



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** ELEMENTARY SCHOOL FOR MATH, SCIENCE & TECHNOLOGY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 10X382

**PRINCIPAL:** DR. AVON CONNELL COWELL      **EMAIL:** ACOWELL@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.

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Dr. Avon Connell Cowell	*Principal or Designee	
Mr. Michael Stochansky	*UFT Chapter Leader or Designee	
Ms. Alejandrina Tejeda	*PA/PTA President or Designated Co-President	
Ms. Camille Gaetan	DC 37 Representative, if applicable	
	CBO Representative, if applicable	
Ms. Jacqueline Delaney	Member/ UFT member	
Ms. Victoria Frazier	Member/DC 37 member	
Ms. Leticia Reyes	Member/Parent	
Ms. Euliscar Laville	Member/Parent	
Ms Teresa Lopez	Member/Parent	
Ms. Edna Martinez	Member/Parent	

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

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

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

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

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

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

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

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

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

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



## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
To improve the independent reading levels of first grade and second students to at least 60% performing at grade level expectations 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 on the Fountas & Pinnell Literacy Assessments, a significant number of our first and second grade students are currently not meeting grade level expectations in literacy. In order for students to be college and career ready by the time they graduate from high school, it is imperative to have a strong foundation on which to build in order for them to access more complex information. Hence, our school will focus on developing student literacy skills during the early childhood years in order for them to be academically successful later.

### **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.
  - ✚ Classroom teachers will consistently use the Reading Workshop in literacy, where students receive guided reading and reading instruction five times weekly; providing instructive feedback during student teacher conferences at least three times weekly.
  - ✚ Response to Intervention provided by both classroom and cluster teachers (RtI) in all the classes for students performing significantly below grade level expectations;
  - ✚ Word study and reading instruction by using *Fountas & Pinnell Literacy Intervention, Making Meaning, FUNdations, and Month & Month Phonics*
  - ✚ Push in support by an F status teacher to provide additional small group literacy instruction three times weekly in the first grade classes
  - ✚ Consistent professional development support in literacy for all classroom teachers; teachers meet with the AUSSIE consultant to develop curriculum maps, create unit plans, analyze students' work, and create differentiated groups to determine the areas in which they (teachers) need development to best support their students.

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - ✚ Parents have been given the expected learning outcomes for the grade. At the November 2011 Parent Teacher Conferences, the teachers provided a packet for parents outlining the expected sight words students need to know by the end of the grade, highlighting the ones that have

been taught and the sequence of instruction for the others. Parents have also been given specific strategies to support their students learning at home. Parents are also invited to participate in our monthly parent workshops that consistently provide parents with resources and strategies for supporting their child's learning.

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

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

All staff members currently working with our first and second grade students are highly qualified, based on the 2010-2011 BEDS survey

**Service and program coordination**

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

To ensure that all students come to school daily ready to learn, uniforms, learning materials and other resources and supports are provided to the students living in shelters to alleviate parent stress and encourage student attendance.

**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.
  - ✚ Contract for Excellence and Title I funds will be used to subsidize an additional teacher who will provide additional small group instruction in school, or before or after-school small group instructional support.
  - ✚ Title I funds will be used to provide professional development to classroom teachers and AIS/RtI providers to effectively implement balanced literacy.

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. To improve students' writing capacity in a variety of text types and purposes (Common Core standards # 1- 3) in all classrooms, from kindergarten to 5<sup>th</sup> grade from September 2011 – June 2012. Students' writing will be measured using the writing rubric that is aligned with the Common Core Standards. We anticipate that 40% of our students will attain grade level expectations in writing, as measured by the writing rubric, 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. School wide assessment data based on our writing rubric, revealed that our students' writing skills need to be developed, in all grades. With the adoption of the Common Cores Standards, students are expected to demonstrate more cohesive and argumentative writing skills, hence, school wide, we need to develop the students' capacity to be able to do so.

### **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.
  - ✚ Daily instruction and participation in the writing process during the Writing Workshop;
  - ✚ Using a writing rubric to provide guidelines and opportunities for reflection and improvement;
  - ✚ Providing instructive feedback during student teacher conferences at least three times weekly;
  - ✚ Daily AIS/RtI push in/pull out support for students performing significantly below grade level expectations;
  - ✚ Consistent professional development support writing development for all classroom teachers: teachers meet with the AUSSIE consultant to develop curriculum maps, create unit plans, analyze students' work, and create differentiated lessons to determine the areas in which they (teachers) need assistance to best support their students.

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - ✚ Parents have been given the expected learning outcomes for the grade. At the November 2011 Parent Teacher Conferences, the teachers provided a packet for parents outlining the expected sight words students need to know by the end of the grade, highlighting the ones that have

been taught and the sequence of instruction for the others. Parents have also been given specific strategies to support their students learning at home. Parents are also invited to participate in our monthly parent workshops that consistently provide parents with resources and strategies for supporting their child's learning.

**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.

Currently, all staff members are highly qualified, based on the 2010-2011 BEDS survey

**Service and program coordination**

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

To ensure that all students come to school daily ready to learn, uniforms, learning materials and other resources and supports are provided to the students living in shelters to alleviate parent stress and encourage regular student attendance.

**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.
- Additional writing support is provided to 3<sup>rd</sup> & 5<sup>th</sup> grade ESL students during the writing program afterschool for 2 hours each week, for ten weeks.
- Small group writing support is provided to 1<sup>st</sup> grade students by an F-Status literacy support teacher for three days each week, using Title I funds.

### ANNUAL GOAL #3 AND ACTION PLAN

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
To incorporate the third Common Core Standards for Mathematical Practice—*Construct Viable Arguments and Critique the Reasoning of Others* – into all mathematics classrooms from kindergarten to 5<sup>th</sup> grade from September 2011 – 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.  
The Common Core Standards are a new, city wide initiative; all schools are required to align instructional practices and learning goals to these standards and students are expected to demonstrate competencies in the various standards.

#### **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.
- ✚ Teachers consistently implement the modified TERC curriculum in all grades: 60 minutes daily in k – 2<sup>nd</sup> grade; 90 minutes daily in 3<sup>rd</sup> – 5<sup>th</sup> grades;
- ✚ Consistent professional development in math for all classroom and math cluster teachers. Teachers meet with AUSSIE consultant for training in the various units; create unit plans; analyze students work; review ECMA & Exemplar task assessments and plan differentiated lessons and math centers;
- ✚ Add at least 2 two –week instructional units on each grade(one in the fall and one in the spring) that focus on constructing arguments through mathematical problem solving using the following units :
- ✚ Grade K: Bunk beds & apple boxes; Organizing & collecting (with numbers from 11 – 40)
- ✚ Grade 1: The double decker bus; Organizing and collecting (with numbers from 41 and higher
- ✚ Grade 2: Measuring for the art show; the T-shirt factory; Trades, jumps and stops
- ✚ Grade 3: Groceries, stamps and measuring strips; The big dinner; Muffles truffles
- ✚ Grade 4: The teacher’s lounge; Fieldtrips and fundraisers
- ✚ Grade 5: The mystery of the meter; The California Frog Jumping Contest

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - ✚ Parents have been given the expected learning outcomes for the grade. At the November 2011 Parent Teacher Conferences, the teachers provided a packet for parents outlining the expected sight words students need to know by the end of the grade, highlighting the ones that have been taught and the sequence of instruction for the others. Parents have also been given specific strategies to support their students learning at home. Parents are also invited to participate in our monthly parent workshops that consistently provide parents with resources and strategies for supporting their child's learning.

### **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.

Currently, all staff members are highly qualified, based on the 2010-2011 BEDS survey

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- To ensure that all students come to school daily ready to learn, uniforms, learning materials and other resources and supports are provided to the students living in shelters to alleviate parent stress and encourage regular student attendance.

### **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.
  - ✚ Use Title I funds to train teachers to use a constructivist, investigative approach by attending the *Math in the City* workshop and to purchase resources (Context for Math Learning);
  - ✚ Use Title I funds to provide in school professional development in math with AUSSIE consultants.
  - ✚ Title I funds will be used for our annual Saturday Math Lab held for 9 weeks, 150 minutes each session.
  - ✚ Title I funds will be used to pay for additional weekly math PD support for 5<sup>th</sup> grade teachers who are new to the school are developing their math competency skills

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
<b>K</b>	0	0	N/A	N/A	2	0	0	0
<b>1</b>	20	17	N/A	N/A	4	0	0	0
<b>2</b>	17	7	N/A	N/A	8	1	0	0
<b>3</b>	16	6	N/A	N/A	9	0	0	0
<b>4</b>	17	9	0	0	9	0	0	0
<b>5</b>	21	18	5	0	6	1	1	1
<b>6</b>								
<b>7</b>								
<b>8</b>								
<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
<b>ELA</b>	Small group guided reading instruction during the guided reading block and using the Fountas & Pinnell Leveled Literacy Intervention Program every day for 45 minutes; Wilson <i>Fundations</i> in kindergarten and first grade provided daily for 20 minutes. Additional small group instruction provided three to five times weekly for 30 minutes each session. Push in literacy support for first grade students by the F status teacher, three days each week. One hour daily after school literacy support for 4 days each week, for 15 weeks, using the <i>Fast ForWord</i> program;
<b>Mathematics</b>	Saturday Math lab support for 150 minute sessions for 9 weeks; students participate in three different types of math activities: computer based Nuefeld math, problem solving activities; math games/centers that reinforce different concepts and skills previously taught. Math cluster teacher facilitates the TERC Investigations math games weekly, in k – 4 <sup>th</sup> grade classes, to improve students’ development of the requisite concepts and skills; push in math support by the math cluster to work with students who are working significantly below grade level. The math cluster meets with a small group of students three times per week to work on skills that they have not yet mastered. Through teacher guidance and support, the students use the Nuefeld Math Program to practice concepts and skills in need of reinforcement using self administered tutorial on laptops. The program is designed for students to be able to manipulate without very little support. ECMA & CMA provide a comprehensive assessment of students’ mathematical understanding; these assessments will be used to differentiate instruction and math centers.
<b>Science</b>	Extra support provided by the science cluster 2 – 3 times weekly for one hour each session
<b>Social Studies</b>	Extra instruction is provided by the Social Studies cluster in each classroom as well as small group instruction twice weekly for 45 minutes to students who are not meeting the grade level expectations.

<b>At-risk Services provided by the Guidance Counselor</b>	School counselor meets daily for a minimum of 30 minutes with students whose social development often impedes his/her academic progress. She provides specific meta-cognitive strategies for helping students to stay focused and addressing behavioral concerns.
<b>At-risk Services provided by the School Psychologist</b>	Psychologist observes students and provides feedback to counselor and parents on how the school can support the students learning needs; assist with creating and implementing Behavior Intervention Plans.
<b>At-risk Services provided by the Social Worker</b>	Students with open ACS cases meet with their case workers periodically; the caseworker then meets with our school counselor to discuss ways in which the school can also support the child in all areas to help meet the academic expectations. The school social worker works with the school counselor and psychologist in providing supports for students and their families.
<b>At-risk Health-related Services</b>	Students with health related needs will receive needed resources from the nurse, school counselor and parent coordinator. Accommodations will be made to ensure that the health needs do not affect the students' academic outcomes, to the fullest extend possible.

## **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)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

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

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

**PS 382: Elementary School for Math, Science & Technology Family Contract**

The *Citywide Standards of Discipline and Intervention Measures* issued by the New York City Department of Education is the governing guide for students’ rights, responsibilities and behavior. The NYC Family guide includes parental rights and responsibilities. Upon enrollment at PS 382, you will be given a copy of each. Please review with your child(ren) as we expect strict adherence to these guidelines.

This contract between PS 382: *Elementary School for Math, Science & Technology* and our families reflect our commitment to developing positive relationships, accepting responsibilities for our actions and respecting each other and the environment.

As a parent/guardian at PS 382 I AGREE to the following responsibilities:

- ✓ I will follow and uphold the NYC DoE’s discipline code & PS 382’s policies and procedures (see attached).
- ✓ I will make sure my child comes to school on time, in uniform, tidy and ready to learn. I will pick up my child promptly at dismissal.
- ✓ I will assist my child with homework assignments; I will make sure homework is legible, clean and submitted when it is due.
- ✓ I will be courteous and respectful when interacting with all members of the school community –teachers, administrators, support staff, and other parents/guardians.
- ✓ I will work with my child to support the behavioral expectations required by the school.

As a student at PS 382 I AGREE to following responsibilities:

- ✓ I will come to school daily, in uniform, on time, and ready to learn.
- ✓ I will follow the rules of my class and the school.
- ✓ I will not use any parts of my body or any of my words to cause harm to my classmates, teachers, parents or anyone in my school.
- ✓ I will take my class work and homework seriously; I will work hard to complete all my assignments.
- ✓ I will respect my environment by not littering and not defacing or destroying school property.

I understand that I must agree to all the terms of the contract in order for my child to attend PS 382. I also understand that if we do not follow the terms of the contract my child may be ineligible to attend PS 382: *Elementary for Math, Science & Technology*.

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Child’s Name	Grade	Teacher
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Child’s Signature	Date
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Parent/Guardian’s Name & Signature	Parent/Guardian’s Name & Signature
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Dr. Avon Connell-Cowell, Principal	Date
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**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>Maria Quail</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>382</b>
School Name <b>Elementary School for Math, Science, and</b>			

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

Principal <b>Avon Connell-Cowell</b>	Assistant Principal
Coach	Coach
ESL Teacher <b>Michael Dong</b>	Guidance Counselor <b>Germaine Ruiz</b>
Teacher/Subject Area <b>Madonna Lee/ESL</b>	Parent
Teacher/Subject Area <b>Natalie Biden/Special Educatio</b>	Parent Coordinator <b>Nordely Ramos</b>
Related Service Provider <b>type here</b>	Other
Network Leader	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>4</b>	Number of certified bilingual teachers	<b>2</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>0</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>399</b>	Total Number of ELLs	<b>115</b>	ELLs as share of total student population (%)	<b>28.82%</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. 

1. The registration process for the beginning of the academic year for all new students involves multiple school personnel: school aides, pupil accounting secretary, principal, parent coordinator, guidance counselor, and an ESL licensed teacher. The ESL teacher assists parents in completing the HLIS. A student's ELL eligibility status is determined after a review of the HLIS and an informal interview with the child. If the student is determined as ineligible, NO is placed as the student's OTELE code. If a student is determined as eligible, then within 10 days of the student's first attend date, he or she is given the LAB-R on his or her grade span by one of the out of classroom ESL licensed teachers. If a student tests proficient on the LAB-R, the parent will be given a letter of non-entitlement status. Students who score beginner/intermediate or advanced on the LAB-R will be deemed as entitled to services. Students with an OTELE code of SP and who receive the beginner/intermediate or advanced level on the LAB-R will be administered the Spanish LAB-R to assess the level of Spanish language proficiency. Typically the out of classroom ESL teachers administer the Spanish LAB-R. In the event that they are unable to do so, the 2 teachers with a Spanish bilingual extension are asked to assist in the Spanish LAB-R administration. For those students who have been newly granted ELL status, an entitlement letter is sent home. Families are notified of their child or children's status, and are invited to attend an orientation meeting where they could select one of three language learning program offered by the school.

For students who had ELL status in the prior academic year, the NYSESLAT report is used to determine the current year's eligibility status. Students who receive a level of beginner, intermediate, or advanced are deemed as eligible for continued ESL services. A continued entitlement letter with the option to change the child or children's language learning model is sent home to notify the family of their child or children's ELL status. Students who receive a level of proficient on the NYSESLAT are deemed as ineligible for continued ESL services. A letter of discontinuation of ESL services, but with a supplement of transitional ESL services, is sent home to notify the family of their child or children's change of ELL status. Parents are always notified in their preferred language (when possible) as indicated on their child or children's HLIS.

2. Once a child has been granted ELL status by the LAB-R results, parents are invited to attend an orientation session on the tenth school day of the new academic year. At the orientation, the ESL teacher explains or clarifies the entitlement letter the families received and reviews the survey and program choice forms. After a review of the forms, the video is shown to the attending families in their preferred language. Historically, the orientations are attended predominantly by Spanish language households. Households with a language other than Spanish who attend are given their own viewing of the video at the same time through the use of laptops and headphones. Once the video is completed, the families are asked to complete the form. The ESL teacher answers any questions parents still may have. In the event that parents are unable to attend the orientation, an ESL teacher will attempt to reach out to the parents during the school's Curriculum Night. This event is held at the end of September, and usually 10 school days after the original orientation meeting. For those parents who we have been unable to meet, even after Curriculum Night, a letter is sent home in the preferred language asking for parents to do one of two things: watch the video from the NYCDOE website, complete the attached program survey and program choice form, and submit the forms to the school or to call and schedule a meeting to have a personal orientation session. This letter is sent out within 10 school days from Curriculum Night. If no communication has been made within a week of the letter, then an ESL teacher with the assistance of the parent coordinator and a school aide will make calls to parents to inquire about form completion or to conduct the orientation over the phone. This process continues until the parent-teacher conferences

in early November. If forms remain incomplete, a final attempt is made to meet with parents during the parent-teacher conferences. The parent coordinator and a school aide assist by calling parents prior to the conferences to ensure that parents are aware of the necessity in completing the program choice forms. Any outstanding forms past this date will be defaulted to TBE.

At the meetings or through the one-to-one telephone conferences, parents are informed that the TBE and DL language learning models are not yet available at the school. They are temporarily unavailable due to an insufficient number of parents who elected those programs. Fifteen students of the same home language in two contiguous grades must have parents who elected TBE (by choice or default) for their children in order for the program to become available. Fifteen students of any home language in two contiguous grades must have parents who elected DL for their children in order for the program to become available. While we wait for the minimum number of parents to elect TBE or DL, we will notify parents of eventual availability are:

**This school serves the following grades (includes ELLs and EPs)**

Check all that apply

6  7  8  9  10  11  12

- Notify parents of eventual availability are:
- If TBE has sufficient numbers, parents are notified in writing through a letter in English and their home language and orally through a phone call of the new program availability.
- If DL has sufficient numbers, parents are notified in writing through a letter in English and their home language and orally through a phone call of the new program availability. Furthermore, the written and oral communication will indicate a meeting for interested parents. The meeting will be a mandatory requirement as it will be the forum where the additional language of instruction for the program will be decided.

3. Entitlement letters are sent to families once a student's eligibility status has been confirmed by the results of the LAB-R (for all first time entrants to the NYCDOE system) or NYSESLAT. Letters are sent in English and the household's preferred language for written communication within the first 10 school days of the academic year. For all new entrants, the entitlement letter also includes an invitation to attend an orientation meeting held on the 10th school day of the academic year where parents can watch the orientation video, and complete the survey and program choice form. The letter also indicates a deadline for the survey and form to be returned and to whom, regardless of their capacity to attend the scheduled meeting. The parent coordinator is kept informed of the process and is asked, at times, to assist with the completion of outstanding surveys and program choice forms. Attempts to open lines of communication are made from September to November. If forms are left incomplete past the date of the November parent-teacher conferences, the program choice by default is TBE. Parents will be notified of this default language learning model through a written letter.

4. All attempts are made to place students with ELL status as per the parent's first preference indicated on the program choice form. Currently all students are placed in an ESL instructional program. Parents who selected TBE or DL as their first choice are notified of their options. They all refused the option to transfer their child or children to a school that currently has the program they desire. However, they were made aware of the criteria outlined in the ASPIRA Consent Decree. As soon as the school can garner at least 15 parents with a first preference of solely TBE or DL in one language in 2 contiguous grades, parents will be notified of the new program offering for the following school year. This notification is based under the assumption that we are unable to change programs in the middle of the academic year.

5. The majority of the parents has selected ESL only instruction as their first preference. There are 10 incoming Kindergarten students with LEP status. Kindergarten has 10 ELL students, 9 of which have SP for their OTELE code and 1 has MA. Six SP families selected ESL for their first choice. Two SP families selected DL for their first choice. One SP family and one MA family have yet to complete their survey and choice forms. Grade 1 has 19 ELL students, 17 of which have SP for their OTELE code, 1 has SO, and 1 has MA. Eight SP families and 1 MA family selected ESL for their first choice. One SO family selected DL for their first choice. Nine SP families have yet to complete their survey and choice forms. Grade 2 has 15 ELL students, all who have SP for their OTELE code. Eleven SP families selected ESL for their first choice. Four SP families have yet to complete their survey and choice forms. Grade 3 has 17 ELL students, of which 16 have SP for their OTELE code and 1 has Hausa. Seven SP families selected ESL for their first choice. One SP family selected TBE for their first choice. Eight SP families and 1 Hausa family have yet to complete their survey and choice forms. Grade 4 has 21 ELL students, of which 18 have SP for their OTELE code and 3 have another language. Twelve SP families and one SZ selected ESL for their first choice. One SP family and one FU family have selected DL for their first choice. Five SP families and 1 SZ family have yet to complete their survey and choice forms. Grade 5 has 29 ELL students, 26 of which have SP for their OTELE code, 1 has FR, 1 has Tigrinya, and 1 has Bosnian. Sixteen SP families, one Bosnian, and one Tigrinya family selected ESL for their first choice. Three SP families selected TBE for their first choice. One SP family selected DL for their first choice. Six SP families and one FR family have yet to complete their survey and choice forms. For all outstanding forms, we are continuing to expend efforts in opening communication with the families for completion of the survey and program choice forms.

6. The school is providing an ESL instructional model for all ELLs as it was determined by parental requests and the ASPIRA Consent Decree.

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	115	Newcomers (ELLs receiving service 0-3 years)	80	Special Education
SIFE	2	ELLs receiving service 4-6 years	35	Long-Term (completed 6 years)

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
Dual Language										0
ESL	80			35	2					115

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>80</b>	<b>0</b>	<b>0</b>	<b>35</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>115</b>	
Number of ELLs in a TBE program who are in alternate placement:										

**C. Home Language Breakdown and ELL Programs**

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	19	15	17	19	26								105
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2		1	3	2								9
<b>TOTAL</b>	<b>10</b>	<b>21</b>	<b>15</b>	<b>18</b>	<b>22</b>	<b>29</b>	<b>0</b>	<b>115</b>						

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

1. There are currently 3 ESL organizational models in use at P.S. 382: Push-In, Pull-Out, and almost self-contained. LEP identified students in grade K and 1 are in different classes. Therefore, they are pulled out of their classes to be serviced by an ESL licensed teacher in a heterogeneous grouping. All 2nd grade ELLs are placed in one classroom. An ESL licensed teacher pushes in to the class and works with all the students in the classroom. All 3rd and 4th grade ELLs are placed in one classroom in their respective grade. Their classroom teacher holds TESOL certification. However, because there are a few non-ELL students in the classes, they cannot be designated as self-contained ESL. A heterogeneous program model is used for students in grades 2-4. LEP identified students in grade 5 are in 3 general education and 2 self-contained special education classes. Therefore they are pulled out of their classes to be serviced by an ESL licensed teacher using homogenous (advanced students) and heterogeneous (beginner/intermediate students and intermediate/advanced students) program models.

2. Due to the placement of staff and students in the school, all ELLs are given the mandated number of instructional minutes in each program model as per CR Part 154. At least 360 instructional minutes are delivered to ELLs at beginning and intermediate English proficiency levels. ELLs at the advanced English proficiency level receive at least 180 instructional minutes. One ESL licensed teacher services all students in Kindergarten to Grade 2. Currently Kindergarteners receive 1.25 hours daily, Grade 1 students receive 1.5 hours daily, and Grade 2 students receive 1.3 hours daily. One ESL licensed teacher services all students in Kindergarten to Grade 2. Currently Kindergarteners receive 1.25 hours daily, Grade 1 students receive 1.5 hours daily, and Grade 2 students receive 1.3 hours daily. ESL instruction for Kindergarteners are split into two halves. The first half of class is spent working on phonics, decoding, and word recognition skills. The second half of class is spent learning through a theme or concept study. Lessons work on promoting oral language through discussion/conversation starters (pictures), listening stamina and comprehension through related read-alouds, and background and vocabulary building. Themes are drawn from the NYC Social Studies and Science Scope and Sequences. Since students are pulled out during writing time, Grade 1 ELLs receive ESL instruction through the writing process. The primary focus is on enabling ELLs to write by guidance through the writing process and writing mechanics. Writing units are taken from the school's teacher developed literacy curriculum and modified by the ESL teacher in collaboration with the ELLs' classroom teachers. Grade 2 ELLs receive ESL instruction through the social studies and science content areas. The ESL teacher pushes in and teaches the subject area lessons with the classroom teacher. The material taught is determined by the NYC Social Studies and Science Scope and Sequences. While the ESL teacher teaches writing to Grade 1 ELLs, all Grade K-2 classroom teachers are the primary ELA instructors. The out of classroom ESL teachers are informed of the ELA foci through meetings with the classroom teachers. Since Grade 3 and 4 ELLs are in classrooms facilitated by ESL licensed pedagogues, ELLs are instructed in all subject areas, including ELA, with use of ESL instructional strategies and skills by their classroom teacher. One ESL licensed teacher services all ELLs in Grade 5. The advanced group receive 1 hour each day for 4 days. The beginner/intermediate group and intermediate/advanced group each receive 1.5 hours daily. ESL instruction for the beginner/intermediate

## A. Programming and Scheduling Information

group is focused on word recognition skills, reading strategies, and guided reading to build fluency and reading comprehension. The intermediate/advanced and advanced groups receive ESL instruction that targets strategies to improve reading comprehension and guided writing projects that work on mechanics, editing & revising, and figurative language, word processing, and note-taking through dictation. The eight newcomers in grade 4 and 5 also receive two additional hours of ESL instruction in vocabulary building and spoken language fluency.

3. Content area instruction is typically delivered by the students' classroom teacher with support from an out of classroom ESL teacher, when necessary. The content is made more accessible to the ELLs through the use of graphic organizers, visuals & artifacts, and hands-on activities that allow for more group work and communication. Content area instruction is supplemented by a science, social studies, and math lending library, social studies classroom libraries, use of various technologies such as the SMARTBoard and Macbooks, and the science, math, technology, and social studies cluster teachers. English is the primary language of instruction. Students' home language, if Spanish, is used minimally and only in instances that would facilitate their comprehension in academic and social situations. Regarding Newcomers with an SP OTELE code, there are additional resources that are available. There are Spanish-English and picture dictionaries available to be used. Typically, they are paired with a Spanish bilingual student in the classroom (who is comfortable with Spanish and English) to assist them and the classroom teacher (in the situations where the teacher does not understand Spanish) in giving directions and completing tasks.

4. Aside from the use of the Spanish Lab-R, we do not currently evaluate our ELLs in their native language. One of the goals is to acculturate our ELLs to American culture and the American education system where English is the dominant language of communication. Language heavy subjects, especially literacy, are always assessed using English language assessments. Additionally it is inconsistent to assess an ELL's ability to comprehend an English text if we use a language other than English. The school does employ a math benchmark checklist which can be administered in Spanish. The staff, however, is made aware of the difference between an ELL's ability to communicate in English vs. what knowledge and skills they actually possess.

5. Classroom teachers are notified of ELLs who are newcomer or who have been identified as SIFE . As part of the regular classroom instruction, newcomers of SIFE students will be given more attention by the classroom teacher in one of the following forms: one to one instruction, small group instruction, alternative tasks that meet the goals/objectives of the units being taught. Furthermore, these two categories of ELLs also receive additional small group instruction in the form of AIS/RTI support. Newcomers and SIFE students also work with the out of classroom ESL teachers. Currently, newcomers work with an out of classroom ESL teacher in the morning for a half hour using the English to a Beat program. During the regular ESL instructional block, newcomers and SIFE work with an out of classroom ESL teacher in activities that integrate speaking, listening, reading, and writing skills and cover a variety of topics. ELLs who have been granted an extension of services will receive targeted instruction in the area for which their ESL service has been extended. Classroom teachers are notified of the students who have been granted an extension and THE reason. ESL teachers will work with the classroom teachers on creating an effective plan or toolkit that can be used to instruct the ELLs. This year, many ELLs have received an extension of services for writing, followed by reading. To further advance our ELLs capabilities in writing, there will be a greater employment of guided writing groups with a focus on organization, elaboration, and word choice. Times for Kids Exploring Writing kits will be used to supplement the curriculum. ELLs who need to work on increasing writing stamina will have to create daily journal entries. Word study instruction will focus ELLs on spelling, vocabulary expansion, and English grammar. To further advance our ELLs capabilities in reading, reading instruction will be supplemented WITH non-fiction texts in guided reading to build background in a variety of subjects, Making Meaning kits to aid reading comprehension, and Comprehension Strategies kit to help ELLs develop the comprehension strategies and skills of questioning, predicting, making inferences, making connections, and monitoring for understanding. The school has several long-term ELLs, all of whom have repeated a grade once before. These ELLs will follow the plan as laid out for ELLs who have extended ESL service. Long-term ELLs who have an IEP will receive instruction that is catered to the education goals outlined in their personal plan. This plan must be coordinated between the ESL and classroom teachers, and related service providers.

6. Curriculum units across content areas are planned during a common prep period at each grade level. Since this curriculum planning is guided by a coach but done by teachers, units are not only aligned to standards but also designed to target grade and class specific needs and strengths. During these common planning periods, teachers are also able to create rubrics for writing and reading units for both teacher and student reference. Based on abilities and current rates of progress, rubrics can be differentiated to suit the tiered levels of work being produced by students. Continual and ongoing assessment of reading, writing, and math is taken of students, with priority given to English language learners, in order to closely monitor their progress and areas of need. Teachers across the grade and then content areas can examine data gathered from assessments to group students with shared needs and cooperatively strategize how to best meet those needs. These needs are easily addressed in our center based classroom approach, in which different groups of students can be working on varying tasks at the same time. This allows ELL students to spend time focusing on practicing familiarized skills independently or cooperatively while still receiving small group, specialized instruction from the teacher. English language service providers have used both

## A. Programming and Scheduling Information

the push in and pull out model to further address students' needs. By pushing in ESL teachers are able to provide targeted support within the context and curriculum of the classroom so that students are able to maintain pace with their peers. By pulling out, ESL teachers are able to provide instruction in remedial areas, which will further support students' levels of independence and academic advancement. Furthermore, ESL instructors utilize the SIOP model to provide sheltered instruction. The SIOP model includes the use of content objectives as well as language objectives. ELL students are also taught to annotate while reading in order to actively engage with texts. ELLs learn how to access content specific vocabulary by using cognates, and by analyzing prefixes, root words, and suffixes to decipher the meaning of unknown words. Familiarizing ELLs with content-specific vocabulary allows them access to more difficult texts.

7. Within the classroom, materials are used to make English language learners more independent and to support academic content. Word walls for each content area display important vocabulary words to reference in reading, writing, and discussion. Differentiated dictionary and word reference books such as dictionaries, picture dictionaries, and glossaries are available to aid students in their independent work. All classrooms are equipped with listening centers so that students can match oral language to printed text. Many classrooms have labeled objects and areas to help students familiarize themselves with common words and vocabulary. Word study lessons are planned around specific classroom or student needs, whether to explore vocabulary, language, spelling, or grammar conventions. Most classrooms HAVE Smart Boards, which provide an audio, visual, or hands on tool for teaching and reference.

### 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%	combination of the three when appropriate, in a general education setting. During their periods of ESL service, the ELLs-SWDs are		
75%	grouped with ELLs from general education classrooms and receive instruction according to their NYSESLAT proficiency level. Finally,		
50%	ELLs-SWDs are invited to participate in all the school's extracurricular activities.		
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
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?

8. Used in AIS & RTI, ELLs may receive targeted intervention programs in English in ELA (additional guided reading, Making Meaning, Events, and Big-ell-Intervention Reading System, double dose Wilson Foundations, Wilson Intervention system, Fast Forward)

## B. Programming and Scheduling Information--Continued

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17. What language electives are offered to ELLs?

8. Used in AIS & RTI, ELLs may receive targeted intervention programs in English in ELA (additional guided reading, Making Meaning, Fountas and Pinnell Intervention Reading System, double dose Wilson FUNdations, Wilson Intervention system, Fast FORWord) and Math (additional small group instruction, Neufeld Math, Mathematics in the City).

As determined by the literacy data collected by the school's classroom teachers, ELLs have many of the same literacy challenges as their non-LEP peers. Through a dedicated AIS and RTI period, students are grouped according to their challenge in need of improvement and a team of pedagogues determines the most appropriate support to utilize. Making Meaning is used for students who need further support in retelling, summarizing, and making connections. Double dose FUNdations is used with lower grade students who need additional instruction in phonics, decoding, and sight word recognition. The Fountas and Pinnell Intervention Reading System and additional guided reading groups are used to assist students with developing reading strategies and skills to generate meaning from texts. Fast FORWord is used for students who need an intervention in language/sound distinctions, vocabulary building, and improving memory.

Data collected by the Early Childhood and Childhood Mathematics Assessment is used to determine students' capabilities in numeration, counting, addition and subtraction, and multiplication and division. Students who are deemed as needing improvement in any of these areas receive additional small group instruction in the specific math area by their classroom teacher. The math teacher also runs small groups. The math curriculum is supplemented by Mathematics in the City. Furthermore, all students in need of improvement in the different math areas are invited to attend the Saturday Math Lab. Macbooks have the Neufeld Math program installed.

There aren't any separate intervention programs for social studies and science. These two content areas are integrated into literacy instruction. Any interventions that we may use to address ELA challenges also support the understanding of content in social studies and science. An additional support available to ELLs is that the science teacher runs small groups and an out of classroom ESL teacher also provides social studies instruction.

9. ELLs who tested proficient on the NYSESLAT but continue to need transitional support will be pulled for ESL instruction with the advanced groups. ELLs who are on grade levels where homogenous groupings are not used will not be pulled out. Instead, their classroom teacher will work with an ESL teacher in modifying classroom instruction to align the tasks and objectives to the transitional ELL's learning needs. For students in formal testing grades, they will continue to receive extended time on all state testing.

10. We are currently piloting the use of English to a Beat in the school with the newcomer population. Also, SUBE was purchased last year for a Title III program. We were unable to fully utilize the program last year and will continue to evaluate its effectiveness for our ELL population. Since the school has been enrolling an increasing number of Spanish speaking students in the upper grades, it is important to measure the level of Spanish literacy they possess. An assessment kit that the ESL teachers will look into is EL Sol.

11. There are no programs in use at school that we are looking to discontinue.

12. A student's ELL status does not create automatic inclusion or exclusion to programs offered in the school. The programs that all students have been invited to, including ELLs, are: Contract for Excellence tutoring, Saturday Math Lab, and an afterschool program run by the community based organization Good Shepherds. Letters in English and students' home language are sent to parents, giving them an option to register their child for the specific school program indicated in the letter. These letters must be signed by the parents and returned to the school before students are allowed to attend the program. Contract for Excellence tutoring primarily focuses on tutoring students in small groups, typically in the morning, in literacy with a greater connection or use of the real world. However, the format of the tutoring program is in the process of restructuring and has yet to be determined. Saturday Math Lab is a supplemental program that uses the Mathematics in the City program. Students who are invited to attend are given small group instruction in mathematics, and offered different ways of thinking math. The afterschool program run by Good Shepherds offers homework assistance and creative arts activities. At least a quarter of the students who opt to participate in the Contract for Excellence tutoring program are ELLs. Since this program has not started, current population totals cannot be determined. The Saturday Math Lab has started recently. Based on the first attendance, at least half of all students who are registered are ELLs. Due to a cut in funding, Good Shepherds has had to limit the number of students it can accept into

## B. Programming and Scheduling Information--Continued

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

**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

**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.

1. All classroom-based instructors receive at least 2 hours of professional development weekly in literacy and math. Current sessions include unit planning, student work analysis, assessment and data analysis, and planning differentiated lessons. Two AUSSIE literacy and one AUSSIE math consultants facilitate these sessions. In addition to the PD offered at the school, faculty is encouraged to apply to other professional development courses and programs offered by higher education and informal education institutions. Moreover, our school seeks ways to maximize its professional capacity. Hence, each faculty member develops professional learning goals within the Charlotte Danielson Framework. Through meetings with the principal and colleagues, individual learning plans are created with short-term goals and a timeline that allows for the pedagogue to work towards achieving their self-identified professional learning goal. Due to the individual nature of each staff member's professional development goal, it would be infeasible to list them here. In short, many staff members are working at goals in Danielson's Framework Domain 3: Instruction. At this time, the focus of the school is on developing the teaching and learning capacity of students in mathematics. So, PD offerings after school will be on a math topic.

The monthly faculty conference also provides another arena by which professional development is delivered to all staff. At these meetings, any professional development given often covers topics that are pertinent to all, such as access to SESIS, anti-bullying identification and processing procedures. The science teacher is on hand to consult with any staff requiring assistance in science instructional techniques. The guidance counselor is currently enrolled in a leadership program. There is no assistant principal. The therapists who work at the school are not employed full time. They travel to multiple schools. The members of the school based support team are members of three schools. They are invited to attend our grade team meetings that are facilitated by the AUSSIE consultants or the faculty conferences. The school's parent coordinator is invited to attend professional development offerings and meetings being given by the CFN.

2. This is our first year with a grade that will graduate to a middle school. At the time of this writing, we have not yet developed a plan that will offer staff the best means by which our ELLs can be supported in their transition from elementary to middle school. We will be seeking the best methods of supporting this future change in academic setting. However, in terms of aiding ELLs and their parents directly with the future change, the guidance counselor meets with all Grade 5 classes for an hour a week and the parent coordinator holds meetings for parents to inform them about their choice in middle schools. Furthermore, parents are allowed the option to make appointments with the parent coordinator to complete their child's middle school application. The guidance counselor is currently enrolled in a leadership program that instructs her in the educational needs of middle school students as well as the developmental changes that will occur.

3. As per Jose P., the 7.5 hours of ELL training for all new staff will be through a study group. The group will meet once a month to discuss one of the following texts: Scaffolding language, scaffolding learning by Pauline Gibbons, English Language Learners Day by Day by Christina M. Celic, Differentiated Early Literacy for English Language Learners by Paul Boyd-Batstone, Ladybugs, Tornadoes, Swirling Galaxies by Brad Buhrow & Anne Upczak Garcia. The purpose of the study group is to allow participating teachers to develop a shared knowledge base from which all participants can draw resources from each other. A schedule for the study groups has not yet been decided. When the groups take place, each group meeting will have an agenda and sign-in sheet to complete. An ESL teacher will also hold conferences with the participating teachers to be informed and evaluate the need for additional classroom support of ELL instruction. As these meetings may take place outside of the time set aside for the study group, a logbook will be used to record the conference. In both events, we are also considering conducting and recording the meetings online.

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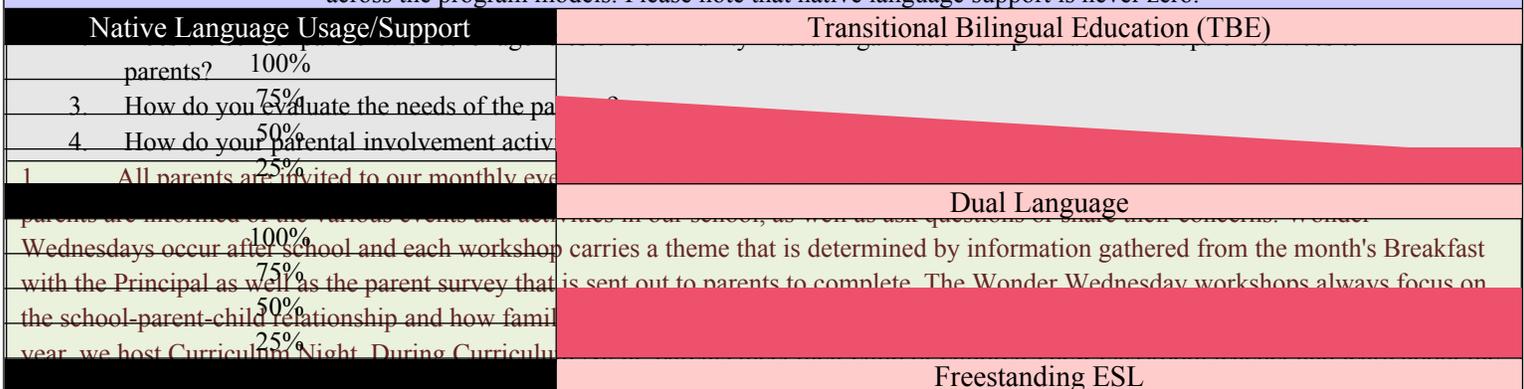
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2. This is our first year with a grade that will graduate to a middle school. At the time of this writing, we have not yet developed a plan that will offer staff the best means by which our ELLs can be supported in their transition from elementary to middle school. We will be seeking the best methods of supporting this future change in academic setting. However, in terms of aiding ELLs and their parents directly with the future change, the guidance counselor meets with all Grade 5 classes for an hour a week and the parent coordinator holds meetings for parents to inform them about their choice in middle schools. Furthermore, parents are allowed the option to make appointments with the parent coordinator to complete their child's middle school application. The guidance counselor is currently enrolled in a leadership program that instructs her in the educational needs of middle school students as well as the developmental changes that will occur.

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### 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.



## 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?

1. All parents are invited to our monthly events such as Breakfast with the Principal and Wonder Wednesdays. At these events, parents are informed of the various events and activities in our school, as well as ask questions or share their concerns. Wonder Wednesdays occur after school and each workshop carries a theme that is determined by information gathered from the month's Breakfast with the Principal as well as the parent survey that is sent out to parents to complete. The Wonder Wednesday workshops always focus on the school-parent-child relationship and how family life can support child's learning from school at home. In the first month of the school year, we host Curriculum Night. During Curriculum Night, parents meet their child or children's new classroom teacher and learn about the services that are offered through the school. At Curriculum Night, teachers provide an overview of the school's curriculums and they also share the academic, social, and behavioral expectations for all students for each particular grade level. Parents are also invited to their child's publishing parties at least 3 times a year.

Many of our parents are native Spanish speakers. For the parents who only speak Spanish, a translator is physically present at all these meetings and events. Typically, the translator is the parent coordinator or an aide. We have several parents who have a home language other than Spanish. These parents speak Sonike, Hausa, Wolof, French, Fulani, Tigrinya, and Bosnian. For all forms of written communication, we use the NYCDOE translation unit to translate. However, our parents who do speak these languages also are fluent in English.

2. Housed within the building complex is the Community Based Organization Good Shepherds. They have provided ESL classes for our parents and after school programming for our students. We work with Literacy, Inc. to offer literacy workshops to parents. Parents are provided health education and awareness workshops through our partnership with Juvenile Diabetes and American Lung Association. Health First helps us to inform parents about health services and insurance that are available to them. With the NYPD and NYS Safety First Program, we offer parents community safety workshops and child identification cards.

Many of our parents are native Spanish speakers. For the parents who only speak Spanish, a translator is physically present at all these meetings and events. Typically the translator is the parent coordinator or an aide. These parents speak Sonike, Hausa, Wolof, French, Fulani, Tigrinya, and Bosnian. For all forms of written communication, we use the NYCDOE translation unit to translate. However, our parents who do speak these languages also are fluent in English.

3. Breakfast with the Principal is a monthly event to which all parents are invited. At this event, parents are able to ask questions or share their concerns. Parents are allowed reasonable access to the school. They are free to come and schedule appointments to meet with any staff member over any concerns or issues that they wish to address. Parent surveys were created and sent out in Spring 2011. Presently, a new survey is being drafted and will be sent home within the first two months of the 2011-2012 school year. The purpose of this survey is to gather data from the parents regarding the types of services and supports they would like to have or see established at the school. This survey is drafted by the parent coordinator and the results of the survey are compiled and analyzed by the parent coordinator. She uses the information gained from the survey to arrange and schedule workshops. Also because she is present at all meetings and events to which all the school's parents are invited, she has a direct interface with the parents by which she conversations and discussions can be had over possible school services.

4. This year's survey has not yet been sent to the parents. Therefore, we have not yet developed workshops, provided services, or designed activities that address the needs of our parents. However, in the past, when parents gave us input (from Breakfast with the Principal and School Leadership Team Committee) regarding their needs and concerns, we had provided support in areas such as Health and Hygiene, Finance, Food and Nutrition, accessing social services. We have also developed Saturday math program, and technology classes. When the survey has been delivered to the parents and results are collected, we will then respond to the needs that they indicate as important to their development, their child's development, and the connection between home and school life. When these sessions become available, a translator will be on site. Many of our parents are native Spanish speakers. For the parents who only speak Spanish, a translator will be physically present at all the meetings and events. The translator will most likely be the parent coordinator. These parents speak Sonike, Hausa, Wolof, French, Fulani, Tigrinya, and Bosnian. For all forms of written communication, we use the NYCDOE translation unit to translate. However, our parents who do speak these languages also are fluent in 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.

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

8. Used in AIS & RTI, ELLs may receive targeted intervention programs in English in ELA (additional guided reading, Making Meaning, Fountas and Pinnell Intervention Reading System, double dose Wilson FUNdations, Wilson Intervention system, Fast FORWord) and Math (additional small group instruction, Neufeld Math, Mathematics in the City).

As determined by the literacy data collected by the school's classroom teachers, ELLs have many of the same literacy challenges as their non-LEP peers. Through a dedicated AIS and RTI period, students are grouped according to their challenge in need of improvement and a team of pedagogues determines the most appropriate support to utilize. Making Meaning is used for students who need further support in retelling, summarizing, and making connections. Double dose FUNdations is used with lower grade students who need additional instruction in phonics, decoding, and sight word recognition. The Fountas and Pinnell Intervention Reading System and additional guided reading groups are used to assist students with developing reading strategies and skills to generate meaning from texts. Fast FORWord is used for students who need an intervention in language/sound distinctions, vocabulary building, and improving memory.

Data collected by the Early Childhood and Childhood Mathematics Assessment is used to determine students' capabilities in numeration, counting, addition and subtraction, and multiplication and division. Students who are deemed as needing improvement in any of these areas receive additional small group instruction in the specific math area by their classroom teacher. The math teacher also runs small groups. The math curriculum is supplemented by Mathematics in the City. Furthermore, all students in need of improvement in the different math areas are invited to attend the Saturday Math Lab. Macbooks have the Neufeld Math program installed.

There aren't any separate intervention programs for social studies and science. These two content areas are integrated into literacy instruction. Any interventions that we may use to address ELA challenges also support the understanding of content in social studies and science. An additional support available to ELLs is that the science teacher runs small groups and an out of classroom ESL teacher also provides social studies instruction.

9. ELLs who tested proficient on the NYSESLAT but continue to need transitional support will be pulled for ESL instruction with the advanced groups. ELLs who are on grade levels where homogenous groupings are not used will not be pulled out. Instead, their classroom teacher will work with an ESL teacher in modifying classroom instruction to align the tasks and objectives to the transitional ELL's learning needs. For students in formal testing grades, they will continue to receive extended time on all state testing.

10. We are currently piloting the use of English to a Beat in the school with the newcomer population. Also, SUBE was purchased last year for a Title III program. We were unable to fully utilize the program last year and will continue to evaluate its effectiveness for our ELL population. Since the school has been enrolling an increasing number of Spanish speaking students in the upper grades, it is important to measure the level of Spanish literacy they possess. An assessment kit that the ESL teachers will look into is EL Sol.

11. There are no programs in use at school that we are looking to discontinue.

12. A student's ELL status does not create automatic inclusion or exclusion to programs offered in the school. The programs that all students have been invited to, including ELLs, are: Contract for Excellence tutoring, Saturday Math Lab, and an afterschool program run by the community based organization Good Shepherds. Letters in English and students' home language are sent to parents, giving them an option to register their child for the specific school program indicated in the letter. These letters must be signed by the parents and returned to the school before students are allowed to attend the program. Contract for Excellence tutoring primarily focuses on tutoring students in small groups, typically in the morning, in literacy with a greater connection or use of the real world. However, the format of the tutoring program is in the process of restructuring and has yet to be determined. Saturday Math Lab is a supplemental program that uses the Mathematics in the City program. Students who are invited to attend are given small group instruction in mathematics, and offered different ways of thinking math. The afterschool program run by Good Shepherds offers homework assistance and creative arts activities. At least a quarter of the students who opt to participate in the Contract for Excellence tutoring program are ELLs. Since this program has not started, current population totals cannot be determined. The Saturday Math Lab has started recently. Based on the first attendance, at least half of all students who are registered are ELLs. Due to a cut in funding, Good Shepherds has had to limit the number of students it can accept into

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### 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

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

4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Multiple tools are used to assess students' progress in literacy. The whole school uses the Fountas and Pinnell Literacy Assessment System to measure student's independent & instructional reading levels. An add-on component, created by an AUSSIE consultant, is a reading strategies checklist, which looks at students' use of reading strategies (predicting, questioning, visualizing, summarizing, and thinking aloud). Students are also assessed with a writing assessment, which measures students in ideas & voice, organization, language features, revision, and conventions. Assessments specific to K-2 students are checklists of emergent reader characteristics, alphabet letter & sound recognition, and sight word recognition. These diagnostic tools are used at least 4 times a year. The data that is collected is further analyzed at grade level teams to form small group/guided instructional targets, interventions, and centers that are necessary to assist students' learning and growth. Based on the data available, while students are generally instructionally reading below grade level, they still make growth. Writing is an area in need of further support and development.

- The 10 Kindergarten ELLs will need explicit instruction in concepts of print (differentiating words and spaces, distinguishing first and last words on a page/letters in a word, and developing reading directionality), sight word recognition (identify and read high-frequency words and using initial sounds), story retelling, and alphabet letter & sound recognition. They will also need instruction in writing.
- Of the 19 ELLs in Grade 1, 1 student is working at an instructional reading level that meets grade expectation. Five students are instructionally working on concepts of print, five students are instructionally at level A, five students are instructionally at level B, two students are instructionally at level C, and one students is instructionally at level D. Twelve of the students have limited to no comprehension of the text they read and all students have choppy reading fluency, reading primarily word by word and lacking any attention to punctuation and expressiveness. All the ELLs in this grade are not or minimally attempting to read unknown words and self correct mistakes, have difficulty making predictions about a text, ask questions unrelated to a text, can only identify and discuss one or two events that occurred in a text, and are unable to describe their thinking process in text interpreting. The students will also require targeted instruction to improve their writing capacity and accuracy in knowing high frequency words.
- In Grade 2, 1 ELL is working at an instructional reading level that meets grade expectation. Two students are newcomers and so will not be assessed for their English literacy until the next literacy assessment cycle. Six students each are at Kindergarten and Grade 1 instructionally. Reading comprehension is limited and fluency is primarily word-by-word, lacking attention to punctuation and expressiveness. All of the ELLs in this grade will also require targeted instruction to improve their writing capacity.
- There are no Grade 3 ELLs performing at grade level expectation for reading. Five and four ELLs, respectively, are working at an instructional reading level at the beginning and end of the Grade 2 continuum. Four ELLs are instructionally at level I, a level near the end of the Grade 1 continuum. Two ELLs are working at a Kindergarten reading level instructionally (two had entered an English instructional school system last year, and one is new to the NYCDOE system). Their reading needs are diverse but, the majority of them require instruction to increase their reading fluency and use of use of reading cues to comprehend text. Much like the lower grades, the ELLs in this grade require targeted instruction to expand their writing capacity.

- The instructional reading levels of the Grade 4 ELLs are diverse. Six ELLs are at grade level expectation. Seven and six ELLs, respectively, are at Grade 3 and 2 instructionally. One ELL is instructionally at a Grade 1 reading level, and one ELL is at a level D (was in a NYCDOE school in Kindergarten but left and returned from another state this year). Twelve students have no or limited reading

## 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

## D. Professional Development and Support for School Staff

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

1. All classroom-based instructors receive at least 2 hours of professional development weekly in literacy and math. Current sessions include unit planning, student work analysis, assessment and data analysis, and planning differentiated lessons. Two AUSSIE literacy and one AUSSIE math consultants facilitate these sessions. In addition to the PD offered at the school, faculty is encouraged to apply to other professional development courses and programs offered by higher education and informal education institutions. Moreover, our school seeks ways to maximize its professional capacity. Hence, each faculty member develops professional learning goals within the Charlotte Danielson Framework. Through meetings with the principal and colleagues, individual learning plans are created with short-term goals and a timeline that allows for the pedagogue to work towards achieving their self-identified professional learning goal. Due to the individual nature of each staff member's professional development goal, it would be infeasible to list them here. In short, many staff members are working at goals in Danielson's Framework Domain 3: Instruction. At this time, the focus of the school is on developing the teaching and learning capacity of students in mathematics. So, PD offerings after school will be on a math topic.

The monthly faculty conference also provides another arena by which professional development is delivered to all staff. At these meetings, any professional development given often covers topics that are pertinent to all, such as access to SESIS, anti-bullying identification and processing procedures. The science teacher is on hand to consult with any staff requiring assistance in science instructional techniques. The guidance counselor is currently enrolled in a leadership program. There is no assistant principal. The therapists who work at the school are not employed full time. They travel to multiple schools. The members of the school based support team are members of three schools. They are invited to attend our grade team meetings that are facilitated by the AUSSIE consultants or the faculty conferences. The school's parent coordinator is invited to attend professional development offerings and meetings being given by the CFN.

2. This is our first year with a grade that will graduate to a middle school. At the time of this writing, we have not yet developed a plan that will offer staff the best means by which our ELLs can be supported in their transition from elementary to middle school. We will be seeking the best methods of supporting this future change in academic setting. However, in terms of aiding ELLs and their parents directly with the future change, the guidance counselor meets with all Grade 5 classes for an hour a week and the parent coordinator holds meetings for parents to inform them about their choice in middle schools. Furthermore, parents are allowed the option to make appointments with the parent coordinator to complete their child's middle school application. The guidance counselor is currently enrolled in a leadership program that instructs her in the educational needs of middle school students as well as the developmental changes that will occur.

3. As per Jose P., the 7.5 hours of ELL training for all new staff will be through a study group. The group will meet once a month to discuss one of the following texts: Scaffolding language, scaffolding learning by Pauline Gibbons, English Language Learners Day by Day by Christina M. Celic, Differentiated Early Literacy for English Language Learners by Paul Boyd-Batstone, Ladybugs, Tornados, Swirling Galaxies by Brad Buhrow & Anne Upczak Garcia. The purpose of the study group is to allow participating teachers to develop a shared knowledge base from which all participants can draw resources from each other. A schedule for the study groups has not yet been decided. When the groups take place, each group meeting will have an agenda and sign-in sheet to complete. An ESL teacher will also hold conferences with the participating teachers to be informed and evaluate the need for additional classroom support of ELL instruction. As these meetings may take place outside of the time set aside for the study group, a logbook will be used to record the conference. In both events, we are also considering conducting and recording the meetings online.

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## E. Parental Involvement

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

1. All parents are invited to our monthly events such as Breakfast with the Principal and Wonder Wednesdays. At these events, parents are informed of the various events and activities in our school, as well as ask questions or share their concerns. Wonder Wednesdays occur after school and each workshop carries a theme that is determined by information gathered from the month's Breakfast with the Principal as well as the parent survey that is sent out to parents to complete. The Wonder Wednesday workshops always focus on the school-parent-child relationship and how family life can support child's learning from school at home. In the first month of the school year, we host Curriculum Night. During Curriculum Night, parents meet their child or children's new classroom teacher and learn about the services that are offered through the school. At Curriculum Night, teachers provide an overview of the school's curriculums and they also

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Many of our parents are native Spanish speakers. For the parents who only speak Spanish, a translator is physically present at all these meetings and events. Typically, the translator is the parent coordinator or an aide. We have several parents who have a home language other than Spanish. These parents speak Sonike, Hausa, Wolof, French, Fulani, Tigrinya, and Bosnian. For all forms of written communication, we use the NYCDOE translation unit to translate. However, our parents who do speak these languages also are fluent in English.

2. Housed within the building complex is the Community Based Organization Good Shepherds. They have provided ESL classes for our parents and after school programming for our students. We work with Literacy, Inc. to offer literacy workshops to parents. Parents are provided health education and awareness workshops through our partnership with Juvenile Diabetes and American Lung Association. Health First helps us to inform parents about health services and insurance that are available to them. With the NYPD and NYS Safety First Program, we offer parents community safety workshops and child identification cards.

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# 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	10	5	5	2	6								36
Intermediate(I)	0	7	5	10	6	8								36
Advanced (A)	2	3	5	2	14	15								41
Total	10	20	15	17	22	29	0	0	0	0	0	0	0	113

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	0	2	0	1								
	I	4	2	2	1	6								
	A	5	10	7	5	10								
	P	6	4	7	14	20								
READING/ WRITING	B	9	3	5	1	6								
	I	6	6	9	2	12								
	A	2	3	3	14	15								
	P	0	4	1	3	5								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	11	4		19
4	12	13	5		30
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		12		6				19
4	6	4	16	1	8				35
5									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	1	8	1	10	1	8		33
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

1. Multiple tools are used to assess students' progress in literacy. The whole school uses the Fountas and Pinnell Literacy Assessment System to measure student's independent & instructional reading levels. An add-on component, created by an AUSSIE consultant, is a reading strategies checklist, which looks at students' use of reading strategies (predicting, questioning, visualizing, summarizing, and thinking aloud). Students are also assessed with a writing assessment, which measures students in ideas & voice, organization, language features, revision, and conventions. Assessments specific to K-2 students are checklists of emergent reader characteristics, alphabet letter & sound recognition, and sight word recognition. These diagnostic tools are used at least 4 times a year. The data that is collected is further analyzed at grade level teams to form small group/guided instructional targets, interventions, and centers that are necessary to assist students' learning and growth. Based on the data available, while students are generally instructionally reading below grade level, they still make growth. Writing is an area in need of further support and development.

- The 10 Kindergarten ELLs will need explicit instruction in concepts of print (differentiating words and spaces, distinguishing first and last words on a page/letters in a word, and developing reading directionality), sight word recognition (identify and read high-frequency words and using initial sounds), story retelling, and alphabet letter & sound recognition. They will also need instruction in writing.
- Of the 19 ELLs in Grade 1, 1 student is working at an instructional reading level that meets grade expectation. Five students are instructionally working on concepts of print, five students are instructionally at level A, five students are instructionally at level B, two students are instructionally at level C, and one student is instructionally at level D. Twelve of the students have limited to no comprehension of the text they read and all students have choppy reading fluency, reading primarily word by word and lacking any attention to punctuation and expressiveness. All the ELLs in this grade are not or minimally attempting to read unknown words and self correct mistakes, have difficulty making predictions about a text, ask questions unrelated to a text, can only identify and discuss one or two events that occurred in a text, and are unable to describe their thinking process in text interpreting. The students will also require targeted instruction to improve their writing capacity and accuracy in knowing high frequency words.
- In Grade 2, 1 ELL is working at an instructional reading level that meets grade expectation. Two students are newcomers and so will not be assessed for their English literacy until the next literacy assessment cycle. Six students each are at Kindergarten and Grade 1 instructionally. Reading comprehension is limited and fluency is primarily word-by-word, lacking attention to punctuation and expressiveness. All of the ELLs in this grade will also require targeted instruction to improve their writing capacity.
- There are no Grade 3 ELLs performing at grade level expectation for reading. Five and four ELLs, respectively, are working at an instructional reading level at the beginning and end of the Grade 2 continuum. Four ELLs are instructionally at level I, a level near the end of the Grade 1 continuum. Two ELLs are working at a Kindergarten reading level instructionally (two had entered an English instructional school system last year, and one is new to the NYCDOE system). Their reading needs are diverse but, the majority of them require instruction to increase their reading fluency and use of use of reading cues to comprehend text. Much like the lower grades, the ELLs in this grade require targeted instruction to expand their writing capacity.

- The instructional reading levels of the Grade 4 ELLs are diverse. Six ELLs are at grade level expectation. Seven and six ELLs, respectively, are at Grade 3 and 2 instructionally. One ELL is instructionally at a Grade 1 reading level, and one ELL is at a level D (was in a NYCDOE school in Kindergarten but left and returned from another state this year). Twelve students have no or limited reading

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 10x382      **School Name:** Elementary School for M, S & T

**Cluster:** 01      **Network:** CFN 109

**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 Home Language Identification was used to determine parents and students' language needs. Once the surveys were received they were sorted into the types of languages represented in our school and the grades in which the different languages were represented.

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.

Most of our parents are Spanish speakers and prefer both oral and written communication in Spanish; at least 150 families speak Spanish, less than five families speak French (with African origin) and one family speaks Chech. Staff members are informed about the various languages represented in our school during the first professional development session for each school year. One of the PD session focuses on cultural awareness & sensitivity and building bridges in the community. The information is recorded and maintained in ATS and on the school emergency contact cards.

## 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.

All written communication is translated by the parent coordinator, or, if time permits, the DoE's Translation & Interpretation Unit. Templates for periodicals, such as monthly parent letters and calendars, are kept translated on file; only the new information is changed and updated as necessary. Larger long term items, such as the parent handbook, brochures, behavioral expectations, etc., are sent to the DoE's Translation & Interpretation Unit.

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.

There are several members on staff who are fluent in Spanish, including our parent coordinator, who regularly has the most direct contact with our parents. For special occasions, like Curriculum Night, Parent Teacher Conferences and other school affairs, additional staff, like school aides, assist with interpreting. Staff who interpret outside of the regular school hours are paid to do so using Title III funds.

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

Parents were informed at the initial parent meetings, both verbally and in writing, that the school is mandated to accommodate their language needs. Parents were also informed that, for languages other than Spanish, it will be necessary to make an appointment when needing to communicate with a member of staff so that interpretation services can be arranged. Parents are reminded of these services when notices are sent home monthly or when they attend monthly workshops. At the beginning of the school year, all parents are provided with the Parents Bill of Rights, NYC DoE's Discipline Code, and a summary of the school's Safety Plan.

## 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. 382	DBN: 10X382
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Maria Quail
This school is (check one):    ✳conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ✳After school      ●Saturday academy      ●Other:
Total # of ELLs to be served: 50 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ✳3    ✳4    ✳5 ●6    ●7    ●8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

## 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. 382 enrolls 399 students. We currently have 115 English Language Learners (ELLs) in grades K-5, which represents 28.82% of our school's population. In the prior year's Title III funded programs, all students who were current and transitional ELLs were invited to participate in the program. Based on this year's human resources, Title I-funded program, and budget, a greater proportion of the Title III funding will be devoted to students in grades 3 to 5.

The direct instruction supplemental programs for each grade will be offered in English and facilitated by an ESL certified teacher. In the previous year, the programs were taught in a whole class format with up to 22 students in each program. While the programs were successful for students in terms of building their background knowledge and enhancing their ability to access the normal school day's curriculum, one of the criticisms of the program was the amount of students being served. Using that feedback, this year's programs will have a cap of 10 specifically selected students per group per cycle.

Many students in grades 3 to 5 had to receive an extension of services for reading and writing. Having looked at the NYSESLAT scores as well as the school collected data, the ESL certified teachers in grade 3 and grade 5 determined that the ELLs in these two grades would best be served with a direct instruction supplemental program focused on writing.

The program for grade 3 will consist of 2 cycles, 10 weeks or 20 sessions each, meeting on Tuesdays and Thursdays from 3:30 P.M. to 4:30 P.M. The first cycle will begin on November 10, 2011. The second cycle will begin February 2012. Each cycle will have up to 10 students. The grade 3 ELLs struggle with conveying their thoughts and putting it into print. This program will be based on the use of photographs as writing prompts to generate creative and descriptive writing pieces. In addition to the amount designated for professional salary, this program will require writing materials (notebooks, pencils, pens), printing paper, and color ink.

The program for grade 5 will consist of 2 cycles, 10 weeks or 20 sessions each, meeting on Tuesdays and Thursdays from 3:30 P.M. to 4:30 P.M. The first cycle will begin on November 10, 2011. The second cycle will begin February 2012. Each cycle will have up to 10 students. The grade 5 ELLs have rudimentary writing skills. This program will make use of storyboard and script writing to refine their narrative skills and develop a greater manipulation of theme, characterization, conflict, setting, and point of view.

The program for grade 4 will consist of 1 cycle, 15 sessions, meeting on Tuesdays from 3:30 P.M. to 5:00 P.M. The cycle will begin January 2012. The cycle will have up to 10 students. The grade 4 ELLs struggle with writing, due to a limited range of background experiences. This program will use cooking to offer students practical and applicable experiences in working with procedures, procedural texts, and developing vocabulary related to food, nutrition, and measurement. Through the process of reading recipes, cooking, and evaluating the process, the goal is to allow students to develop different

### Part B: Direct Instruction Supplemental Program Information

connections to their home and school life, and provide them with experiences they can use to draw upon and write about. In addition to the amount designated for professional salary, this program will require ingredients, cooking supplies (plastic knives, forks, spoons, plates), and cleaning supplies (dishwashing soap, sponges, towels).

### 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:

As per Jose P., the 7.5 hours of ELL training for all new staff will be through a study group. The group will meet once a month for 1 hour or twice a month for a half hour each (during the lunch break) to discuss one of the following texts: Scaffolding language, scaffolding learning by Pauline Gibbons, English Language Learners Day by Day by Christina M. Celic, Differentiated Early Literacy for English Language Learners by Paul Boyd-Batstone, Ladybugs, Tornados, Swirling Galaxies by Brad Buhrow & Anne Upczak Garcia. The Celic text will be marketed towards newer teachers or teachers who have had little experience working with an ELL population. The Buhrow and Garcia text will be marketed towards teachers with early childhood ELL populations and those interested in working with content area and language instruction. The Gibbons and Boyd-Batstone texts will be offered to all staff interested in diversifying their instructional techniques.

The purpose of the study group is to allow participating teachers to develop a shared knowledge base from which all participants can draw resources from each other. A schedule for the study group(s) has not yet been decided. However, the meetings are tentatively arranged to begin during the week of February 20, 2012. When the group(s) take place, each group meeting will have an agenda and sign-in sheet to complete. An ESL teacher will also hold conferences with the participating teachers to be informed and evaluate the need for additional classroom support of ELL instruction. As these meetings may take place outside of the time set aside for the study group, a logbook will be used to record the conference. In both events, we are also considering conducting and recording the meetings online.

### 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

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

Begin description here: Currently we are in the process of planning and scheduling parent engagement activities targeted towards parents of ELLs. We recently sent out a school-wide survey to parents to find out what they are interested in learning more about. While many surveys have been returned, they have yet been reviewed in detail. At a glance, many parents are interested in homework help, academic testing, health and nutrition, violence prevention, and community programs. The parent coordinator and ESL coordinator will be working together to plan sessions that will address parental interests for activities that will begin January 2012. Tentatively, parents will engage in these activities on their topic of interests during the school's monthly after-school Wonder Wednesday meetings. These meetings occur once a month, on the last Wednesday of each month, and lasts between 1 and 2 hours. The meetings will always be facilitated by the parent coordinator. Any additional personnel that co-facilitates will be dependent on the Wonder Wednesday meeting theme. Parents will be notified of the Wonder Wednesday theme in two modes: attendance at the monthly Breakfast with the Principal (first Friday of each month) and through the school's monthly calendar, which is sent home with each child at the beginning of each month. All parents receive the notification in English and Spanish. The meetings are conducted in English and Spanish. Typically, either the Parent Coordinator or a Spanish speaking aide is in attendance to translate. Our parents and guardians who have a language other than English or Spanish are often English bilinguals. Therefore, we do not have an interpreter available to translate.

**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</li> </ul>		

**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.
materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		