



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** PS/MS 280

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 10x280

**PRINCIPAL:** JAMES WEEKS      **EMAIL:** 10x280@SCHOOLS.NYC.GOV

**SUPERINTENDENT:**      SONIA MENENDEZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
James Weeks	*Principal or Designee	
Nancy Hernandez	*UFT Chapter Leader or Designee	
Sharmain Diaz	*PA/PTA President or Designated Co-President	
Karina Gill	Member/Parent	
Rachel Dempsey	Member/Parent	
Patrcia Carias	Member/Parent	
Elba Falconi	Member/Parent	
Antoinette DiBiase	Member/Teacher	
Elan Schy	Member/Teacher	
Valentina Gorvokaj	Member/Teacher	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

To increase parent involvement. To build a stronger partnership with parents so they will be more likely to play an active role in supporting their children's education.

### **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.

A review of the Engagement section of the School Learning Environment survey which states- *parents feel engaged in an active and vibrant partnership to promote student learning*, revealed that we could increase our level of satisfaction in this area. We read and analyzed the 8 sub groups and have decided that our goal will be to increase our score in at least 5 of the 8 sub categories. The 8 sub categories and corresponding scores are:

1. I feel welcome in my child's school. (8.3)
2. My child's school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways. (8.2)
3. How often during this year school year have you been invited to a workshop, program, performance, or other event at your child's school? (7.6)
4. My child participates in the following school activities or courses before, during, or after school.(6.8)
5. My child's school offers a wide enough variety of courses and activities to keep my child interested in school. (7.3)

6. Students with disabilities are included in all school activities. (6.7)

7. How satisfied are you with your opportunities to be involved in your child's education. (8)

8. How satisfied are you with how well your child's school helps you understand what you can do to support your child's learning needs. (8)

#### **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.

1. All PS/MS 280 staff will be more open to welcome our parents in to be partners with us in fostering their child's educational experience to be the best it possibly can. Administration will inform the staff of this initiative at the opening faculty conference.
2. Use of new PS/MS 280 website to provide parents with a wide source of information.
3. Teachers will provide all parents with their DOE e-mail account and openly communicate with parents.
4. Parents will be informed of the purpose and different uses of ARIS, passwords will be given to all parents and training will be available to all parents interested.
5. All grade 5-8 teachers will use Engrade which will provide parents with timely accurate updates on their students performance.
6. Monthly meetings with the PA president in order to sustain a strong partnership with the PA.
7. Hold parent-teacher conferences. Specifically, those conferences will be held:
  - a. Curriculum Night, in September, 2011.
  - b. Parent-Teacher Conferences are held twice a year, in November (Fall) and March (Spring).

c. Additional conferences are held on an as-needed basis, requested by the teacher, administrator or parent.

8. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- a. Report Cards are distributed and discussed at Parent Teacher Conferences in November and March
- b. Additional reports are provided at Promotion-In-Doubt meetings in January as part of our Mid-Year Assessments.
- c. A teacher may, at their discretion, arrange additional meetings with parents

9. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- a. Curriculum Night – September, 2011
- b. Parent-Teacher Conferences in November, 2011 and March, 2012
- c. Frequent reports to parents
- d. Teachers also supply parents with copies of their prep schedule and times of availability. This is done in written form, immediately upon commencement of the school year in September

10. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- a. Author/Writing Celebrations
- b. Earth Day Celebrations
- c. Holiday Assemblies
- d. Bimonthly Award Assemblies
- e. Classroom Volunteers
- f. Volunteer to go on trips or outings
- g. Schoolwide Parades
- h. Field Day in June

11. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide translation and oral interpretations during meetings with use of Parent Coordinator, Parent Volunteers and selected school staff. IEP teacher, Social Worker, Guidance Counselor and SAPIS Counselor will be available to meet with parents with disabilities.

12. By the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.  
The school will respond to any such suggestions as soon as practicably possible.
13. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
14. Provide and after school ESL program for parents
15. Purchase School Messenger” to provide phone, email and text reminders to parents about upcoming events as well as informing parents of daily lateness or absences of their children.

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

**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.

N/A

**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.

N/A

**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 I funds will be used to support our after school ESL program. The money is used to pay for teachers to provide instruction as well as for paraprofessionals to provide day care. It is also used to pay for resources such as workbooks, folders, pencils and pens.
- Title I funds are also used to pay teachers and consultants to provide parent workshops.
- Title I money was also used to provide the school with an ASSUIE tech consultant.
- Title III funds are allocated to provide parents of ELL students with workshops.
- Tax Levy funds were used to purchase "School Messenger"
- Tax Levy funds are allocated to pay for translation services and printing costs.

## 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.

Improve academic progress of the school's lowest 1/3 students

### **Comprehensive needs assessment**

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

According to the 2010-11 NYC Department of Education Progress Report PS/MS 280's "median growth percentile for the school lowest 1/3 students" on the 2011 New York State ELA test was 68.0 which was in the 31.9 percentile of our peer group and 22.4 percentile of all city schools. Based on the scoring the school's progress report, this only gave us 4.43 points out of a possible 15.

According to the 2010-11 NYC Department of Education Progress Report PS/MS 280's "median growth percentile for the school lowest 1/3 students" on the 2011 New York State Math test was 65.5 which was in the 42.7 percentile of our peer group and 40.2 percentile of all city schools. Based on the scoring the school's progress report, this only gave us 6.31 points out of a possible 15.

### **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.
- Identify one additional teacher for each grade K-8 to provide intensive small group instruction in reading and math.

- Increase the use of multiple and varied assessments in all grades.
- Provide Acuity Login for students and teachers in grades 4-8 to access differentiated instructional resources and custom tests.
- Provide long term professional development on differentiated instruction
- Use of data to identify students at risk and high level students not making basic progress and inform us on how to meet their academic needs.
- Distribute exact proficiency rates to all teachers, students and parents. Have students set specific goals on how they can increase each their own proficiency rate in each subject.
- Use of intervention programs( ie, Foundations and Wilson to small groups of students).
- Incorporate a Study Skills/ Peer Tutoring program 2x/ week in grades 6-8
- Provide parents with feedback.
- Provide differentiated instruction to these target populations through the use of higher order tasks that challenge students to develop deeper answers.
- Provide students with AIS programs after school hours as well as on Saturday's. Increase parent contact to ensure that the students who need to attend these programs do on a consistent basis.
- Monitor student progress through child studies, and IEP's.
- Purchase a web based program, Study Island that is aligned to the New York State Learning Standards.

**Strategies to increase parental involvement**

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

**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.

N/A

**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.

N/A

**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 I and Tax Levy funds will be used to pay for one out of classroom support teacher for each grade.
- Title I funds are used to provide extended day and Saturday AIS programs to the bottom 3<sup>rd</sup> students
- Title I funds are used to provide professional development

### 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.

Improve teacher effectiveness by developing a shared understanding of instructional excellence using a research-based rubric

Principals and APs will conduct 6 informal and formal observations for each teacher using selected components of a research-based rubric to anchor their feedback by June 2012.

#### **Comprehensive needs assessment**

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

Based upon a review of the new 2011-2012 citywide instructional expectations, we identified strengthening teacher practice as a goal for our school.

### **Citywide Instructional Expectations for 2011-12**

As we continue to work toward graduating students who are college and career ready, we are setting specific Instructional Expectations for the 2011-2012 school year. These expectations build on the inquiry work of the last several years:

- **Strengthening student work** by examining and refining curriculum, assessment, and classroom instruction; and
  - **Strengthening teacher practice** by examining and refining the feedback teachers receive.

#### **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.

Purchase 20 copies of Charlotte Danielson's, "Enhancing Professional Practice: a Framework for Teaching"

Teachers will engage in a self-assessment on selected components of a research-based rubric; and identify at least one area for growth.

Professional development committee develops and implements a coherent and differentiated teacher support plan that integrates the selected components of the research-based rubric.

Allow time to conduct whole staff professional development during the professional development day on November 8<sup>th</sup> and in small group during the weekly grade level meetings.

Allow time for teachers to visit other classes to view “Best Practices”.

School leaders will set up and follow a schedule for teacher observation and feedback using a research-based rubric that will culminate in at least 6 informal and formal 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.
  - 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;
  - 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;

**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.

N/A

**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.

N/A

**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 I funds were used to acquire the services of an AUSSIE Tech consultant, AUSIE Math consultant and AUSSSIE Science consultant.
- Title I funds are used to provide ELA and Math coaches for staff.
- Tax levy funds were used to purchase resources such as Charlotte Danielson's, "Enhancing Professional Practice: a Framework for Teaching"
- Tax levy and Title I funds are used to pay teachers to collaboratively plan to align curriculum to the common core standards
- Title I funds are used to allocate per diem days to provide coverage for staff members who attend professional development

**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>	92	92	N/A	N/A	1	0	0	5
<b>1</b>	122	122	N/A	N/A	1	0	0	3
<b>2</b>	103	103	N/A	N/A	2	0	0	3
<b>3</b>	89	89	N/A	N/A	2	0	0	3
<b>4</b>	79	79	<b>79</b>	<b>79</b>	1	0	0	2
<b>5</b>	76	76	<b>76</b>	<b>76</b>	4	0	0	1
<b>6</b>	90	90	90	90	5	0	2	2
<b>7</b>	95	95	95	95	5	0	3	1
<b>8</b>	105	105	105	105	6	0	3	1
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</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
<p><b>ELA: Wilson</b></p> <p><b>Guided Reading</b></p> <p><b>6+1 Traits of Writing</b></p> <p><b>After School Program</b></p>	<p>Small-group leveled reading instruction in phonemic awareness, phonics, word study and reading comprehension is provided one period a day during the school day.</p> <p>One out of classroom teacher will be assigned to each grade to primarily support AIS students.  <u>Grade 1-</u> Small group instruction is provided during the day. Leveled Books and Big Books are employed by the Educational Assistants who are assigned to the program for one period a day.  <u>Grade 2-6-</u> The Guided Reading Support Teachers “push-in” to work with AIS children. They use Leveled Books, Trade Books and Reading A-Z computer based resources with small group of students.  <u>Grade 6-8-</u> Support Teachers “push-in” to work with AIS children. They use high-interest passages and novels with small groups.</p> <p>Teachers that work with AIS students utilize the Universal Design for Learning Framework. By creating options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning, instruction can be customized and adjusted to meet individual student needs.</p> <p><u>K-8-</u> 6+1 Traits of Writing assessments and instruction is used during the school day to provide a common language for teachers and students to communicate a clear vision of what good writing looks like. The 6+1 traits rubric is used during one-to-one and small- group writing conferences to provide meaningful feedback to students.</p> <p><u>Grades 3-8 –</u> students in the school’s bottom third are identified based on ELA (&lt;2.72) and MATH (&lt;2.92) state assessments. They work in small class sizes (15 or less) for extended instruction for 1.5 hours on Wednesdays and for 3.5 on Saturdays.</p>
<p><b>Mathematics</b></p> <p><b>After School Program</b></p>	<p><u>Grade 3-8-</u> Readiness assessments are given at the beginning of each unit to create small groups based on need.</p> <p>Focused lessons are provided by the Math Coaches, Math Teachers, Upper Grade Math Support Teachers and other Support Teachers to children who need additional assistance. One period a day is given to this initiative.</p>

	Grades 3-8 – students in the school’s bottom third are identified based on ELA (<2.72) and MATH (<2.92) state assessments. They work in small class sizes (15 or less) for extended instruction for 1.5 hours on Wednesdays and for 3.5 hours on Saturdays.
<b>Science</b>	<b>N/A</b>
<b>Social Studies</b>	<b>N/A</b>
<b>At-risk Services provided by the Guidance Counselor</b>	The Guidance Counselor meets once or twice a week with children identified as in need of emotional/social support. The meetings are either one-on-one or small group, issues determining the size of the group and area of focus.
<b>At-risk Services provided by the School Psychologist</b>	The School Psychologist meets once or twice a week with children identified as in need of emotional/social support. The meetings are either one-on-one or small group, issues determining the size of the group and area of focus.
<b>At-risk Services provided by the Social Worker</b>	
<b>At-risk Health-related Services</b>	The nurse sees children with 504’s either for daily monitoring (i.e., blood sugar level count, asthma, meds, feeding tube, etc) or on an “as needed” basis. The frequency is determined by the child’s health issue.



**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;
- 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;
- 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.

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

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

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Bob Cohen</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>280</b>
School Name <b>P.S./M.S. 280</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Mr. Weeks</b>	Assistant Principal <b>Mrs.Di Pasquale</b>
Coach <b>Dahiana Adames</b>	Coach <b>type here</b>
ESL Teacher <b>Leonor Delgado</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Lourdes Garcia</b>	Other <b>Rosalia Medina-Bilingual Coor.</b>
Network Leader <b>type here</b>	Other <b>Antoinette DiBiase-Tstng.Coor.</b>

### C. Teacher Qualifications

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

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

### D. School Demographics

Total number of students in school	<b>871</b>	Total Number of ELLs	<b>157</b>	ELLs as share of total student population (%)	<b>18.03%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

The School

Public School/Middle School 280 is currently a Kindergarten through eighth grade school. This school is located in the Norwood section of the Northeast Bronx, an area that is characterized by economic deprivation. Our students are multi-ethnic, representing New York's newest immigrants; most of the children who attend our school are minorities, the majority of these being Latinos (67%) of which 19% of these children are ELLs. Our most recent immigrants are predominately from Mexico and the Dominican Republic. Other immigrant groups include Albanian (2%), Bulgarian (2%), Arabic (5%), Urdu (3%), and Bangladesh (8%). The languages spoken by our English Language Learners are Albanian, Arabic, Bengali, Bulgarian and Urdu. Presently we have ELLs in all our Kindergarten through 8th grade classes.

At registration, parents are given a packet which includes a Home Language Survey. Once the survey has been completed, the ELL Coordinator carefully examines the forms and interviews the parents. Both the prospective ELL and their parent are given an informal oral interview in their native language, whenever possible, and in English. Other staff members are called during registration to assist in language interpretation. The following languages are represented: Spanish, Albanian, Arabic, French and Italian. Additionally, those students who have a dominant language other than English as per the HLIS, are administered the Language Assessment Battery Revised (LAB-R) within ten days of registration. For children who score below the cut-off score in Spanish, they will also be given a language assessment in Spanish called the LAB. The LAB-R is an assessment used to determine whether a child is eligible to receive ESL services as well as to determine if a child is not eligible for ESL services. The pedagogue responsible for conducting the initial screening, and administering the HLIS and LAB-R holds a permanent common branch license with a bilingual extension. After the ELL identification process is completed and the parent has been provided with a new parent orientation, the ELL Coordinator determines placement based on the parental option form. Careful consideration is given to the parents' first choice. If the parent requests a program that is currently not in place at our school, they are informed as to what school has that program. If a parent rejects the transfer, the default is the second or third choice. If fifteen or more parents request a specific program, accommodations will be made to open such a program. The ELL Coordinator meets with the parents and informs them of their rights as per the Chancellor's Regulations. The programs are explained to the parents at registration as well as during the New Parent Orientation. For the past years, after carefully reviewing the Parent Survey and Program Selection forms, the trend in program choice has been monolingual classes with ESL services. Although parents are informed about the three program models, the majority of our parents request ESL in lieu of Transitional Bilingual and Dual language programs. The school has therefore alligned parent's choice with ESL instruction. Out of one hundred and fifty seven ELLs, only three parents have chosen bilingual education. For the three parents who have selected Bilingual Education and refused transfer, their names remain on file with a current phone and address. They are flagged for when their program of choice becomes available.

The school ensures that the Entitlement letters and Parent Survey and Program Selection forms are distributed and returned: parents and staff are informed about the importance of these forms. All avenues of communication are employed, phone calls are placed, meetings are arranged, letters of reminders are sent home and parents are allowed an open door policy that enables them the comfortability of meeting with a staff member that can address their concerns at any time throughout the school day. The letters are

then filed according to the year it was filled. The ELL Coordinator keeps these letters on file.

As per State Law-under CR PART 154, the children are tested within ten days of registration and the LAB-R is hand scored in order for the services to be provided on a timely basis. After scoring the LAB-R, students are grouped by language proficiency levels- Beginner, Intermediate and Advanced. All ELLs are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT). This exam is administered during the spring time. The test focuses on the four language modalities of listening, speaking, reading and writing. A different sub-test is administered each day until the child has completed all four exams. This exam is used as an assessment for continued ESL services or for exiting out of ESL. Data collected through the ATS system helps in identifying the children who are eligible for testing.

**Program Model Descriptions:**

It is our belief that ELLs acquire English language skills by being immersed in the language. The program model currently used at our school is English as a Second Language (pull-out and push-in models). In order for our school to facilitate ELLs meeting the NYC/NYS standards, the children are grouped by language proficiency levels and differentiated instruction is encouraged. Throughout the program, individual student needs are closely monitored. In addition, children are monitored via teacher observation, assessment and Standardized Tests.

**English as a Second Language Program**

The students are provided with instruction in English using ESL methodologies and strategies. The teachers plan their lessons according to the language proficiency as determined by the LAB-R or the NYSESLAT. Every teacher participates in staff development and is given the opportunity to develop a partnership with experienced teachers. The ESL teachers work closely with the classroom teachers to ensure quality instruction. Additionally, ELLs who have passed the LAB-R or NYSESLAT are considered for an extra two years of ESL support including testing accommodations of up to two years as per the NYSED Board of Regents.

# Part III: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K* 1* 2* 3* 4* 5* 6* 7* 8* 9● 10● 11● 12●
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**This school offers (check all that apply):**

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	1	2	2	1	1	1	1	1	1	0	0	0	0	11
<b>Total</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	134	Special Education	14
SIFE	5	ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	134	0	11	21	3	1	2	2	2	157
<b>Total</b>	<b>134</b>	<b>0</b>	<b>11</b>	<b>21</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>157</b>

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

### C. Home Language Breakdown and ELL Programs

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

**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): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	28	13	14	7	9	9	6	10					114
Chinese	0	0	0	0	0	0	0	0	0					0
Russian	0	0	0	0	0	0	0	0	0					0
Bengali	1	4	3	0	4	2	2	1	2					19
Urdu	0	2	0	1	0	0	0	0	0					3
Arabic	2	3	3	2	1	1	2	1	0					15
Haitian	0	0	0	0	0	0	0	0	0					0
French	0	0	0	0	0	0	0	0	0					0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	0	0	0	0	0	0	0	0	0					0
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	0	0	0	0	0	0	0	0					0
Other	1	0	1	2	0	0	0	1	1					6
<b>TOTAL</b>	<b>22</b>	<b>37</b>	<b>20</b>	<b>19</b>	<b>12</b>	<b>12</b>	<b>13</b>	<b>9</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>157</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

- 1) a) At present the numbers of ELLs being serviced are as follows: K=22, 1st grade=37, 2nd grade=20, 3rd grade=13, 4th grade=19, 5th grade=12, 6th grade=13, 7th grade=09 and 8th grade=13. The number of ELLs being serviced is 157. This number includes both part time and self contained special education students. Nineteen percent of our school population are ELLs. b) Our ESL teachers who provide ESL services are certified and provide both Pull-Out (organizational model) and Push-In (Co-Teaching) ESL instruction. Beginners and Intermediate ELLs are provided with 360 minutes per week of ESL instruction and Advanced ELLs are provided with 180 minutes of ESL and 180 minutes of ELA instruction. The ESL students are grouped and instructed homogeneously according to their language proficiency level as per the NYSESLAT and LAB-R.
- 2) The organization of the ESL program, ensures that the mandated services are provided as per CR Part 154. The flexibility in scheduling that the ESL teachers are provided with allows them to organize their groups by proficiency levels. The ESL teachers meet with the classroom teachers to devise a schedule that best meets the needs of the ELLs in each class.
- 3) ESL instruction is delivered via the content areas with an emphasis in literacy, writing and math. Although the main language

## A. Programming and Scheduling Information

used for instruction is English, Spanish as well as other languages will also be used when necessary. Either the teacher will translate or interpret or a student who dominates the specific language will be asked to do so. Additionally, glossaries, picture dictionaries, thesaurus, picture card, bilingual dictionaries and realia will be used to support native language as well.

P.S./M.S. 280 has a 6/7 self-contained Special Education class, an 8th grade Integrated Co-Teaching class, a 2nd grade 12:1:1 class and a self-contained Kindergarten Special Education class 12:1:1. The school is addressing alternative placement in Special Education by supporting students who are in the mainstream and providing them with all the support services they require or are entitled to. Such services include: an educational assistant to support the child's academic needs, occupational therapy, speech therapy, physical therapy, SETSS (Resource Room), Wilson Reading program, guidance counseling, I.S.T. evaluations/child study, updated IEPs, referrals with follow-up phone calls and feedback, parent meetings to discuss student progress, monolingual placement and bilingual referrals as well as CSE Type III alternative placement.

4) a) Students who are SIFE are also provided with additional services. Parents are interviewed at registration to further assist the school with information pertinent to the child's educational background thus ensuring proper class placement. When students arrive at our school, they are given an informal assessment. Students are assessed in their classrooms and are provided with the opportunity to work with small multi-level groups. We do our best to pair the SIFE students with another student of the same country in order to provide them with additional support. The students are reintroduced to a school setting. Students and parents are also given the opportunity to meet with a guidance counselor, the dean and the teacher. Staff members are also made aware of these students and are provided with ideas, activities and training that can further facilitate and support them. These students are also carefully monitored in order to organize a plan that would focus in on their weaknesses and strengths. In addition, they are provided with the same educational materials as all the other ELLs.

b) The plan for newly arrived ELLs includes a parent workshop or individual conference for the selection of a program that best meets the needs of the ELLs and their parents. Once our ELLs are identified and placed in their program selection, they are then provided with the services of English as a Second Language using the push-in and pull-out models. In addition, our ELLs are provided with a class buddy/partner, AIS, differentiated instruction, scaffolding, SIOP model, time for transition and after school programs. In order to address the No Child Left Behind policy, student's progress is tracked and monitored as these children will be required to take the ELA after one year. To ensure students are prepared, the ESL teacher provides these students with two ESL units with intense focus on language acquisition. In addition, these children also receive English Language Arts in their regular school program.

c) Students receiving 4 to 6 years of English as a Second Language are also monitored in order to provide them with tailored instruction based on the results of the NYSESLAT modalities, ELA, State exams, teacher assessments, class work and homework. Afterwards, the students are provided with services according to their individual needs. These services may include Foundations, Wilson, Guided groups for Reading and Writing, Early Intervention/At risk and Extended Day. Additionally, ELLs who have reached a proficiency level on the NYSESLAT will be provided with two years of transitional support through testing accommodations, peer tutoring, AIS instruction and special programs offered after school.

d) Long term ELLs are provided with all mandated services and safety nets such as AIS support in Literacy and Math, Saturday Academy, individualized or small group instruction and regular meetings with the guidance counselor. The ELL Coordinator monitors their progress and ensures that they receive the necessary services. Teachers provide students with meaningful feedback on their work and allow students the opportunity to self assess and set educational goals for themselves. In addition to the city and state standards, teachers provide exemplars so students can have models. Students are also trained on different rubrics for the various writing genres. They are encouraged to make connections across other disciplines. Accountability also includes monitoring the funding allotted to facilitate second language acquisition and the effective use of classroom materials purchased. The materials purchased vary and are age appropriate. Instructional materials include collections from Hampton Brown-Avenues for grades K-5, Lakeshore manipulatives such as create a Word and flip charts, Into English, English at your Command, Rigby for ELLs, authentic literature from Lectorium, book baggies with tapes, bilingual supplementary libraries and dictionaries, updated software like Leap Frog, Big Books and thematic units. All supplementary materials are used to enhance context and content skills. The following are used as support: hands-on manipulatives, realia, pictures, multimedia, demonstrations, adapted text, graphic organizers, outlining, note taking, leveled texts and study materials, highlighted and taped text, literature circles and cooperative grouping.

e) Some of the instructional strategies teachers use for ELLs with disabilities include: multisensory approach, modeling every activity, using mnemonic strategies to promote memory association, direct instruction, pacing instruction carefully thus ensuring clarity, presenting technical content in small incremental steps, writing legibly with focused text, using props to present narrative situations in a vivid and clear manner, using highlighters and underlining key words, using word frames, visual cues, outlining texts with a focus on the main idea, and using various forms of assessments. The materials used to provide instruction varies. Some materials include: foam, raised and magnetic letters and numbers, dry erase boards, counters, beads, making word cards and other hands-on and teacher created activities. Grade appropriate materials are purchased such as make a word center from Lakeshore and teachers bring in realia when

## A. Programming and Scheduling Information

### Native Language Usage and Supports

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

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

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

### Courses Taught in Languages Other than English

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8) The targeted intervention programs for ELLs in ELA, math and other content areas are: Academic Intervention Services, Guidance Counseling, Small Group Instruction, Wilson, Foundations, Saturday Academy and Title III After school for ELLs. Although the language of instruction is English, interpretation and translations will be considered if needed.

9) In order to provide ELLs who have passed the NYSESLAT with transitional support, the children will be tracked and monitored. In doing so, support will be provided in the subject areas as needed per individual students. In order to determine what supports are needed, various forms of assessments will be utilized as well as City and State exam results. Title III will also be offered to these students as well as testing accommodations. All our 6th grade students, including ELLs, are currently participating in the Computers For Youth (Collaborative Grant). Every sixth grade student will be provided with a desk top computer for use at home. All our ELLs are exposed to Smart boards, laptops and classroom computers. The programs used vary

10) For the upcoming school year, the school is considering an AIS afterschool program for grades 4-8. This program will be offered in addition to Saturday Academy and Title III for ELLs.

Title III will now service more children and an extra class has been added to service more first grade students since there are so many of them. The program will continue to run afterschool for two days a week for the duration of five months for an hour and fifteen minutes each day. Our goal is to promote language acquisition and improve in reading and writing through the study of thematic units. In addition, as part of the Title III Afterschool program, the children will be using Rosetta Stone and RIGOR from Benchmark.

## B. Programming and Scheduling Information--Continued

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11) Although we will not discontinue programs or services for ELLs, we will continue to make the existing programs better and more tailored to meet the needs of the students. We will continue to provide the students with quality instruction.

12) ELLs are afforded equal access to all school programs. Because our ELLs are on different language proficiency levels, ELLs are able to take advantage of various programs as long as they meet the criterion for these programs. They are not excluded from schoolwide activities and events. They are represented in all our afterschool programs: basketball, volleyball, Saturday Academy, dance and American Idol.

13) Various instructional Some of the assessments tools the school uses to assess the early literacy skills for ELLs are ECLAS-2 (k-3), RIGBY-Running Records (k-3), DRA (3-8), data and information retrieved from ARIS like the data from Acuity. In addition, the ESL teachers use Hampton Brown-Avenues and Benchmark-Explorers. In Avenues, the children are assessed per unit by language proficiency level. Teacher observation and teacher created differentiated assessments for example, performance sampling based on a specific task, integrated curriculum projects, multimedia presentation, story reenactment, leveled questions, dioramas, cooperative group presentations, buddy presentations and language experience activities. Although our school does not have a bilingual program at this time, bilingual books, dictionaries, word walls, and labeling is encouraged throughout the school and implemented in the ESL classroom. Academic language and visual scaffolding facilitates ELLs participation throughout the content areas as well. Cloze activities are helpful for reading comprehension. Various other strategies will be utilized as well. Additionally every classroom has a smart board and at least two to four computers that the children have access to. Among the websites used are Starfall, Brainpop Jr., ESL Café, story online, funbrain, funschool and brain tease. Some of the instructional materials used in technology includes Exemplars K-12 (Differentiated Best of Math Exemplars I, II and III, Day Dream Interactive Lessons Equivalence & fractions and decimals and percentages grades 3-6, Lakeshore Interactive whiteboard software place Value (1-3) and Regrouping Interactive charts (2-4). There are also ELMOS available in grades K-2 for small group instruction support. All teachers have access to overhead projectors as well.

14) Native language support is provided by providing the students, when necessary, translations of texts, bilingual books, glossaries, dictionaries, native language articles, books, literature and computer software.

The Literacy School Inquiry Team is presently involved in analyzing the results of the ELA and analyzing the lowest third children in every class from grades k-8. The Math Inquiry Team is presently involved in analyzing student work in order to create protocols for

## B. Programming and Scheduling Information--Continued

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14) Native language is support by providing the students, when necessary, translations of texts, bilingual books, glossaries, dictionaries, native language articles, books, literature and computer software. The Literacy School Inquiry Team is presently involved in analyzing the results of the ELA and analyzing the lowest third children in every class from grades k-8. The Math Inquiry Team is presently involved on the analyzing student work in order to create protocol for teachers. Presently they are also focusing on the development of math strategies for ELLs from grades 6-8. These ELLs will be serviced

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8****Beginning****Intermediate****Advanced****C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

NOT APPLICABLE

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12****D. Professional Development and Support for School Staff**

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

Paste response to questions 1-3 here

Teachers must meet State certification licensing requirements. The teachers are licensed in the area in which they teach. The staff is provided with many opportunities for professional development on various topics that address the needs of the ELLs both in the mainstream and special education. This year various workshops will be offered during grade meetings, common preps, professional development, volunteer lunch time meetings and afterschool. All staff will be invited to the workshops. The personnel will include educational assistants, psychologists, occupational, speech and physical therapists, secretaries and the parent coordinator. The topics covered for professional development are listed below. In addition, other areas of concern will be addressed during the year.

- Who are our ELLs and how are ELLs identified-HLIS/LAB-R?
- Lesson planning and correlation with the standards, performance indicators and the new core curriculum
- Examining the language proficiency levels and developing sample lessons
- What is the NYSESLAT?
- Tailoring lessons in the content areas to further meet the needs of ELLs
- Reviewing the ELL standards and distributing the standards to all new teachers
- Stages of Language Acquisition
- BICS & CALP
- Examining the four language modalities Listening, Speaking, Reading and Writing and creating activities and teaching strategies for each modality
- Jose P. Training updates-New Core Curriculum
- SIOP model & Differentiated Instruction
- Scaffolding Language and Scaffolding Learning By Pauline Gibbons
- Addressing the Learning Styles
- Implementing Charlotte Danielson's- A Framework for Teaching
- Common Core Learning Standards: Implications for all ELLs

In addition, all staff members are encouraged to meet once a week for grade planning. The ESL, special education, and the monolingual staff meet and plan collaboratively. Teachers also meet with the ELL Coordinator to facilitate the implementation of future instruction as well as the use of the ESL toolkit and to address compliance issues. The Testing Coordinator works closely with the ESL staff in ordering grade specific and age appropriate materials, test prep booklets and providing on-going staff development with an emphasis on test taking strategies and thematic units. The schoolbase support team members work closely with the providers and teachers to ensure that the children are properly assessed. The school leadership team meet with key staff to brainstorm ways in which to help children and increase parental involvement in the school and in school activities. The guidance counselors also play an intricate part in helping ELLs transition. They also meet with the teachers, administrators and parents to help these students transition in a school setting, adjust to a new culture and language. The guidance counselors aid the students during their selections of junior high schools and high schools. As well as serve as mediators between teachers and students and students experiencing problems with other students.

As per Jose P., new teachers and staff are expected to receive a minimum of 7.5 hours of ELL training. These training sessions are recorded by the ELL Coordinator at the completion of the workshops. The training sessions take place during grade meetings, after school and on professional days.

Both the Literacy and Math coaches meet and plan with the staff, present and model demonstration lessons and attend grade meetings. In addition, the Inquiry Team meets on a weekly basis to set and meet common goals. A lead or support teacher is chosen from grades 2-8 to

## D. Professional Development and Support for School Staff

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Both the Literacy and Math coaches meet and plan with the staff, present and model demonstration lessons and attend grade meetings. In addition, the Inquiry Team meets on a weekly basis to set and meet common goals. A lead or support teacher is chosen from grades 2-8 to represent the various teachers. Every classroom teacher targets specific children for the Inquiry Team to focus on. This year the focus will be on the bottom third. The purpose of this team is to record student's behavior and performance and plan specific instruction that meets the students' needs. Additionally, the inquiry team also devises lists of strategies and creates lessons that allign with the performance standards.

## Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
parents? 100%	
3. How do you evaluate the needs of the pa 75%	
4. How do your parental involvement activ 50%	
Paste response to question 1, 4 here 25%	

## E. Parental Involvement

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

Paste response to questions 1-4 here

Parents are welcomed at are our school. Developing a strong bond between the home and school community is essential for academic success. When parents are involved in their childs' education, children become more enthusiastic as well. Parents are encouraged to volunteer at our school. Once they have medical clearance and have attended the Learning Leader workshop, they can assit in the lunchroom, classrooms, chaperone trips or help out at school events. At present, there is a Parents Association which meets once a month. Parents elect their own cabinet members: President, Vice-President, Treasurer and Secretary. The Parent's Association collect annual membership dues and promote and execute fund raisers. The P.A. funds various school activities, including but not limited to, kindergarten barbecue, graduations, senior breakfast and teacher appreciation luncheon. ELL parents are welcomed to attend these meetings as well. ELL parents are provided with interpretors which facilitate communication in the parents native language. The PA , Parent Coordintor and the school provide workshops for parents on all subjects. The topics range from "Health Awareness" to "How to help your child study for the ELA/Math exams". The parent coordinator has developed a relationship with orgnizations such as Metro Plus and Affinity. These health plans also provide our parents with workshops on varied topics. At present our school offers an ESL after school program for parents where childcare is also provided. Since many of our parents are interested in returning for this class, this year the goal is to open another ESL class. One class will service Beginners and a second will service Intermediate and Advanced parents. To further promote parental involvement, it is a school goal to establish a "Grade Parent" for every grade. These parents will work collaboratively with the grade leader of their grade. These grade parents will disemminate information to other parents regarding their perspective grades thus promoting more parental involment.

In addition parents are also involed in the School Leadership meetings. During this meeting, the parents association president and elected parents meet with the Principal, elected teachers and the UFT representative as per Chancellor's Regulation A-655.

Parents needs are evaluated through parent surveys, parent-teacher conferences and individual meetings. Parental involvement is also encouraged through author and writing celebrations, awards assemblies, curriculum night, parent-teacher conferences and school events. A parent bulletin board has been set up to display the upcoming school events, news, reminders, lunch menus, workshops and monthly calendars. In addition, parents will be offered special training on ARIS and how to help their child at home. In order to further foster communication, parents will also be provided with their childs teacher's DOE email address. Furthermore, the P.S./M.S. 280 website will also provide parents with a variety of schoolwide information. The Parent Coordinator also sends out e-mails to parents informing them about upcoming events and workshops. The Coordinator also addresses personal parent issuses and questions. Once a year the parents are encouraged to fill out The Learning Environmental Survey. The results of this survey as well as input at the P.A. meetings are considered when evaluating parents' needs.

## B. Programming and Scheduling Information--Continued

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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

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## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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9) In order to provide ELLs who have passed the NYSESLAT with transitional support, the children will be tracked and monitored. In doing so, support will be provided in the subject areas as needed per individual students. In order to determine what supports are needed, various forms of assessments will be utilized as well as City and State exam results. Title III will also be offered to these students as well as testing accommodations. All our 6th grade students, including ELLs, are currently participating in the Computers For Youth (Collaborative Grant). Every six grade student will be provided with a desk top computer for use at home. All our ELLs are exposed to Smart boards, laptops and classroom computers. The programs used vary

10) For the upcoming school year, the school is considering an AIS afterschool program for grades 4-8. This program will be offered in addition to Saturday Academy and Title III for ELLs.

Title III will now service more children and an extra class has been added to service more first grade students since there are so many of them. The program will continue to run afterschool for two days a week for the duration of five months for an hour and fifteen minutes each day. Our goal is to promote language acquisition and improve in reading and writing through the study of thematic units. In addition, as part of the Title III Afterschool program, the children will be using Rosetta Stone and RIGOR from Benchmark.

11) Although we will not discontinue programs or services for ELLs, we will continue to make the existing programs better and more tailored to meet the needs of the students. We will continue to provide the students with quality instruction.

12) ELLs are afforded equal access to all school programs. Because our ELLs are on different language proficiency levels, ELLs are able to take advantage of various programs as long as they meet the criterion for these programs. They are not excluded from schoolwide activities and events. They are represented in all our afterschool programs: basketball, volleyball, Saturday Academy, dance and American Idol.

13) Various instructional Some of the assessments tools the school uses to assess the early literacy skills for ELLs are ECLAS-2 (k-3), RIGBY-Running Records (k-3), DRA (3-8), data and information retrieved from ARIS like the data from Acuity. In addition, the ESL teachers use Hampton Brown-Avenues and Benchmark-Explorers. In Avenues, the children are assessed per unit by language proficiency level. Teacher observation and teacher created differentiated assessments for example, performance sampling based on a specific task, integrated curriculum projects, multimedia presentation, story reenactment, leveled questions, dioramas, cooperative group presentations, buddy presentations and language experience activities. Although our school does not have a bilingual program at this time, bilingual books, dictionaries, word walls, and labeling is encouraged throughout the school and implemented in the ESL classroom. Academic language and visual scaffolding facilitates ELLs participation throughout the content areas as well. Cloze activities are helpful for reading comprehension. Various other strategies will be utilized as well. Additionally every classroom has a smart board and at least two to four computers that the children have access to. Among the websites used are Starfall, Brainpop Jr., ESL Café, story online, funbrain, funschool and brain tease. Some of the instructional materials used in technology includes Exemplars K-12 (Differentiated Best of Math Exemplars I, II and III, Day Dream Interactive Lessons Equivalence & fractions and decimals and percentages grades 3-6, Lakeshore Interactive whiteboard software place Value (1-3) and Regrouping Interactive charts (2-4). There are also ELMOS available in grades K-2 for small group instruction support. All teachers have access to overhead projectors as well.

14) Native language support is provided by providing the students, when necessary, translations of texts, bilingual books, glossaries, dictionaries, native language articles, books, literature and computer software.

The Literacy School Inquiry Team is presently involved in analyzing the results of the ELA and analyzing the lowest third children in every class from grades k-8. The Math Inquiry Team is presently involved in analyzing student work in order to create protocols for

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## 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

Various after school programs are offered to all our students including ELLs. For example, Boys and Girls soccer, Basketball, Football, Co-Ed Fitness Club, Girl's Volleyball, Instrumental Music Program, Chorus, Dance, American Idol, Saturday Academy, and Title III. For the upcoming school year the school, the Math Inquiry Team will create units of study in Math with a focus on the Common Core Standards and devise strategies that will help ELLs improve in areas of great need. The push-in model of English as a Second Language will be encouraged in the upper grades. The ESL teachers will also attend more grade and inquiry meetings.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

NOT APPLICABLE

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Teachers must meet State certification licensing requirements. The teachers are licensed in the area in which they teach. The staff is provided with many opportunities for professional development on various topics that address the needs of the ELLs both in the mainstream and special education. This year various workshops will be offered during grade meetings, common preps, professional development, volunteer lunch time meetings and afterschool. All staff will be invited to the workshops. The personnel will include educational assistants, psychologists, occupational, speech and physical therapists, secretaries and the parent coordinator. The topics covered for professional development are listed below. In addition, other areas of concern will be addressed during the year.

- Who are our ELLs and how are ELLs identified-HLIS/LAB-R?
- Lesson planning and correlation with the standards, performance indicators and the new core curriculum
- Examining the language proficiency levels and developing sample lessons
- What is the NYSESLAT?
- Tailoring lessons in the content areas to further meet the needs of ELLs
- Reviewing the ELL standards and distributing the standards to all new teachers
- Stages of Language Acquisition
- BICS & CALP
- Examining the four language modalities Listening, Speaking, Reading and Writing and creating activities and teaching strategies for each modality
- Jose P. Training updates-New Core Curriculum
- SIOP model & Differentiated Instruction
- Scaffolding Language and Scaffolding Learning By Pauline Gibbons
- Addressing the Learning Styles
- Implementing Charlotte Danielson's- A Framework for Teaching
- Common Core Learning Standards: Implications for all ELLs

In addition, all staff members are encouraged to meet once a week for grade planning. The ESL, special education, and the monolingual staff meet and plan collaboratively. Teachers also meet with the ELL Coordinator to facilitate the implementation of future instruction as well as the use of the ESL toolkit and to address compliance issues. The Testing Coordinator works closely with the ESL staff in ordering grade specific and age appropriate materials, test prep booklets and providing on-going staff development with an emphasis on test taking

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As per Jose P., new teachers and staff are expected to receive a minimum of 7.5 hours of ELL training. These training sessions are recorded by the ELL Coordinator at the completion of the workshops. The training sessions take place during grade meetings, after school and on professional days.

Both the Literacy and Math coaches meet and plan with the staff, present and model demonstration lessons and attend grade meetings. In addition, the Inquiry Team meets on a weekly basis to set and meet common goals. A lead or support teacher is chosen from grades 2-8 to represent the various teachers. Every classroom teacher targets specific children for the Inquiry Team to focus on. This year the focus will be on the bottom third. The purpose of this team is to record student's behavior and performance and plan specific instruction that meets the students' needs. Additionally, the inquiry team also devises lists of strategies and creates lessons that align with the performance standards.

## E. Parental Involvement

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

Paste response to questions 1-4 here

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Parents are welcomed at are our school. Developing a strong bond between the home and school community is essential for academic success. When parents are involved in their childs' education, children become more enthusiastic as well. Parents are encouraged to volunteer at our school. Once they have medical clearance and have attended the Learning Leader workshop, they can assit in the lunchroom, classrooms, chaperone trips or help out at school events. At present, there is a Parents Association which meets once a month. Parents elect their own cabinet members: President, Vice-President, Treasurer and Secretary. The Parent's Association collect annual membership dues and promote and execute fund raisers. The P.A. funds various school activities, including but not limited to, kindergarten barbecue, graduations, senior breakfast and teacher appreciation luncheon. ELL parents are welcomed to attend these meetings as well. ELL parents are provided with interpretors which facilitate communication in the parents native language. The PA , Parent Coordintor and the school provide workshops for parents on all subjects. The topics range from "Health Awareness" to "How to help your child study for the ELA/Math exams". The parent coordinator has developed a relationship with orgnizations such as Metro Plus and Affinity. These health plans also provide our parents with workshops on varied topics. At present our school offers an ESL after school program for parents where childcare is also provided. Since many of our parents are interested in returning for this class, this year the goal is to open another ESL class. One class will service Beginners and a second will service Intermediate and Advanced parents. To further promote parental involvement, it is a school goal to establish a "Grade Parent" for every grade. These parents will work collaboratively with the grade leader of their grade. These grade parents will disemminate information to other parents regarding their perspective grades thus promoting more parental involment.

In addition parents are also involed in the School Leadership meetings. During this meeting, the parents association president and elected parents meet with the Principal, elected teachers and the UFT representative as per Chancellor's Regulation A-655.

Parents needs are evaluated through parent surveys, parent-teacher conferences and individual meetings. Parental involvement is also encouraged through author and writing celebrations, awards assemblies, curriculum night, parent-teacher conferences and school events. A parent bulletin board has been set up to display the upcoming school events, news, reminders, lunch menus, workshops and monthly calendars. In addition, parents will be offered special training on ARIS and how to help their child at home. In order to further foster communication, parents will also be provided with their childs teacher's DOE email address. Furthermore, the P.S./M.S. 280 website will also provide parents with a variety of schoolwide information. The Parent Coordinator also sends out e-mails to parents informing them about upcoming events and workshops. The Coordinator also addresses personal parent issuses and questions. Once a year the parents are encouraged to fill out The Learning Environmental Survey. The results of this survey as well as input at the P.A. meetings are considered when evaluating parents' needs.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	18	6	7	5	5	3	4	4	0	0	0	0	60
Intermediate(I)	2	14	2	6	1	0	4	3	3	0	0	0	0	35

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	9	4	9	6	6	7	6	2	6	0	0	0	0	55
Total	19	36	17	19	12	12	13	9	13	0	0	0	0	150

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	2	0	0	4
4	2	7	0	0	9
5	5	4	0	0	9
6	4	2	0	0	6
7	4	3	0	0	7
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	1		4		1		0		6
4	4		6		1		0		11
5	4		7		1		0		12
6	2		4		0		0		6
7	1		8		1		0		10
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		2		11		0		18
8	5		3		1		0		9
NYSAA Bilingual Spe Ed									0

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

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

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

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

## Additional Information

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

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## Part VI: LAP Assurances

School Name: <b>P.S/M.S 280</b>		School DBN: <b>10280X</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
JAMES WEEKS	Principal		10/14/11
ALEXANDRA MC GILL	Assistant Principal		10/14/11
	Parent Coordinator		1/1/01
LEONOR DELGADO	ESL Teacher		10/14/11
	Parent		1/1/01
	Teacher/Subject Area		
	Teacher/Subject Area		
DAHIANA ADAMES	Coach		10/14/11
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
ROSALIA MEDINA	Other <u>ELL COORDINATOR</u>		10/14/11
ANTOINETTE DI BIASE	Other <u>TEST COORDINATOR</u>		10/14/11
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 10X280      **School Name:** P.S/M.S 280

**Cluster:** 14      **Network:** 104

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

**Part A: Needs Assessment Findings**

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

The following data and methodologies are used to assess our school's written and oral interpretation so that parents are provided with appropriate and timely information in a language they can understand:

- a. Registration Screening- The parents fill out the Home Language Identification Surveys where they request the language in which they would like to receive written and verbal information. A Parent Survey and Program Selection Form are also used to determine their language of preference. On the parents blue emergency cards, they are also asked what language they prefer the school to communicate with them both orally and written.
- b. Teacher Surveys-The teachers send parents letters requesting the language in which they would like to receive information from the school
- c. Curriculum Night-The teachers meet with the parent and discuss standards, expectations, grade curriculum and areas of concern. Interpretors and translators remain on standby. There is an interpreter stationed on every floor.
- d. Parent/Teacher Conferences-Parents are encouraged to attend school wide meetings and conferences as well as individual meetings, as needed, per child. Translators, from our staff, are available for parents at these meetings/conferences. The following languages are spoken by our staff: Spanish, Albanian & Croatian, Italian, Haitian Creole, Arabic, Filipino/Tagalog and French.
- e. School Personnel uses the valuable resources provided on the DOE Website –ELL Parents are also provided with written translations of documents and notifications. For example, Home Language Identification Surveys, Promotion in Doubt, Learning Environment Surveys and the ELL Parent Brochures.
- f. NYC Environmental Parent Survey:The Parent Coordinator ensures that the parents understand the importance of the survey. In order to encourage parental participation, the Parent Coordinator writes a letter asking parents for their E-mail address. Parents who provide the Coordinator with their E-mails, receive her notices for workshops, weekly updates on school news and special events. As a school wide initiative, parents will receive school messages or special classroom teacher messages via the School Messenger System.

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

The data seems to indicate that more parents request written translations and interpretations in Spanish than any other language. Findings show that out of 800 students, 38% are Spanish speakers, 4% speak Albanian, 4% speak Bengali, 3% speak Bulgarian and 1% speak Arabic. The findings were reported to the school community via conferences with parents, interpreters, translators, letters/correspondence, and workshops.

## **Part B: Strategies and Activities**

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

The school will provide written and oral translations whenever possible in the various languages indicated in part A. Documents like the Family Handbook, monthly calendars, important letters to parents and fliers for workshops are provided in Spanish and English. These translations are usually done in-house and are conducted by school personnel and parent volunteers. Interpretation notices are placed on the Parents' bulletin boards as well the school safety area. Occasionally, the region is contacted to send a Bulgarian or Arabic translator. School staff and school safety officers also have access to over-the-phone interpretation services as provided by N.Y.C. D.O.E. Office for Family Engagement and Advocacy. Additionally, Parents are provided with a copy of the Bill of Rights and Responsibilities as well as CityWide Standards Of Intervention and Discipline Measures. School Safety plans are shared with the parents at the Parents Association Meetings, School Leadership Meetings and specific questions are also addressed. The Parent Coordinator also sends notices and correspondence to the parents via e-mail. The teachers also posts notices via the school website. To further promote parental communication, some of the out of the classroom staff members have created Blogs in the school website informing parents what the students are learning.

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

At the beginning of the school year, the school identifies all bilingual staff members who are proficient in other languages. Once identified, the school keeps a list of the key staff that can provide both oral and written translation and interpretation. School personnel are utilized to provide these services during parent-teacher conferences, promotion in doubt meetings, I.E.P. meetings, parent workshops and parent association meetings. In addition, members of the Parents Association who can translate are also identified. Training is provided, whenever possible, to promote effective communication skills and developing good relationships with our parents

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

The school will fulfill Section VII of Chancellor's Regulations A-663 by implementing all of the above. In order to support this endeavor, the school provides per-session for staff members who provide translation and/or interpretation services after school hours via Title I – translation monies and School Leadership funds. The school measures the success of the implementation of the Chancellor's Regulation through parent surveys, teacher surveys, parental response and participation in school events and most importantly, student achievement. Additionally, copies of the Chancellor's Regulation A-663 will be posted on the Parent's bulletin board in front of the school. Whenever possible, the school will continue to send home notices in various languages. Additionally, the Parent Coordinator and the Bilingual Coordinator will continue to communicate with parents via e-mails, phone calls and monthly updates.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S./M.S. 280	DBN: 10X280
Cluster Leader: Corinne Rello Anselmi	Network Leader: Bob Cohen
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 95 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S./ M.S. 280 is committed to excellence in both our school and classroom environment as well as the performance of our children as evidenced by their work. Public/Middle school 280's strength lies in the strong work ethics of its staff. The staff considers itself a school family, working together as a team in partnership with parents in order to achieve common goals. Our total ELL population is 157 students.

The goal of our ESL Title III program is to enable the children to become English proficient and to meet the NYC/NYS academic and performance standards. It is our belief that ELLs acquire English language skills by being immersed in language. The children will be taught in English, but Native Language will be used to provide support to children who need it. The teachers will incorporate various ESL strategies and good practices in their lessons. The ESL standards will be an integral part of lesson planning. After analyzing the NYSESLAT and LAB-R results, the data indicated a need for an afterschool program with a focus on developing the four language modalities: listening, speaking, reading and writing. The program will consist of 5 classrooms: one first grade class of newly arrived ELLs and Beginners and one first grade class of Intermediate and Advanced ELLs, one second grade class for all proficiency levels, one third grade class for all proficiency levels and one fourth grade class for all proficiency levels with a focus on long term ELLs. Each class will service from 15-24 students of different language proficiency levels. Approximately, 75 children will be serviced under Title III. The program will be offered to all ELLs within the grade spans and the various ELL sub groups. The program will meet twice a week-Tuesdays and Thursdays for an hour and fifteen minutes. The Bilingual Coordinator will provide ongoing professional development and support in the class so that all students receive the required language instruction from a certified ESL/bilingual teacher each time the program meets. Two bilingual Educational Assistants will also facilitate with small group instruction in the two 1st grade classes and second grade.

The teachers will choose a theme in which the children will be immersed. The children will develop the four language modalities of listening, speaking, reading and writing via thematic units of study. An emphasis will be placed on developing thematic units throughout the content areas. A special focus will be placed on building literacy skills and reading comprehension in the upper grades. The teachers will purchase materials that will enhance the thematic units of study as well as deepen the understanding of the concepts for ELLs. The materials purchased will be tailored to promote the acquisition of language in a friendly and non threatening manner. For example, Lakeshore vocabulary development activities, bare books, notebooks, oak tag, folders, crayons, pencils, paper, markers and other consumables as well as art materials for culminating activities. In addition, another level of Rosetta Stone language learning software will be purchased to compliment the level purchased last year. The RIGOR- intervention for ELLs kit will be used in the upper grades as well. Thematic units might

### Part B: Direct Instruction Supplemental Program Information

include Dinosaurs, Bears, Transportation, The Solar System, Wolves, Animals of the Polar Region, Nocturnal Animals, Mexico, Ancient Egypt, China, India, United States, Ocean Life, Rain Forest, Animal Habitants, Fairy Tales like the Cinderella stories around the World, Tall Tales and Food and Nutrition. Fiction and Non-Fiction books as well as Poetry and the Arts will be used to enhance each theme. Throughout the development of each them , the content areas of science, social studies, math and literacy will be addressed. The thematic units will run for the duration of a couple of weeks to a month. Once a theme has been completed, another one will be chosen. At the conclusion of each thematic unit, the children will produce a culminating activity. The children and teachers will partake in the decision of which theme is chosen next. The proficiency levels will also be considered for differentiation of instruction. At the end of the program, the children will have a celebration of their work and they will receive a completion certificate. The parents will be invited to attend the celebrations. The program will begin on January 17,2012 and will continue until the duration of the NYSESLAT (May 7-18, 2012). The program will be offered to the 3 ESL certified teachers and 1 bilingual teacher who holds a Bilingual Extension as well as content area teachers. An art Consultant will be hired for a couple of sessions to work with the teachers and students in order to create books, art projects and crafts which will reflect the specific thematic units.

### Part C: Professional Development

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

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

Begin description here:

Teachers who are part of the After School Title III will be offered a series of mini-workshops. The workshops will be offered once or twice a month for an hour and fifteen minutes. These workshops will be offered on a Friday. The workshops will be conducted by the Bilingual Coordinator and an ESL certified teacher. The purpose of these workshops is to provide teachers with support, ideas and best practices as they promote second language acquisition in their class. The Professional Development Program will provide the following opportunities for the after school staff members:

- a) Using Data to drive instruction: LAB, LAB-R, NYSESLAT (December 16, 2011)
- b) Strategies that can be used to help ELLs in second language acquisition & Best Practices (January 17, 2012)
- c) Discussions centered on Differentiated Instruction & Multiple Intelligences (February 3, 2012)
- d) Literacy Strategies that can be used for the ELA/NYSESLAT (March 2, 2012)

In addition to the workshops during the months of April and May, the teachers will be actively engaged in a study group centered on the book: *Balancing Reading & Language Learning* by Mary Cappellini. The dates for this group to meet are: April 20th, 27th and May 4th and 11th. The duration of each session

### Part C: Professional Development

will be one hour and fifteen minutes. The teachers will outline, highlight, discuss and devise a list of Reading Strategies that they will teach during small group activities and share with other colleagues.

### Part D: Parental Engagement Activities

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

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

Begin description here:

In order to promote parental participation, parents will be offered workshops that will enable them to extend the themes at home and provide them with strategies and activities that they can use to help their children. The workshops will be provided by the Bilingual Coordinator who holds an Early Childhood license with a Bilingual Extension and an ESL certified teacher. The workshops will be offered once a month starting with the month of January and ending in the month of May. The workshops for January through April will be an hour and half and the workshop for May will be an hour. The workshops for January, February and March will be offered during the school day and the workshop for April will be offered both during the school day and after school. Some of the following topics will be offered to parents:

- Strategies for promoting Literacy and Math at home (January 11, 2012)
- Helping your children with Social Studies and Science at home (February 8, 2012)
- How to tap into Community Resources to help your child at home (March 7, 2012)
- What are the NYSESLAT, ELA, Math and Science Exams and how to prepare for them (April 18, 2012) One workshop will be conducted during the school day and another after school.

These workshops will be offered to the parents of all ELLs but a special emphasis will be placed on the parents of students who are participating in the Title III Extended Day Program. Although the workshops will be offered in English and Spanish, speakers of other languages who require a translator will have the opportunity to request one from the school in advance. As per the language and interpretation regulation, a translator will be provided. Refreshments will be served at every workshop. The parents will be notified via written communication (letters), phone calls, fliers will be placed throughout the school building and reminder letters will be sent home as well. The materials to be purchased for these workshops will include copy paper for hand outs, folders, take-home projects, writing utensils and chart tablets.

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		