$344)  Paraprofessional per session: 1 hr. x 20 weeks x \$24.70 = \$494
Purchased services	1,135	Total Manhattan Tour Trip Total Cost:\$1135 Hop on Hop Off Tickets: \$34 / student x 22 students= \$748 \$45 / adult x 5 adults = \$22
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	1,055	Purchase ESL materials for the After/Before School program. All purchased materials will be used with our 35 participants.  <u><b>Direct Instruction:</b></u> <ul style="list-style-type: none"> <li>Books (\$700)</li> </ul> Vendors: Pearson Harcourt, Barnes and Nobles, Amazon.com for Kindle e-books  <u><b>Supplemental materials</b></u> <ul style="list-style-type: none"> <li>Basic School Supplies (\$355)</li> </ul> Vendors: Staples, Amazon.com, and Walmart
<b>Other</b>	90	Professional Development Refreshments: \$90
<b>TOTAL</b>	<b>\$11,200</b>	

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

***By the end of the 2011-2012 school year, 80% of current ELL students will have accumulated their required number of credits for on-time graduation given their cohort year***

### **Comprehensive needs assessment**

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

***Four year weighted diploma weight for ELL students is only 60%.***

### **Instructional strategies/activities**

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

***September 2011 – June 2012***

***Mid-year Benchmark 5. Goal 5: By the end of the 2011-2012 school year, 80% of current ELL students will have accumulated their required number of credits for on-time graduation given their cohort year. Provide a mid-year (February) benchmark using a measurable indicator.***

***By February, 70% of current ELL students will have completed enough credits for on-time graduation, while those who have not will have been targeted for specific interventions.***

### **Strategies to increase parental involvement**

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

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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

***Goal 5: By the end of the 2011-2012 school year, 80% of current ELL students will have accumulated their required number of credits for on-time graduation given their cohort year. Benchmark 5: By February, 70% of current ELL students will have completed enough credits for on-time graduation,***

*while those who have not will have been targeted for specific interventions.*

*All grade-level teams will identify ELL students progress towards graduation through the network supported process outlined in Goal 4. The network ELL instructional coach will assist ELL and general ed teachers with ELL students in developing ELL-specific interventions and teaching strategies. This will include the regular observation of ELL teachers on a bi-weekly basis from the network's ELL instructional coach*

- *Use SINI Grant funding to assign AUSSIE ELA Coach*
- *Assign CFN Coaches in ELA, Differentiated Learning*
- *Award teacher per session to develop appropriate curricula*

**Service and program coordination**

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

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

- ✓ *Observations*
- ✓ *Lesson plans*
- ✓ *Student work*
- ✓ *Assessments*

**Budget and resources alignment**

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	<b>77</b>	<b>77</b>			<b>20</b>			
<b>10</b>	<b>74</b>	<b>37</b>			<b>12</b>			
<b>11</b>	<b>42</b>	<b>33</b>						
<b>12</b>	<b>22</b>	<b>32</b>						

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Every Saturday from 9:00 a.m. to 12:00 noon, teachers are available for one-to-one tutoring, as well as group tutoring. Tutoring is also provided after-school and during lunch. Provide ESL services to our ELLL students.
<b>Mathematics</b>	Every Saturday from 9:00 a.m. to 12:00 noon, teachers are available for one-to-one tutoring, as well as group tutoring. Tutoring is also provided after-school and during lunch.
<b>Science</b>	Every Saturday from 9:00 a.m. to 12:00 noon, teachers are available for one-to-one tutoring, as well as group tutoring. Tutoring is also provided after-school and during lunch
<b>Social Studies</b>	Every Saturday from 9:00 a.m. to 12:00 noon, teachers are available for one-to-one tutoring, as well as group tutoring. Tutoring is also provided after-school and during lunch.
<b>At-risk Services provided by the Guidance Counselor</b>	Mandated counseling, one-on-one counseling, peer mediation, conflict resolution, read, observe and write annual report of social emotional performance of IEP students, write short and long term social and career goals of IEP students. Review related services recommendations.
<b>At-risk Services provided by the School Psychologist</b>	Complete academic and psychological evaluation, parent conference with IEP Team to discuss best placement, referral to CSE.
<b>At-risk Services provided by the Social Worker</b>	Mandated counseling, one-on-one counseling.
<b>At-risk Health-related Services</b>	Provided related services based on IEP recommendation.

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

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

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 12X278

School Name: PEACE AND DIVERSITY ACADEMY

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

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### 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.

#### Collection, Analysis and Utilization of Data – (FINDINGS)

- *The All student subgroup had a graduation rate of 70 percent. Fifty eight percent were proficient (Level 3 and 4) in ELA and 55 percent were proficient in mathematics. At the time of the visit, the attendance was 78 percent.*
- *There is evidence of the availability of multiple sources of data, including Regents examination results, class/unit test, individual teacher reports, and attendance data.*
- *There is little evidence of the compilation of analysis of performance data to identify trends, individual student needs, or causal factors to inform differentiated instruction and improve achievement for all students.*
- *There is no evidence that student progress is monitored for each cohort/No Child Left Behind(NCLB) subgroup (e.g., major racial/ethnic groups, low-income students, Students with Disabilities and English Language Learners).*
- *The school did not engage in timely and accurate collection, submission, management and reporting of student performance data. There are no NYS AOR and CIR reports for PDA for the past three school years. The data should be available on New York State Testing and Accountability Reporting Tool (nySTART), the statewide repository for reporting NYS Regents examination assessment results.*

#### Teaching and Learning – (FINDINGS)

- *There is evidence that administrators and teachers have begun to meet daily to discuss curriculum issues across each grade. However, there is no evidence that teachers are given the opportunity to meet regularly, by department, to discuss content specific issues.*
- *The learning environment is safe and orderly. It was observed that teachers have a good rapport with students. Respect flows from student to student, as well.*
- *There is minimal evidence of monthly pacing calendars or comprehensive curriculum maps, instruction and assessments aligned with the NYS Learning Standards and Performance Indicators.*
- *There is limited evidence that teachers understand how to use data to modify curriculum, instruction, or pacing, or to provide multiple entry points in lesson development of increase differentiation.*
- *There is minimal evidence of writing for multiple purposes across content areas.*
- *The NYS Learning Standards were displayed in some classrooms, but minimal reference was made to them during actual teaching.*
- *Academic rigor and relevance related to implementation of the NYS Learning Standards and Performance Indicators is not explicitly demonstrated in classrooms.*
- *There is minimal evidence that the Academic Intervention Services (AIS) program supports the individual needs of targeted students in ELA, English as a Second Language (ESL), and math.*
- *There is no evidence of AIS to support the needs of students in science and social studies.*
- *There is minimal evidence of a clear and accurate understanding of differentiated instruction.*

### **School Leadership – (FINDINGS)**

- *There is evidence that instructional leadership is important to the school leaders. However, there is a misalignment between instructional expectations and its full implementation.*
- *There is no evidence that collaborative planning efforts have contributed to establishing a culture of academic learning for all.*

### **Infrastructure For Students Success – (FINDINGS)**

- *The leadership is committed to providing students with a healthy, safe environment and social and emotional support.*
- *There is evidence that teachers provide additional time before, during and after school to support students and to provide advice and tutoring.*
- *The school provides extended day and Saturday activities that are utilized by students, including credit recovery, Regents preparation and support for at-risk students.*
- *There is minimal evidence of the understanding that is required to create a structure that would produce an effective instructional program, delivered in a timely manner. This is evidenced by the:*
  - *limited effective scheduling of class to ensure optimum use of instructional time and programming of students; and*
  - *lack of clarity and specificity in the role descriptions for the personnel responsible for programming of students and for the monitoring of student credit accumulation.*
- *There is little or no evidence of:*
  - *a school-wide grading policy, student handbook, or staff handbook;*
  - *up-to-date and accurate student credit accumulation documentation;*
  - *a detention and/or suspension policy; and*
  - *interventions to address student lateness and/or student absentism.*

### **Professional Development – (FINDINGS)**

- *There is no evidence of a comprehensive professional development plan that supports school-wide instruction with:*
  - *individualized professional development linked to formal observations;*
  - *best practices for instruction of ELL students in the general education classroom;*
  - *best practices for push-in/co-teaching/CTT instructional strategies for ELL or special education students; and*
  - *the integration of technology across the curriculum.*
- *There is evidence of a common meeting time scheduled for daily grade level collaboration*

### **Facilities and Resources – (FINDINGS)**

- *The overall school facility was clean and provided a warm and engaging environment to support student learning.*
- *There is evidence of adequate quantities of textbooks and resource material in classrooms for students.*
- *The science lab schedule does not accommodate a sufficient number of classes in the school.*
- *The school library media center does not provide open access. The collection and circulation of books was limited.*
- *There is evidence of limited equipment and limited use of technology applications to support instruction.*
- *There is minimal evidence that the school optimizes its resources to support differentiation of instruction.*
- *ELA classrooms had sufficient quantities of reading materials. However, there were limited numbers of English and Spanish dictionaries in classrooms.*

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.

## **TITLE III 2011-2012 for 12x278**

### **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2011-2012) LAP narrative to this CEP.**

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2011-2012**

**Form TIII – A (1)(a)**

**Grade Level(s) 9-12**

**Number of Students to be Served: 35 LEP**

**Number of Teachers: 6**

**Other Staff (Specify): 1 Bilingual Educational Paraprofessional**

**Instructional Title III Program Proposal**

*There will be a before-school and after-school program for LEP students that will focus on tutoring and enrichment services. It will serve all 35 ESL students, grades 9-12, in English with French and Spanish native language support. The ESL teacher will coordinate services with other content-area teachers who teach ESL students in Math, Science, Social Studies, Spanish, and Reading. All ESL students will be invited to attend this program.*

**The After-School Program Reading component** will support LEP students by giving them monitored silent sustained reading time, pair reading, read-alouds with the teacher, or targeted reading strategies. Most of the students are part of the in-school Reading Inquiry Program, and are required to spend at least an extra sixty minutes after school doing independent reading.

*The Read 180 Leveled Library with Audiobooks, a leveled Bilingual Spanish-English Library, French native language books, online reading and vocabulary resources are some ways to engage students and allow them to use multiple modalities. The teacher monitors independent reading, offers support such as modeling reading strategies or pair reading, and conferences with individual students during this time. Students' Weekly Reading Logs are signed in ten-minute blocks, and require a minimum of five hours a week. Students who complete the first fifteen hours are awarded a personalized bookmark with an inspirational quote. Students who complete fifty hours of reading are awarded their own, self-selected book as a motivational reward.*

**After school/before school tutoring and homework help** will support LEP students in their coursework and better prepare them for success in the classroom. This is particularly helpful for SIFE students, newcomers, and long-term ELLs. Individualized tutoring and bilingual help are available with the ESL teacher in all subjects, as well as extra preparation and practice for Regents exams.

*The After School/Before School Program is organized in the following manner:*

↑ Monday to Thursday, 7:30 to 8:00.

↑ Monday to Thursday, two sessions after school, from 3:15 to 4:15 or 4:15 to 5: 15

↑ Fridays, from 12 to 2PM (two Fridays a month)

*The program will take place with a minimum of four students per teacher.*

*The number of hours per session can be divided among the teacher participants, providing the fact that each of them has sufficient number of students.*

*Teachers, guidance, and administrators will make efforts to recruit students and popularize the benefits of the program.*

*The program will start on January 9<sup>th</sup>, 2012 and will end in May 2012, or when funds deplete.*

**Professional Development**

**Two In-House Professional Development Sessions**

*There will be two in-house after school professional development session in February 2012 and May 2012. It will be one and a half hours and involve six participating teachers, led by the ESL teacher. These participating teachers will share best practices with their grade teams and departments during school common planning or departmental meetings. They will look at pre, during, and post data, as well as student work samples to determine student growth, while focusing on SIFE and newcomer ELLs to provide the most targeted English language level support. Teacher participants will also reflect on the efficacy of the Title III After/Before School Program and will write an evaluation piece.*

**Parent and Community Involvement**

*We will offer four in-house workshop sessions for parents and guardians and families of ELLs after school. Participating workshop facilitators may include the ESL teacher and a Guidance Counselor. The target dates are:*

December 2011, January 2012, March 2012, and May 2012. Refreshments will be provided.

**Parent Workshop Topics:**

- ⤴ Bridging the Gap: How to do a lot in a short time. ELLs should graduate and go to college.
- ⤴ ESL Learning standards. The Common Core Curriculum and the ELLs.
- ⤴ Preventing Drop-Out for Students at Risk
- ⤴ NYSESLAT preparation

**Supplies and Materials**

For the after-school/before school program we will purchase the following items for direct instruction: leveled independent reading books (including bilingual and native language books), student-selected books, SIFE language support resources such as picture cards and picture dictionaries.

Additionally, we will purchase basic school supplies such as folders, dividers, 1.5 inch notebooks, journals, construction and chart paper, index cards and rings, colored post-its, highlighters, dry erase and wet erase markers, small hand-held white boards, and English language games.

**End-of-the- Year School Trip**

We will take our high-performing ELL students, with newcomers in mind, to a hop-on hop off bus tour of Manhattan. Up to three parents will be invited to accompany their children. This trip is intended to introduce students and families to the various areas of Manhattan while fostering teacher-parent relationships. It is also intended to motivate students to improve their school performance in order to attend. Metro cards will be provided for round-trip transportation. We will cover the price of the bus transportation in Manhattan.

**Title III LEP Program for PDA 2011-2012 School Building Budget Summary**

<b>Allocation Amount: \$11,200</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Training rate	8,920	\$8,082 for teachers - after school/before school tutoring program for ELLs (7 hrs x 20 weeks x \$49.89 = \$6,984)  In-House Professional Development: (6 Teachers x \$19.12 x 1.5 hrs x2 = \$344)  Paraprofessional per session: 1 hr. x 20 weeks x \$24.70 = \$494
Purchased services	1,135	Total Manhattan Tour Trip Total Cost:\$1135 Hop on Hop Off Tickets: \$34 / student x 22 students= \$748 \$45 / adult x 5 adults = \$22
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	1,055	Purchase ESL materials for the After/Before School program. All purchased materials will be used with our 35 participants.  <b><u>Direct Instruction:</u></b> <ul style="list-style-type: none"> <li>• Books (\$700)</li> </ul> Vendors: Pearson Harcourt, Barnes and Nobles, Amazon.com for Kindle e-books  <b><u>Supplemental materials</u></b> <ul style="list-style-type: none"> <li>• Basic School Supplies (\$355)</li> </ul> Vendors: Staples, Amazon.com, and Walmart
<b>Other</b>	90	Professional Development Refreshments: \$90

<b>TOTAL</b>	<b>\$11,200</b>	

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**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.
  
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  - *NITS*
  - *Coaching*
  - *Talent Management Pilot Coaching*
  
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.
  - *No Child Left Behind (NCLB) Parent Notification, both in English and Spanish*
  - *Announcements*
  - *Back Pack*
  - *Phone Messenger*

**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](#).

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

Cluster Leader/Network Leader <b>Chris Groll/ Michael Alcoff</b>	District <b>12</b>	Borough Bronx	School Number <b>278</b>
School Name <b>Peace and Diversity Academy</b>			

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

Principal <b>Andrew M. L. Turay</b>	Assistant Principal <b>Michelle Noonan</b>
Coach <b>Pablo Schelino</b>	Coach <b>Michael Joseph Anthony-Mercanti</b>
ESL Teacher <b>Dinu Pietraru</b>	Guidance Counselor <b>Lubi Ruiz</b>
Teacher/Subject Area <b>Kyle Hall, Social Studies</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Imee Joy Ramilo</b>	Parent Coordinator <b>Vacant</b>
Related Service Provider <b>John Lajara, Social Worker</b>	Other <b>type here</b>
Network Leader <b>Michael Alcoff</b>	Other <b>type here</b>

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

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

Number of certified ESL teachers	1	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	23
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			

**D. School Demographics**

Total number of students in school	<b>265</b>	Total Number of ELLs	<b>36</b>	ELLs as share of total student population (%)	<b>14%</b>
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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. [i](#)

(1.) In compliance with CR Part 154 regulations, NYC Aspira Consent Decree, and Children First Reforms, initial identification of students who may possibly be ELL's and their eligibility are determined in the following manner:

The guidance counselor meets with parents and all new enrolling students. Parents of newly admitted students complete the HLIS administered by the guidance counselors Lubi Ruiz (bilingual) and Paulette Parris. These trained pedagogues also interview the parents in their native language. During the actual interview, Dinu Pietraru, the ESL Coordinator, who has knowledge of Spanish and French, can be consulted.

LEP students are identified by a Home Language code under the "OTELE" box in the HLIS forms, according to the Home Language codes given to the schools by the DOE.

The HLIS is then reviewed by Dinu Pietraru, ESL Coordinator, to determine the OTELE code. HLIS forms that clearly indicate that the student has no LEP indicators are not referred to the ESL Coordinator. Any HLIS forms that are referred to and reviewed by the ESL Coordinator with clearly non-eligible students are marked as "NO" for their OTELE code on the HLIS form. These forms are copied and returned to guidance to file in the students' cumulative files, which are stored in the guidance office.

The new admits who have home languages other than English and declare that they use at home other languages are eligible to take the LAB-R test. Testing takes place in their first week of school and is administered by the ESL Coordinator.

Spanish-speaking students who score below proficiency on the English LAB-R are administered a Spanish LAB-R to determine language dominance and level of literacy in first language.

The ESL Coordinator hand-scores the LAB-R and ascertains the level of proficiency in English and in Spanish (if applicable). These scores are compiled with findings from an informal conversation with that student to determine conversational speaking and listening skills, and with other information about home/school languages. This process provides initial information on whether ELL students are potential SIFE, if they have beginning literacy skills in native language, or they have learning disabilities.

The school informs the parents promptly (usually as soon as the testing is completed) of their child's eligibility for services, it provides information and service options, and also informs them of their child's placement.

The child will be placed in the ESL instructional model available in our school; the model includes programs for the ESL Beginning students, the ESL Intermediate, and the ESL Advanced.

The information gathered from the initial assessment of each student is recorded in a "New ELL Intake" journal. Additionally, the ESL Coordinator created a template to record new Intake information. The completed forms and the template are in the ELL Compliance Binder under "Intake Process."

Every spring, the ESL teacher administers the NYSESLAT annual exam. He prepares a list of names of all participating ELLs required to take the NYSESLAT and sends this list to the teachers of ELLs to notify them of the dates and times of the test. Students are notified of their required participation and completion of the exam in person, and parents by letter and/or phone call.

NYSESLAT results show the progress of ELLs in each modality (listening, speaking, reading, and writing). These results are shared with content area teachers. Pedagogues working with ESL students plan instruction accordingly, by individualizing teaching to meet

specific needs. For instance, there is a large group of ELLs that need additional instruction in reading and writing, as shown by their NYSESLAT scores. These students will benefit from additional reading and writing programs in their ESL, ELA (if advanced students) or content-area classes.

In October, our school participates in the administration of the English Language Proficiency Test. This test is short version of the NYSESLAT and measures ESL students' competencies in all four modalities (listening, speaking, reading, and writing). By offering a prediction on the coming NYSESLAT, the Proficiency Test is a useful tool in planning instruction ahead.

(2.) The ESL Coordinator and the Parent Coordinator plan an ELL Parent Orientation Meeting. A letter is mailed home to notify parents of the date and time of the orientation. Parents who do not attend are sent a follow-up letter and/or phone call. Additionally, the school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion. Parents of students who did not come for the orientation are invited to come to school on another day and meet with the ESL Coordinator to receive the important documents for the new admits: eligibility for services, service options and program placement. The ESL Coordinator will keep a list of parents who received these packets in the ELL Compliance Binder.

At this meeting, parents sign-in, receive an Agenda, watch Program Orientation DVD in their preferred language, and discuss the three program options available to the ESL students: Transitional Bilingual Education (TBE), Dual Language Instruction, and ESL. The ESL Coordinator provides some research-based information on the three programs. Additional information available for parents includes the NYSESLAT Parent Information Brochure and more from the DOE. At the end of the meeting, the parents fill out a Parent Survey and Program Selection form that indicates in order which program they prefer for their children. If parents select TBE or Dual above ESL, then the ESL Coordinator gives the location of these programs in alternative schools. All paperwork from these meetings will be filed in the ELL Compliance Binder.

(3.) Entitlement and Continued Entitlement Letters are mailed home in the parents' preferred languages. Copies are kept on file in the ELL Compliance Binder. Also, second notices requesting parent signatures are sent as a follow-up with students' signing a list acknowledging receipt of the letter; when parents return signed Continued Entitlement Letters, they are checked off and dated on the same list. Copies of the letters are made available during Parent Teacher Conferences with the ESL Coordinator, the Parent Coordinator and the Spanish Teacher as a last resort.

It is necessary that parents attend the ELL Parent Orientation Meeting to receive all the materials and information to make an informed choice about the language program they want for their child. However, if parents do not attend the meeting and do not return the forms, they are sent a follow-up letter and/or phone call. This year as a last resort, the school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion in the parent's preferred language, along with a note of encouragement in their preferred languages to come into the school for the orientation or contact the Parent Coordinator or the ESL Coordinator. Parents will also be notified that if they do not return their forms, their default choice is for a bilingual program. Completed Parent Survey and Program Selection forms will be copied and placed into the ELL Compliance Binder, while the originals will be stored in the students' cumulative files.

(4.) An Entitlement letter and ELL Orientation Meeting letter in the parent's preferred language, as indicated during the informal interview during the intake process or by other meetings in person or over the phone, are mailed home to notify parents of ELL entitlement and the date and time of the orientation. Parents who do not attend are sent a follow-up letter and/or phone call; this year as a last resort, the school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion in the parent's preferred language, along with a note of encouragement to come into the school or contact the Parent or the ESL Coordinators. The ESL Coordinator keeps a list of parents who received these packets in the ELL Compliance Binder and record the date when these packets are received. The ESL Coordinator and the Parent Coordinator plan an ELL Parent Orientation Meeting for the parents of newcomers.

At this meeting, parents sign-in, receive an Agenda, watch Program Orientation DVD in their preferred language, and discuss the three program options of TBE, Dual, and ESL. The ESL Coordinator provides some research-based information on the three programs. Additional information available for parents includes the NYSESLAT Parent Information Brochure and DOE-provided materials. At the end of the meeting, the parents fill out a Parent Survey and Program Selection form that indicates in order which program they prefer for their children. If parents select TBE or Dual above ESL, then the ESL Coordinator or the Parent Coordinator explains to these parents that those options are not available at this school, but that our school can assist the parents locate alternative schools with those language programs. Last year, a parent opted for a bilingual program; therefore, the ESL Coordinator, the Spanish teacher, and guidance

counselors assisted in providing a list of schools with bilingual programs, calling those schools to find open seats, and otherwise supporting the transfer process. However, ultimately the parent did not find open seats in a bilingual program and decided to keep her son in our ESL program. All paperwork from these meetings will be filed in the ELL Compliance Binder.

For continuing ELLs, a Continued Entitlement Letter is mailed home in the parent’s preferred language to be signed by parents and returned to the school to keep on file. Second notices requesting parent signatures are sent as a follow-up with students’ signing a list acknowledging receipt of the letter; when parents return signed Continued Entitlement Letters, they are checked off and dated on the same list.

(5.) The majority of the Parent Surveys and Selection forms over the years indicate ESL as the first choice. However, some parents have voiced a preference for native language support in the classrooms for their children. There was one parent who requested bilingual education programs for her child, and went elsewhere for that purpose.

(6.) Some parents have expressed concern that their children receive help with reading, sometimes only in English, or both native language and English; some parents have requested bilingual programs or bilingual support in classes, after school programs, and Saturday school. Program models are being aligned towards one for newcomers with native language support and literacy interventions for SIFE students and newcomers. Ms. Garcia, our NLA Teacher, co-teaches with a social studies teacher to make the content more accessible in both languages, English and Spanish.

Other parents requested ESL programs that will address the literacy issues many children have. This year, our school will have a structured literacy program and an after school program. In response to some parents’ requests for after-school programs, Saturday school and literacy support, last year there was an extensive after-school program and Saturday school that included multiple teachers. This year, after-school will have a Reading Interventions component to assist students with low literacy. The newcomers receive literacy and native language support during their ESL reading period with the ESL teacher and the bilingual paraprofessional. There are Spanish, French, and bilingual books and resources available; the ESL teacher provides translated materials, explanations, directions, or such on a daily basis to assist newcomers.

Students and parents requested more ESL and native language assistance in the content area classes. As a response to this concern, the ESL teacher co-teaches in the Social Studies class and the Science Class, providing language support with ESL methodologies. In addition, during department meetings and grade meetings, the ESL Coordinator will work with the teachers of these newcomer ELLs and their coaches to support the differentiation and accommodation process for curriculum planning, lesson delivery and assessments.

### A. ELL Programs

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

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

**This school offers (check all that apply):** **school**

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										1		1	1	0
<b>Push-In</b>										1	1			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	1	1	1	5

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	5
SIFE	7	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	14

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17	5	1	5	1	0	14	1	4	0
<b>Total</b>	<b>17</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>14</b>	<b>1</b>	<b>4</b>	<b>0</b>

Number of ELLs in a TBE program who are in alternate placement: N/A

### 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										5	12	7	5	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

**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
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	12	7	5	29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1	1		2	4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	1			3
<b>TOTAL</b>	<b>0</b>	<b>8</b>	<b>14</b>	<b>7</b>	<b>7</b>	<b>36</b>								

**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?

(1) a. The organizational models that the ESL program are using are: self-contained and co-teaching.

b. The program models are: homogeneous (for the ESL Beginning); heterogeneous (for the Intermediate and the Advanced students). There are only four Advanced students; they are taught in the Intermediate class, where the teacher will use differentiated instruction to meet their needs.

## A. Programming and Scheduling Information

(2) The ESL Beginning class benefits from 630 minutes of ESL instruction every week. The Intermediate ESL students take 405 minutes of instruction with an ESL teacher weekly. The advanced ESL students are offered 225 minutes of ESL instruction, in addition to ELA instruction.

(3) The ESL program has been adapted to support the newcomers and the long-term ELLs with two instructional models: self-contained ESL class and the co-teaching model, where the content area teacher pairs up with the ESL instructor.

The Living Environment class is a mixed proficiency ESL content area class. It contains all the Beginners ESL, and the Intermediate and Advanced ESL who did not pass the Living Environment Regents Exam. The class is taught by the Science certified teacher and the ESL teacher.

The ESL teacher provides English language support with ESL methodologies.

One Social Studies class contains all the ESL ninth graders: 4 ESL Beginners and 2 ESL Advanced. The class is taught by the Social Studies teacher and also by the ESL certified teacher who provides English language support.

Each Friday, all ESL students (Beginner, Intermediate, and Advanced) gather for another class, Language Enrichment, where the ESL teacher, with the help of the bilingual paraprofessional, teaches language content, leadership, and study skills.

In the other classes where native language support from teachers is unavailable, ELLs have such native language resources as books, a bilingual paraprofessional, and bilingual dictionaries.

(4) The ESL Coordinator, the Spanish teacher, and some of the teachers teaching ELLs meet in the beginning of the year to discuss the newcomer ELLs by looking at Spanish and English LAB-R scores, informal interview notes and the informal written interview samples. This year, the newcomers are Spanish-speaking and French-Speaking.

The same group of educators look at the results of the ELLs who spent two or more years of instruction in this school. All Spanish-speaking ELLs take Spanish classes and are evaluated in their first language. The certified Spanish teacher uses standardized NLA tests to determine the level of proficiency and the progress attained in native language. The French-speaking students and the students speaking different languages are also given periodic literacy tests in their native language by the certified ESL teacher who is fluent in French and Spanish. However, educators' expertise is limited; children come from different parts of the world, where remote dialects and languages are spoken. Literacy has different meaning in different places. The parents and relatives of these students are asked to come to school to be part of a continuous assessment of first-language skills these children possess. Parents meet once a month with the ESL Coordinator and the Parent Coordinator and go over first-language literacy skills, as well as second-language acquisition.

5a. SIFE: SIFE students identified on the RSIFE report, or through informal interviews and the ALLD diagnostic, will receive differentiated activities, lesson delivery, support, and/or assessments. The classes for low-performing ELLs, SpEd-LEPs, SIFEs, and newcomer ELLs are restructured in pace, linguistic load, activities, and groupings. The ESL teacher, the Spanish teacher, the content-area teachers, and the bilingual paraprofessional all work very closely and communicate daily regarding the SIFE students. They plan together during lunch meetings, preps or afterschool; the freshman grade team meets on every Tuesday and Friday. The teachers work in close consensus regarding parent and staff communication regarding these students. They provide individualized academic and behavioral support to provide structure for the SIFE students. They monitor student attendance, social behaviors and school motivation and improvements. SIFE students are provided with more targeted literacy support for class instruction such as read-alouds, simplified sentence structure, "chunked" readings, translated readings that are read aloud, and are graded on an adjusted scale for comprehension of concepts rather than assessing writing style or form. Teachers meet to discuss student progress and performance, SIFE strategies, activities, and fair grading policies for SIFEs in mainstream classes. Exit slips will be a routine for the classes to instantly gauge comprehension.

5b. Plan for newcomer ELLs: The ESL teacher/coordinator reviews academic transcripts with guidance to provide newcomers the most relevant program based on previous coursework, credit accumulation, age of entry, and English language abilities (as per LAB-R, LAB or NYSESLAT). Specific courses are modified or adjusted to fit newcomer needs. The ESL Coordinator works closely with the guidance counselors to provide native language support during the process. The teachers/ coaches support other teachers of newcomers to differentiate their curriculum maps, materials, pacing, and expected goals from their mainstream classes. For example, the ESL teacher plans with the Global teacher and with the Science teacher to make curriculum, seating charts, activities, assessments more accessible for

## A. Programming and Scheduling Information

the beginners ELLs. SIFE and beginner newcomers will be in a standard program where they will not deal with Regents exams or pressure for the first year. Teachers meet to discuss student progress and performance, ESL strategies, activities, and fair grading policies for newcomers in mainstream classes. Exit slips will be a routine for the classes to instantly gauge comprehension. Additionally, the first phase of the Reading Interventions Program will include newcomers, SIFEs, and SpEd LEP students. These services will support this subgroup by developing literacy skills in decoding and comprehension in English to prevent unnecessary special education referrals.

5c. (4-6 YOS) These students are in co-taught content classes for extra content support. Many of this subgroup, along with the newcomers, have an independent reading and writing component in the self-contained ESL class. These services will support this subgroup in reaching proficiency on the NYSESLAT in literacy and writing.

5d. LTE: The LTE population mainly contains 11th and 12th grades. These LTE students have, at different times, verbalized feelings of stigma and shame at being in self-contained ESL classes, but also recognition that they struggle with reading comprehension and writing. Thus, the ESL teacher co-teaches in a Living Environment Regents Prep to support long-term ELLs. The ESL teacher plans with the Living Environment teacher for senior Regents Prep to tailor curriculum for LTE needs and support ELLs who have passed out. These services will support this subgroup by strengthening motivation and self-esteem, reading skills, concept retention and vocabulary development.

6e. SpEd LEPs: Please note that “x-coded ELLs,” or SpEd LEP students, whose IEPs mandate no ESL services do not receive ESL classes as per IEP. The Spanish and ESL teachers participate in setting IEP goals for students during their reevaluation process, program selection, and class assignment. The ESL Coordinator works with the Special Education Department ( Robert Li, Katharine Larsen, and Brittany Quigg) in identifying SpEd-LEPs, determining program placements, and ensuring that these students receive their modifications and testing accommodations. In the class, these students also receive more targeted literacy support for class instruction such as read-alouds, simplified sentence structure, “chunked” readings, translated readings that are read aloud, and are graded on an adjusted scale for comprehension of concepts rather than assessing writing style or form. These services will support this subgroup by building up reading comprehension skills and essay writing skills in a comprehensible way.

### 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**

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

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

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

**Native Language Usage and Supports**

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

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

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



## **B.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

### **C. 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 will attend in-house ESL professional development in the fall. The training will concentrate on developing best practices for curriculum planning, delivery, and creating differentiated assessments for ELLs.

(2) In the beginning of the school year, the ESL teacher met with staff on an individual basis to make sure ELL students and their needs are identified. For new staff, this information included students strengths and weaknesses according to their NYSESLAT performance. The ESL teacher also made available the writing samples and background information of all newcomer ELLs for teachers of ELLs. Additionally, departments work with coaches for curriculum mapping and differentiation practices, and the freshman team works with the ESL teacher to better assist ELLs.

(3) During the Spring 2011 semester, our school organized in-house PD with the ESL and Spanish teacher to the new teachers of newcomer ELLs as part of the Title III professional development component. Topics to cover included how to differentiate planning, lesson delivery, activities, assessments, and fair grading practices for a mainstream class with newcomer ELLs, SIFEs, and/or Special Education LEPs. During Fall 2011 the ESL coordinator will present learning strategies and ESL methodologies to small groups of teachers during meetings organized around grades and departments. Twice a week, groups will meet around grades and twice around departments. The ESL teacher will present on the weekly agenda the learning needs of ELLs. In addition, the last Friday of each month leaves a full hour of PD. The ESL teacher has planned three PD sessions on ESL mandates, learning styles, and methodologies.

### **D. Parental Involvement**

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

(1) Parents are involved in many different ways in our school. Parents participate in monthly PTA & SLT meetings. Parents, teachers, and students are organizing bake sales during the school year. One example of effective community effort was the fundraising and community awareness campaign “Making Strides Against Breast Cancer Walk”, that took place on October 16th, 2011. Our parents, teachers, and educators raised almost \$1,000 to this noble cause.

In addition, parents and educators from our school were involved in another awareness campaign, against domestic violence, throughout the month of October.

Our Parent Coordinator, Shar'nee Francis, is involved in planning workshops with parents and students, monthly newsletters, and bringing the information that the parents want.

Active parents of ELL students are involved in a meeting and planning group that is organized by the ESL teacher and coordinator. Their meeting takes place monthly and covers the topics of entitlement, testing, academics, and curriculum for the ELLs.

(2) The school is working with Planned Parenthood on a number of social and health issues that touch the needs of families in this neighborhood. Since its inception the school has formed a partnership with Anti-Defamation League to support activities, attitudes, and a learning environment that promotes peace and leadership.

(3) The needs of parents are expressed clear and loud during monthly PTA meetings.

(4) The needs of parents are reflected in the activities that we organize in our school. The Parent Coordinator provides information and resources to parents, such as free ESL after-school tutoring, free SES tutoring, free immigration information, health coverage information, and contacts to free clinics.

### 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)										4	8	1	1	14
Intermediate(I)										4	6	3	4	17
Advanced (A)										0		3	2	5
Total	0	0	0	0	0	0	0	0	0	8	14	7	7	36

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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	5		4	
Integrated Algebra	16		5	
Geometry	2		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	4		2	
Living Environment	4		2	
Physics				
Global History and Geography	4		1	
US History and Government	6		3	
Foreign Language		4		4
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

4. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

5. For dual language programs, answer the following:

a. How are the English Proficient students (EPs) assessed in the second (target) language?

b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

(1) Early assessment tools include the LAB-R and the LAB for first time admit newcomers, an informal written interview in native language and in English, the ALLD diagnostic for potential SIFE students, and the ELL Periodic Assessment.

a. From this data, we have learned about our ELLs: more students are entering the school with below-grade level literacy in both the mother tongue and the target language.

b. This information helps inform our school's instructional plan by identifying our program needs. For example, this data indicates the high priority need for a reading intervention program and a SIFE program. We have just instituted a literacy program and enrolled the newcomers, SIFEs, and SpEd LEP students who struggle with reading.

(2) Data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades from last year revealed that 33% (3 of 9 ELLs) passed the US History Regents, 100% (all 6 ELLs) failed the ELA, 46% (6 of 13 ELLs) passed Math, 75% (3 of 4 ELLs) passed Living Environment, and 100% (all 3 ELLs) passed the Spanish Regents.

(3) Patterns across NYSESLAT modalities affect instructional decisions by prioritizing the need to focus on nonfiction reading for information and analysis and writing to identify main idea and supporting details, writing for literary analysis in the classroom.

(4) For ESL, patterns across proficiencies and grades of student results show that high numbers of ELLs score lowest on the Reading and Writing section of the NYSESLAT and highest on the Listening and Speaking. NYSESLAT patterns indicate that many incoming freshman newcomers enter at the Beginner level, the SpEd LEP students progress slowly.

The analysis of the NYSESLAT results show that five out of the 9 ninth graders took the exam for the first time or they did not take it at all. Four of the ninth graders reported grades that placed them in the same proficiency level.

5 10th graders (out of 14) took the exam in 2011 for the first time, 7 10th graders remained in the same proficiency level; 2 10th graders went down in proficiency.

Out of 6 11th graders, 4 remained the same, 1 took the NYSESLAT for the first time, and 1 was moved back.

Out of 8 12th graders, 4 remained in the same proficiency level, 2 took the exam for the first time, and 2 went down.

From the ELL Periodic Assessments, the school can predict student performance on the NYSESLAT for the listening, reading, and writing modalities according to the ESL performance indicators.

(5) We evaluate the success of our ELL programs in this school with soft and hard data: "soft" data includes attendance in school and after-school programs, and behavior and motivation in the ESL class and content classes. "Hard" data includes course grades, performance on

## 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

<b>School Name: <u>Peace and Diversity Academy</u></b>		<b>School DBN:</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrew Turay	Principal		1/1/01
Michelle Noonan	Assistant Principal		1/1/01
Vacant	Parent Coordinator		1/1/01
Dinu Pietraru	ESL Teacher		1/1/01
	Parent		1/1/01
Kyle Hall, Social Studies	Teacher/Subject Area		1/1/01
Imee Joy Ramilo, Science	Teacher/Subject Area		1/1/01
Pablo Schelino	Coach		1/1/01
Michael Mercanti	Coach		1/1/01
Lubni Ruiz	Guidance Counselor		1/1/01
Michael Alcoff	Network Leader		1/1/01
	Other		1/1/01

**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](#).

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

Cluster Leader/Network Leader <b>Chris Groll/ Michael Alcoff</b>	District <b>12</b>	Borough Bronx	School Number <b>278</b>
School Name <b>Peace and Diversity Academy</b>			

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

Principal <b>Andrew M. L. Turay</b>	Assistant Principal <b>Michelle Noonan</b>
Coach <b>Pablo Schelino</b>	Coach <b>Michael Joseph Anthony-Mercanti</b>
ESL Teacher <b>Dinu Pietraru</b>	Guidance Counselor <b>Lubi Ruiz</b>
Teacher/Subject Area <b>Kyle Hall, Social Studies</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Imee Joy Ramilo</b>	Parent Coordinator <b>Vacant</b>
Related Service Provider <b>John Lajara, Social Worker</b>	Other <b>type here</b>
Network Leader <b>Michael Alcoff</b>	Other <b>type here</b>

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

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

Number of certified ESL teachers	1	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	23
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			

**D. School Demographics**

Total number of students in school	265	Total Number of ELLs	36	ELLs as share of total student population (%)	14%
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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. [i](#)

(1.) In compliance with CR Part 154 regulations, NYC Aspira Consent Decree, and Children First Reforms, initial identification of students who may possibly be ELL's and their eligibility are determined in the following manner:

The guidance counselor meets with parents and all new enrolling students. Parents of newly admitted students complete the HLIS administered by the guidance counselors Lubi Ruiz (bilingual) and Paulette Parris. These trained pedagogues also interview the parents in their native language. During the actual interview, Dinu Pietraru, the ESL Coordinator, who has knowledge of Spanish and French, can be consulted.

LEP students are identified by a Home Language code under the "OTELE" box in the HLIS forms, according to the Home Language codes given to the schools by the DOE.

The HLIS is then reviewed by Dinu Pietraru, ESL Coordinator, to determine the OTELE code. HLIS forms that clearly indicate that the student has no LEP indicators are not referred to the ESL Coordinator. Any HLIS forms that are referred to and reviewed by the ESL Coordinator with clearly non-eligible students are marked as "NO" for their OTELE code on the HLIS form. These forms are copied and returned to guidance to file in the students' cumulative files, which are stored in the guidance office.

The new admits who have home languages other than English and declare that they use at home other languages are eligible to take the LAB-R test. Testing takes place in their first week of school and is administered by the ESL Coordinator.

Spanish-speaking students who score below proficiency on the English LAB-R are administered a Spanish LAB-R to determine language dominance and level of literacy in first language.

The ESL Coordinator hand-scores the LAB-R and ascertains the level of proficiency in English and in Spanish (if applicable). These scores are compiled with findings from an informal conversation with that student to determine conversational speaking and listening skills, and with other information about home/school languages. This process provides initial information on whether ELL students are potential SIFE, if they have beginning literacy skills in native language, or they have learning disabilities.

The school informs the parents promptly (usually as soon as the testing is completed) of their child's eligibility for services, it provides information and service options, and also informs them of their child's placement.

The child will be placed in the ESL instructional model available in our school; the model includes programs for the ESL Beginning students, the ESL Intermediate, and the ESL Advanced.

The information gathered from the initial assessment of each student is recorded in a "New ELL Intake" journal. Additionally, the ESL Coordinator created a template to record new Intake information. The completed forms and the template are in the ELL Compliance Binder under "Intake Process."

Every spring, the ESL teacher administers the NYSESLAT annual exam. He prepares a list of names of all participating ELLs required to take the NYSESLAT and sends this list to the teachers of ELLs to notify them of the dates and times of the test. Students are notified of their required participation and completion of the exam in person, and parents by letter and/or phone call.

NYSESLAT results show the progress of ELLs in each modality (listening, speaking, reading, and writing). These results are shared with content area teachers. Pedagogues working with ESL students plan instruction accordingly, by individualizing teaching to meet

specific needs. For instance, there is a large group of ELLs that need additional instruction in reading and writing, as shown by their NYSESLAT scores. These students will benefit from additional reading and writing programs in their ESL, ELA (if advanced students) or content-area classes.

In October, our school participates in the administration of the English Language Proficiency Test. This test is short version of the NYSESLAT and measures ESL students' competencies in all four modalities (listening, speaking, reading, and writing). By offering a prediction on the coming NYSESLAT, the Proficiency Test is a useful tool in planning instruction ahead.

(2.) The ESL Coordinator and the Parent Coordinator plan an ELL Parent Orientation Meeting. A letter is mailed home to notify parents of the date and time of the orientation. Parents who do not attend are sent a follow-up letter and/or phone call. Additionally, the school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion. Parents of students who did not come for the orientation are invited to come to school on another day and meet with the ESL Coordinator to receive the important documents for the new admits: eligibility for services, service options and program placement. The ESL Coordinator will keep a list of parents who received these packets in the ELL Compliance Binder.

At this meeting, parents sign-in, receive an Agenda, watch Program Orientation DVD in their preferred language, and discuss the three program options available to the ESL students: Transitional Bilingual Education (TBE), Dual Language Instruction, and ESL. The ESL Coordinator provides some research-based information on the three programs. Additional information available for parents includes the NYSESLAT Parent Information Brochure and more from the DOE. At the end of the meeting, the parents fill out a Parent Survey and Program Selection form that indicates in order which program they prefer for their children. If parents select TBE or Dual above ESL, then the ESL Coordinator gives the location of these programs in alternative schools. All paperwork from these meetings will be filed in the ELL Compliance Binder.

(3.) Entitlement and Continued Entitlement Letters are mailed home in the parents' preferred languages. Copies are kept on file in the ELL Compliance Binder. Also, second notices requesting parent signatures are sent as a follow-up with students' signing a list acknowledging receipt of the letter; when parents return signed Continued Entitlement Letters, they are checked off and dated on the same list. Copies of the letters are made available during Parent Teacher Conferences with the ESL Coordinator, the Parent Coordinator and the Spanish Teacher as a last resort.

It is necessary that parents attend the ELL Parent Orientation Meeting to receive all the materials and information to make an informed choice about the language program they want for their child. However, if parents do not attend the meeting and do not return the forms, they are sent a follow-up letter and/or phone call. This year as a last resort, the school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion in the parent's preferred language, along with a note of encouragement in their preferred languages to come into the school for the orientation or contact the Parent Coordinator or the ESL Coordinator. Parents will also be notified that if they do not return their forms, their default choice is for a bilingual program. Completed Parent Survey and Program Selection forms will be copied and placed into the ELL Compliance Binder, while the originals will be stored in the students' cumulative files.

(4.) An Entitlement letter and ELL Orientation Meeting letter in the parent's preferred language, as indicated during the informal interview during the intake process or by other meetings in person or over the phone, are mailed home to notify parents of ELL entitlement and the date and time of the orientation. Parents who do not attend are sent a follow-up letter and/or phone call; this year as a last resort, the school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion in the parent's preferred language, along with a note of encouragement to come into the school or contact the Parent or the ESL Coordinators. The ESL Coordinator keeps a list of parents who received these packets in the ELL Compliance Binder and record the date when these packets are received. The ESL Coordinator and the Parent Coordinator plan an ELL Parent Orientation Meeting for the parents of newcomers.

At this meeting, parents sign-in, receive an Agenda, watch Program Orientation DVD in their preferred language, and discuss the three program options of TBE, Dual, and ESL. The ESL Coordinator provides some research-based information on the three programs. Additional information available for parents includes the NYSESLAT Parent Information Brochure and DOE-provided materials. At the end of the meeting, the parents fill out a Parent Survey and Program Selection form that indicates in order which program they prefer for their children. If parents select TBE or Dual above ESL, then the ESL Coordinator or the Parent Coordinator explains to these parents that those options are not available at this school, but that our school can assist the parents locate alternative schools with those language programs. Last year, a parent opted for a bilingual program; therefore, the ESL Coordinator, the Spanish teacher, and guidance

counselors assisted in providing a list of schools with bilingual programs, calling those schools to find open seats, and otherwise supporting the transfer process. However, ultimately the parent did not find open seats in a bilingual program and decided to keep her son in our ESL program. All paperwork from these meetings will be filed in the ELL Compliance Binder.

For continuing ELLs, a Continued Entitlement Letter is mailed home in the parent’s preferred language to be signed by parents and returned to the school to keep on file. Second notices requesting parent signatures are sent as a follow-up with students’ signing a list acknowledging receipt of the letter; when parents return signed Continued Entitlement Letters, they are checked off and dated on the same list.

(5.) The majority of the Parent Surveys and Selection forms over the years indicate ESL as the first choice. However, some parents have voiced a preference for native language support in the classrooms for their children. There was one parent who requested bilingual education programs for her child, and went elsewhere for that purpose.

(6.) Some parents have expressed concern that their children receive help with reading, sometimes only in English, or both native language and English; some parents have requested bilingual programs or bilingual support in classes, after school programs, and Saturday school. Program models are being aligned towards one for newcomers with native language support and literacy interventions for SIFE students and newcomers. Ms. Garcia, our NLA Teacher, co-teaches with a social studies teacher to make the content more accessible in both languages, English and Spanish.

Other parents requested ESL programs that will address the literacy issues many children have. This year, our school will have a structured literacy program and an after school program. In response to some parents’ requests for after-school programs, Saturday school and literacy support, last year there was an extensive after-school program and Saturday school that included multiple teachers. This year, after-school will have a Reading Interventions component to assist students with low literacy. The newcomers receive literacy and native language support during their ESL reading period with the ESL teacher and the bilingual paraprofessional. There are Spanish, French, and bilingual books and resources available; the ESL teacher provides translated materials, explanations, directions, or such on a daily basis to assist newcomers.

Students and parents requested more ESL and native language assistance in the content area classes. As a response to this concern, the ESL teacher co-teaches in the Social Studies class and the Science Class, providing language support with ESL methodologies. In addition, during department meetings and grade meetings, the ESL Coordinator will work with the teachers of these newcomer ELLs and their coaches to support the differentiation and accommodation process for curriculum planning, lesson delivery and assessments.

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	<input checked="" type="radio"/> K	<input checked="" type="radio"/> 1	<input checked="" type="radio"/> 2	<input checked="" type="radio"/> 3	<input checked="" type="radio"/> 4	<input checked="" type="radio"/> 5
	<input checked="" type="radio"/> 6	<input checked="" type="radio"/> 7	<input checked="" type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11

**This school offers (check all that apply):** **school**

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										1		1	1	0
<b>Push-In</b>										1	1			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	1	1	1	5

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	5
SIFE	7	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	14

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17	5	1	5	1	0	14	1	4	0
<b>Total</b>	<b>17</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>14</b>	<b>1</b>	<b>4</b>	<b>0</b>

Number of ELLs in a TBE program who are in alternate placement: N/A

**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										5	12	7	5	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

**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
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	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:

Native American: \_\_\_\_

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

Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	12	7	5	29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1	1		2	4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	1			3
<b>TOTAL</b>	<b>0</b>	<b>8</b>	<b>14</b>	<b>7</b>	<b>7</b>	<b>36</b>								

**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?

(1) a. The organizational models that the ESL program are using are: self-contained and co-teaching.  
 b. The program models are: homogeneous (for the ESL Beginning); heterogeneous (for the Intermediate and the Advanced students). There are only four Advanced students; they are taught in the Intermediate class, where the teacher will use differentiated instruction to meet their needs.

## A. Programming and Scheduling Information

(2) The ESL Beginning class benefits from 630 minutes of ESL instruction every week. The Intermediate ESL students take 405 minutes of instruction with an ESL teacher weekly. The advanced ESL students are offered 225 minutes of ESL instruction, in addition to ELA instruction.

(3) The ESL program has been adapted to support the newcomers and the long-term ELLs with two instructional models: self-contained ESL class and the co-teaching model, where the content area teacher pairs up with the ESL instructor.

The Living Environment class is a mixed proficiency ESL content area class. It contains all the Beginners ESL, and the Intermediate and Advanced ESL who did not pass the Living Environment Regents Exam. The class is taught by the Science certified teacher and the ESL teacher.

The ESL teacher provides English language support with ESL methodologies.

One Social Studies class contains all the ESL ninth graders: 4 ESL Beginners and 2 ESL Advanced. The class is taught by the Social Studies teacher and also by the ESL certified teacher who provides English language support.

Each Friday, all ESL students (Beginner, Intermediate, and Advanced) gather for another class, Language Enrichment, where the ESL teacher, with the help of the bilingual paraprofessional, teaches language content, leadership, and study skills.

In the other classes where native language support from teachers is unavailable, ELLs have such native language resources as books, a bilingual paraprofessional, and bilingual dictionaries.

(4) The ESL Coordinator, the Spanish teacher, and some of the teachers teaching ELLs meet in the beginning of the year to discuss the newcomer ELLs by looking at Spanish and English LAB-R scores, informal interview notes and the informal written interview samples. This year, the newcomers are Spanish-speaking and French-Speaking.

The same group of educators look at the results of the ELLs who spent two or more years of instruction in this school. All Spanish-speaking ELLs take Spanish classes and are evaluated in their first language. The certified Spanish teacher uses standardized NLA tests to determine the level of proficiency and the progress attained in native language. The French-speaking students and the students speaking different languages are also given periodic literacy tests in their native language by the certified ESL teacher who is fluent in French and Spanish. However, educators' expertise is limited; children come from different parts of the world, where remote dialects and languages are spoken. Literacy has different meaning in different places. The parents and relatives of these students are asked to come to school to be part of a continuous assessment of first-language skills these children possess. Parents meet once a month with the ESL Coordinator and the Parent Coordinator and go over first-language literacy skills, as well as second-language acquisition.

5a. SIFE: SIFE students identified on the RSIFE report, or through informal interviews and the ALLD diagnostic, will receive differentiated activities, lesson delivery, support, and/or assessments. The classes for low-performing ELLs, SpEd-LEPs, SIFEs, and newcomer ELLs are restructured in pace, linguistic load, activities, and groupings. The ESL teacher, the Spanish teacher, the content-area teachers, and the bilingual paraprofessional all work very closely and communicate daily regarding the SIFE students. They plan together during lunch meetings, preps or afterschool; the freshman grade team meets on every Tuesday and Friday. The teachers work in close consensus regarding parent and staff communication regarding these students. They provide individualized academic and behavioral support to provide structure for the SIFE students. They monitor student attendance, social behaviors and school motivation and improvements. SIFE students are provided with more targeted literacy support for class instruction such as read-alouds, simplified sentence structure, "chunked" readings, translated readings that are read aloud, and are graded on an adjusted scale for comprehension of concepts rather than assessing writing style or form. Teachers meet to discuss student progress and performance, SIFE strategies, activities, and fair grading policies for SIFEs in mainstream classes. Exit slips will be a routine for the classes to instantly gauge comprehension.

5b. Plan for newcomer ELLs: The ESL teacher/coordinator reviews academic transcripts with guidance to provide newcomers the most relevant program based on previous coursework, credit accumulation, age of entry, and English language abilities (as per LAB-R, LAB or NYSESLAT). Specific courses are modified or adjusted to fit newcomer needs. The ESL Coordinator works closely with the guidance counselors to provide native language support during the process. The teachers/ coaches support other teachers of newcomers to differentiate their curriculum maps, materials, pacing, and expected goals from their mainstream classes. For example, the ESL teacher plans with the Global teacher and with the Science teacher to make curriculum, seating charts, activities, assessments more accessible for

## A. Programming and Scheduling Information

the beginners ELLs. SIFE and beginner newcomers will be in a standard program where they will not deal with Regents exams or pressure for the first year. Teachers meet to discuss student progress and performance, ESL strategies, activities, and fair grading policies for newcomers in mainstream classes. Exit slips will be a routine for the classes to instantly gauge comprehension. Additionally, the first phase of the Reading Interventions Program will include newcomers, SIFEs, and SpEd LEP students. These services will support this subgroup by developing literacy skills in decoding and comprehension in English to prevent unnecessary special education referrals.

5c. (4-6 YOS) These students are in co-taught content classes for extra content support. Many of this subgroup, along with the newcomers, have an independent reading and writing component in the self-contained ESL class. These services will support this subgroup in reaching proficiency on the NYSESLAT in literacy and writing.

5d. LTE: The LTE population mainly contains 11th and 12th grades. These LTE students have, at different times, verbalized feelings of stigma and shame at being in self-contained ESL classes, but also recognition that they struggle with reading comprehension and writing. Thus, the ESL teacher co-teaches in a Living Environment Regents Prep to support long-term ELLs. The ESL teacher plans with the Living Environment teacher for senior Regents Prep to tailor curriculum for LTE needs and support ELLs who have passed out. These services will support this subgroup by strengthening motivation and self-esteem, reading skills, concept retention and vocabulary development.

6e. SpEd LEPs: Please note that “x-coded ELLs,” or SpEd LEP students, whose IEPs mandate no ESL services do not receive ESL classes as per IEP. The Spanish and ESL teachers participate in setting IEP goals for students during their reevaluation process, program selection, and class assignment. The ESL Coordinator works with the Special Education Department ( Robert Li, Katharine Larsen, and Brittany Quigg) in identifying SpEd-LEPs, determining program placements, and ensuring that these students receive their modifications and testing accommodations. In the class, these students also receive more targeted literacy support for class instruction such as read-alouds, simplified sentence structure, “chunked” readings, translated readings that are read aloud, and are graded on an adjusted scale for comprehension of concepts rather than assessing writing style or form. These services will support this subgroup by building up reading comprehension skills and essay writing skills in a comprehensible way.

### 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**

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

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

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

**Native Language Usage and Supports**

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

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

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



## **B.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

### **C. 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 will attend in-house ESL professional development in the fall. The training will concentrate on developing best practices for curriculum planning, delivery, and creating differentiated assessments for ELLs.

(2) In the beginning of the school year, the ESL teacher met with staff on an individual basis to make sure ELL students and their needs are identified. For new staff, this information included students strengths and weaknesses according to their NYSESLAT performance. The ESL teacher also made available the writing samples and background information of all newcomer ELLs for teachers of ELLs. Additionally, departments work with coaches for curriculum mapping and differentiation practices, and the freshman team works with the ESL teacher to better assist ELLs.

(3) During the Spring 2011 semester, our school organized in-house PD with the ESL and Spanish teacher to the new teachers of newcomer ELLs as part of the Title III professional development component. Topics to cover included how to differentiate planning, lesson delivery, activities, assessments, and fair grading practices for a mainstream class with newcomer ELLs, SIFEs, and/or Special Education LEPs. During Fall 2011 the ESL coordinator will present learning strategies and ESL methodologies to small groups of teachers during meetings organized around grades and departments. Twice a week, groups will meet around grades and twice around departments. The ESL teacher will present on the weekly agenda the learning needs of ELLs. In addition, the last Friday of each month leaves a full hour of PD. The ESL teacher has planned three PD sessions on ESL mandates, learning styles, and methodologies.

### **D. Parental Involvement**

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

(1) Parents are involved in many different ways in our school. Parents participate in monthly PTA & SLT meetings. Parents, teachers, and students are organizing bake sales during the school year. One example of effective community effort was the fundraising and community awareness campaign “Making Strides Against Breast Cancer Walk”, that took place on October 16th, 2011. Our parents, teachers, and educators raised almost \$1,000 to this noble cause.

In addition, parents and educators from our school were involved in another awareness campaign, against domestic violence, throughout the month of October.

Our Parent Coordinator, Shar'nee Francis, is involved in planning workshops with parents and students, monthly newsletters, and bringing the information that the parents want.

Active parents of ELL students are involved in a meeting and planning group that is organized by the ESL teacher and coordinator. Their meeting takes place monthly and covers the topics of entitlement, testing, academics, and curriculum for the ELLs.

(2) The school is working with Planned Parenthood on a number of social and health issues that touch the needs of families in this neighborhood. Since its inception the school has formed a partnership with Anti-Defamation League to support activities, attitudes, and a learning environment that promotes peace and leadership.

(3) The needs of parents are expressed clear and loud during monthly PTA meetings.

(4) The needs of parents are reflected in the activities that we organize in our school. The Parent Coordinator provides information and resources to parents, such as free ESL after-school tutoring, free SES tutoring, free immigration information, health coverage information, and contacts to free clinics.

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**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)										4	8	1	1	14
Intermediate(I)										4	6	3	4	17
Advanced (A)										0		3	2	5
<b>Total</b>	<b>0</b>	<b>8</b>	<b>14</b>	<b>7</b>	<b>7</b>	<b>36</b>								

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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	5		4	
Integrated Algebra	16		5	
Geometry	2		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	4		2	
Living Environment	4		2	
Physics				
Global History and Geography	4		1	
US History and Government	6		3	
Foreign Language		4		4
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

4. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

5. For dual language programs, answer the following:

a. How are the English Proficient students (EPs) assessed in the second (target) language?

b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

(1) Early assessment tools include the LAB-R and the LAB for first time admit newcomers, an informal written interview in native language and in English, the ALLD diagnostic for potential SIFE students, and the ELL Periodic Assessment.

a. From this data, we have learned about our ELLs: more students are entering the school with below-grade level literacy in both the mother tongue and the target language.

b. This information helps inform our school's instructional plan by identifying our program needs. For example, this data indicates the high priority need for a reading intervention program and a SIFE program. We have just instituted a literacy program and enrolled the newcomers, SIFEs, and SpEd LEP students who struggle with reading.

(2) Data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades from last year revealed that 33% (3 of 9 ELLs) passed the US History Regents, 100% (all 6 ELLs) failed the ELA, 46% (6 of 13 ELLs) passed Math, 75% (3 of 4 ELLs) passed Living Environment, and 100% (all 3 ELLs) passed the Spanish Regents.

(3) Patterns across NYSESLAT modalities affect instructional decisions by prioritizing the need to focus on nonfiction reading for information and analysis and writing to identify main idea and supporting details, writing for literary analysis in the classroom.

(4) For ESL, patterns across proficiencies and grades of student results show that high numbers of ELLs score lowest on the Reading and Writing section of the NYSESLAT and highest on the Listening and Speaking. NYSESLAT patterns indicate that many incoming freshman newcomers enter at the Beginner level, the SpEd LEP students progress slowly.

The analysis of the NYSESLAT results show that five out of the 9 ninth graders took the exam for the first time or they did not take it at all. Four of the ninth graders reported grades that placed them in the same proficiency level.

5 10th graders (out of 14) took the exam in 2011 for the first time, 7 10th graders remained in the same proficiency level; 2 10th graders went down in proficiency.

Out of 6 11th graders, 4 remained the same, 1 took the NYSESLAT for the first time, and 1 was moved back.

Out of 8 12th graders, 4 remained in the same proficiency level, 2 took the exam for the first time, and 2 went down.

From the ELL Periodic Assessments, the school can predict student performance on the NYSESLAT for the listening, reading, and writing modalities according to the ESL performance indicators.

(5) We evaluate the success of our ELL programs in this school with soft and hard data: "soft" data includes attendance in school and after-school programs, and behavior and motivation in the ESL class and content classes. "Hard" data includes course grades, performance on

## 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

<b>School Name: <u>Peace and Diversity Academy</u></b>		<b>School DBN:</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrew Turay	Principal		1/1/01
Michelle Noonan	Assistant Principal		1/1/01
Vacant	Parent Coordinator		1/1/01
Dinu Pietraru	ESL Teacher		1/1/01
	Parent		1/1/01
Kyle Hall, Social Studies	Teacher/Subject Area		1/1/01
Imee Joy Ramilo, Science	Teacher/Subject Area		1/1/01
Pablo Schelino	Coach		1/1/01
Michael Mercanti	Coach		1/1/01
Lubni Ruiz	Guidance Counselor		1/1/01
Michael Alcott	Network Leader		1/1/01
	Other		1/1/01

# TITLE III 2011-2012 for 12x278

## APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

### *NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2011-2012) LAP narrative to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2011-2012  
Form TIII – A (1)(a)**

**Grade Level(s)** 9-12

**Number of Students to be Served:** 35 LEP

**Number of Teachers:** 6

**Other Staff (Specify):** 1 Bilingual Educational Paraprofessional

### **Instructional Title III Program Proposal**

There will be a before-school and after-school program for LEP students that will focus on tutoring and enrichment services. It will serve all 35 ESL students, grades 9-12, in English with French and Spanish native language support. The ESL teacher will coordinate services with other content-area teachers who teach ESL students in Math, Science, Social Studies, Spanish, and Reading. All ESL students will be invited to attend this program.

**The After-School Program Reading component** will support LEP students by giving them monitored silent sustained reading time, pair reading, read-alouds with the teacher, or targeted reading strategies. Most of the students are part of the in-school Reading Inquiry Program, and are required to spend at least an extra sixty minutes after school doing independent reading.

The Read 180 Leveled Library with Audiobooks, a leveled Bilingual Spanish-English Library, French native language books, online reading and vocabulary resources are some ways to engage students and allow them to use multiple modalities. The teacher monitors independent reading, offers support such as modeling reading strategies or pair reading, and conferences with individual students during this time. Students' Weekly Reading Logs are signed in ten-minute blocks, and require a minimum of five hours a week. Students who complete the first fifteen hours are awarded a personalized bookmark with an inspirational quote. Students who complete fifty hours of reading are awarded their own, self-selected book as a motivational reward.

**After school/before school tutoring and homework help** will support LEP students in their coursework and better prepare them for success in the classroom. This is particularly helpful for SIFE students, newcomers, and long-term ELLs. Individualized tutoring and bilingual help are available with the ESL teacher in all subjects, as well as extra preparation and practice for Regents exams.

The After School/Before School Program is organized in the following manner:

↑ Monday to Thursday, 7:30 to 8:00.

↑ Monday to Thursday, two sessions after school, from 3:15 to 4:15 or 4:15 to 5: 15

↑ Fridays, from 12 to 2PM (two Fridays a month)

The program will take place with a minimum of four students per teacher.

The number of hours per session can be divided among the teacher participants, providing the fact that each of them has sufficient number of students.

Teachers, guidance, and administrators will make efforts to recruit students and popularize the benefits of the program.

The program will start on January 9<sup>th</sup>, 2012 and will end in May 2012, or when funds deplete.

# **TITLE III 2011-2012 for 12x278**

## **Professional Development** **Two In-House Professional Development Sessions**

There will be two in-house after school professional development session in February 2012 and May 2012. It will be one and a half hours and involve six participating teachers, led by the ESL teacher. These participating teachers will share best practices with their grade teams and departments during school common planning or departmental meetings. They will look at pre, during, and post data, as well as student work samples to determine student growth, while focusing on SIFE and newcomer ELLs to provide the most targeted English language level support. Teacher participants will also reflect on the efficacy of the Title III After/Before School Program and will write an evaluation piece.

### **Parent and Community Involvement**

We will offer four in-house workshop sessions for parents and guardians and families of ELLs after school. Participating workshop facilitators may include the ESL teacher and a Guidance Counselor. The target dates are:

December 2011, January 2012, March 2012, and May 2012. Refreshments will be provided.

#### **Parent Workshop Topics:**

- ⤴ Bridging the Gap: How to do a lot in a short time. ELLs should graduate and go to college.
- ⤴ ESL Learning standards. The Common Core Curriculum and the ELLs.
- ⤴ Preventing Drop-Out for Students at Risk
- ⤴ NYSESLAT preparation

### **Supplies and Materials**

For the after-school/before school program we will purchase the following items for direct instruction: leveled independent reading books (including bilingual and native language books), student-selected books, SIFE language support resources such as picture cards and picture dictionaries.

Additionally, we will purchase basic school supplies such as folders, dividers, 1.5 inch notebooks, journals, construction and chart paper, index cards and rings, colored post-its, highlighters, dry erase and wet erase markers, small hand-held white boards, and English language games.

### **End-of-the- Year School Trip**

We will take our high-performing ELL students, with newcomers in mind, to a hop-on hop off bus tour of Manhattan. Up to three parents will be invited to accompany their children. This trip is intended to introduce students and families to the various areas of Manhattan while fostering teacher-parent relationships. It is also intended to motivate students to improve their school performance in order to attend. Metro cards will be provided for round-trip transportation. We will cover the price of the bus transportation in Manhattan.

## TITLE III 2011-2012 for 12x278

Allocation Amount: \$11,200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Training rate</li> </ul>	8,920	<p>\$8,082 for teachers - after school/before school tutoring program for ELLs (7 hrs x 20 weeks x \$49.89 = \$6,984)</p> <p>In-House Professional Development: (6 Teachers x \$19.12 x 1.5 hrs x2 = \$344)</p> <p>Paraprofessional per session: 1 hr. x 20 weeks x \$24.70 = \$494</p>
Purchased services	1,135	<p>Total Manhattan Tour Trip Total Cost:\$1135 Hop on Hop Off Tickets: \$34 / student x 22 students= \$748 \$45 / adult x 5 adults = \$22</p>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	1,055	<p>Purchase ESL materials for the After/Before School program. All purchased materials will be used with our 35 participants.</p> <p><b><u>Direct Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Books (\$700)</li> </ul> <p>Vendors: Pearson Harcourt, Barnes and Nobles, Amazon.com for Kindle e-books</p> <p><b><u>Supplemental materials</u></b></p> <ul style="list-style-type: none"> <li>• Basic School Supplies (\$355)</li> </ul> <p>Vendors: Staples, Amazon.com, and Walmart</p>
<b>Other</b>	90	Professional Development Refreshments: \$90
<b>TOTAL</b>	<b>\$11,200</b>	