



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE FAMILY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X443

PRINCIPAL: PAMELA LEE **EMAIL:** PLEE7@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Pamela Lee	*Principal or Designee	
Patricia McQueen	*UFT Chapter Leader or Designee	
Latasha Walker	*PA/PTA President or Designated Co-President	
Lisa Walker	DC 37 Representative, if applicable	
N/A	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Sandy Alvarez	Member/Chairperson	
Nycole Smith	Member/Teacher	
Kevin Toledo	Member/Teacher	
Shanti	Member/Parent/Title 1	
Lucia Lopez	Member/Parent	
Mayra Blanco	Member/Parent	
Cindy Braxton	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

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

Annual Goal #1

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

By June 2012, 25% (a 7% increase from 18%) of 3rd and 4th grade students will perform at Levels 3 & 4 on the NYS ELA assessment.

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.
- Third grade was our only grade tested in 2010-2011. Only 18% of students performed at Levels 3 & 4 on the NYS ELA assessment. Focus on the achievement of last year's 3rd grade/this year's 4th grade and this year's 3rd grade informs articulation of instruction and learning to needs of the entire K-4 student population. For sustainability and considering potential summer drop in reading levels, we decided on an attainable and realistic goal of 25%.
- Based on our PQR, we are developing in quality indicator 2.2. In order to become proficient in this quality indicator, we need to increase teacher quality and effectiveness. Teachers need more training in examining their Periodic Assessment data, in order to identify strengths and weaknesses, track progress, adjust classroom level curricular and instructional decisions. By doing so, students' differentiated needs would be met, in order for them to more quickly move from one reading proficiency level to another. We believe that doing so will help at least 25% of our students to achieve 3 and 4 in reading.
- This goal is also aligned with one of the District 9 Priorities for 2011-2012, "Improving the overall (K-12) English Language Arts instruction, professional development and student performance for all students, with special attention on the ELL and SWD subgroups".

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,
 - After-school Intervention Program
 - b) staff and other resources used to implement these strategies/activities,
 - Purchased more informational text & text characteristics
 - Schedule Units of Study planning
 - Teaching training in informational text & text characteristics
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Roundtable (grade representative) discussions with administration
 - d) timeline for implementation.
 - Begin purchasing supplies in September 2011
 - Begin teacher training in October 2011 and follow up in November and December, then again in March
 - Begin after-school in October 2011

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Provide parent meetings such as Parent Teacher Conference, Individual meetings and PID letters to ensure that parents are aware of their child's current Levels.
- Learning Leaders
- Title 1 funding for students with temporary housing

Strategies for attracting Highly Qualified Teachers (HQT)

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

All teachers are already Highly Qualified.

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.
- Anti-Violence Grant with BronxWorks CBO, in order to have students make appropriate choices and increase stamina and focus in the classroom.
- Fruits and Vegetables Grant, Wellness Grant, Morris Heights Health Clinic located inside the school, in order to promote healthy eating habits, increasing attendance, focus, and participation.
- BronxWorks After-school program, in order to provide homework help and tutoring outside of school hours.

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.
- After-school Program through Title I per-session funds.
- Literacy Support Systems PD Consultant through Title I Curriculum and Staff Development funds.
- CFN for PD through TL Children's First Network funds.
- Materials/Resources through TL Fair Student Funding funds.
- Per-session for Curriculum Team meetings through TL Fair Student Funding funds.
- Per-session for PD and study groups through TL Fair Student Funding funds.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, 20% (a 8% increase from 12%) of 3rd and 4th grade students will perform at Levels 3 & 4 on the NYS Math assessment.

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.
- Third grade was our only grade tested in 2010-2011. Only 12% of students performed at Levels 3 & 4 on the NYS Math assessment. Focus on the achievement of last year's 3rd grade/this year's 4th grade and this year's 3rd grade informs articulation of instruction and learning to needs of the entire K-4 student population. For sustainability and considering potential summer drop in reading levels, we decided on an attainable and realistic goal of 20%.
- Based on our PQR, we are developing in quality indicator 2.2. In order to become proficient in this quality indicator, we need to increase teacher quality and effectiveness. Teachers need more training in examining their Periodic Assessment data, in order to identify strengths and weaknesses, track progress, adjust classroom level curricular and instructional decisions. By doing so, students' differentiated needs would be met, in order for them to more quickly move from one reading proficiency level to another. We believe that doing so will help at least 20% of our students to achieve 3 and 4 in reading.
- This goal is also aligned with one of the District 9 Priorities for 2011-2012, "Improving the overall (K-12) English Language Arts instruction, professional development and student performance for all students, with special attention on the ELL and SWD subgroups".

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,
 - After-school Intervention Program, with class specifically for newcomers
 - Parent workshops on new math
 - Teacher training in TERC specifically with depth of knowledge/ higher order thinking
 - Family Hour, Learning Talk with Principal, share students schedules with parents.
 - b) staff and other resources used to implement these strategies/activities,
 - Parent workshops on new math
 - Teacher training in TERC specifically with depth of knowledge/ higher order thinking
 - Family Hour, Learning Talk with Principal, share students schedules with parents.
 - Math coach
 - Schedule for team curriculum planning and grade-wide planning time will allow for constant updates, communication, and implementation of the curriculum.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Roundtable (grade representative) discussions with administration
 - d) timeline for implementation.
 - Begin purchasing supplies in September 2011
 - Begin teacher training in October 2011 and follow up in November and December, then again in February and March
 - Begin after-school in October 2011
 - Begin parent workshops in November 2011

Strategies to increase parental involvement

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

- Provide parent meetings such as Parent Teacher Conference, Individual meetings and send home PID letters to ensure that parents are aware of their child's current Levels.
- AIS
- Learning Leaders
- Title 1 funding for students with temporary housing

Learning Leaders

Parent workshops

Strategies for attracting Highly Qualified Teachers (HQT)

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

All teachers are Highly Qualified.

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.
- Anti-Violence Grant with BronxWorks CBO, in order to have students make appropriate choices and increase stamina and focus in the classroom.
- Fruits and Vegetables Grant, Wellness Grant, Morris Heights Health Clinic located inside the school, in order to promote healthy eating habits, increasing attendance, focus, and participation.
- BronxWorks After-school program, in order to provide homework help and tutoring outside of school hours.

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.
 - TERC curriculum through NYSTL textbook funds.
 - Math coach through Title I funds.
 - TERC PD Consultants through Title I Curriculum and Staff Development funds.
 - Literacy Support Systems through Title I Curriculum and Staff Development funds.
 - Math Steps supplements and other materials/resources through TL Fair Student Funding supplies funds.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, 35% of students should be writing at level 3 and 4, as measured by the DY0 writing continuum assessment.

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 current data from our Writing Continuum Assessment, students were not moving writing levels, specific, because they were better at narrative writing than non-narrative writing. Training teachers in instructing using non-fictional text and students learning to explain and analyze informational text would help students achieve proficiency levels in writing. For this reason, these expectations are also aligned with Common Core State Standards. Therefore, this goal is also aligned with one of the District 9 Priorities for 2011-2012, "Integration of the Common Core Standards in teacher pedagogy and curriculum (K-12)".
- Based on the Acuity sub-skills analysis of this year's Third grade students, we noticed that students needed more supporting with work with informational text.
- We also reviewed the projected results of the Third grade State ELA Exam. The result was that 18% of students met the cut score criteria. For sustainability and considering potential summer drop in writing levels, we decided on an attainable and realistic goal of 35%.
- Continued work on improving our Writing Continuum Assessment will be done in teacher teams. This addresses quality indicator 2.2a.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - After-school Intervention Program
 - f) staff and other resources used to implement these strategies/activities,
 - Purchased more informational text
 - Schedule Units of Study planning
 - Teaching training in informational text
 - Parent workshops about writing continuum.
 - Teacher workshops about using updated writing continuum to inform teaching and learning.
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Roundtable (grade representative) discussions with administration
 - h) timeline for implementation.
 - Begin purchasing supplies in September 2011
 - Begin teacher training about continuum in September PD Day. Administer assessment in September, November, March, and June.
 - Begin after-school in October 2011

Strategies to increase parental involvement

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

- Provide parents with workshops and resources to help their child(ren) improve their writing skills
- Learning Leaders support
- Title 1 funding for students with temporary housing

Strategies for attracting Highly Qualified Teachers (HQT)

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

All teachers are highly qualified.

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.
- Anti-Violence Grant with BronxWorks CBO, in order to have students make appropriate choices and increase stamina and focus in the classroom.
- Fruits and Vegetables Grant, Wellness Grant, Morris Heights Health Clinic located inside the school, in order to promote healthy eating habits, increasing attendance, focus, and participation.
- BronxWorks After-school program, in order to provide homework help and tutoring outside of school hours.

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.
- After-school Program through Title I per-session funds.
- Literacy Support Systems PD Consultant through Title I Curriculum and Staff Development funds.
- CFN for PD through TL Children's First Network funds.
- Materials/Resources through TL Fair Student Funding funds.
- Per-session for Curriculum Teacher Team and Writing Teacher Team meetings through TL Fair Student Funding funds.
- Per-session for PD and study groups through TL Fair Student Funding funds.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2012, in science, 85% of students in grades 1-4 will achieve 80% of the necessary skills, as measured by science portfolio rubric.

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.

This will be the first year that our students have to take the 4th grade science test. We wanted to create a goal that helped us focus on supporting them in high achievement in science.

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,
 - Mapping curricula through Understanding by Design and Universal Design for Learning for differentiated tasks and modifications.
 - b) staff and other resources used to implement these strategies/activities,
 - Training in mapping curricula through Understanding by Design and Universal Design for Learning for differentiated tasks and modifications.
 - Training in higher order thinking
 - Implementation of new science laboratory room
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Roundtable (grade representative) discussions with administration
 - Collaboration between science teacher and classroom teachers to align teaching of content and lab enrichment.
 - d) timeline for implementation.
 - Begin teacher training in October 2011 and follow up in November and December, then again in February and March

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.
- Science Fair
- Learning Leaders support

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.

Our science teacher has a Common Branches license, which is appropriate to teach elementary school general.

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.
- Anti-Violence Grant with BronxWorks CBO, in order to have students make appropriate choices and increase stamina and focus in the classroom.
- Fruits and Vegetables Grant, Wellness Grant, Morris Heights Health Clinic located inside the school, in order to promote healthy eating habits, increasing attendance, focus, and participation.
- BronxWorks After-school program, in order to provide homework help and tutoring outside of school hours.

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 funds for teachers to have additional prep period per week through TL Fair Student Funding funds.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Increase parental involvement by providing additional family events per month including but not limited to, Learning Talks, Family Hour, Family Breakfasts, Parent Workshops, Learning Leaders Workshops & Training, Math Workshops, College Day, Family Game Night, SLT Meeting, workshops provided by local CBO's and NCLB. The goal is to have 30% of the month slated for family events.

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.

Our school mission, as The Family School is for students to be successful, as measured by State academic content and student achievement standards through a rigorous parental involvement focus. Parental involvement will increase student success by teaching and allowing families to become a big part in their child's education.

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) Create workshops and events for parents/guardians geared to improving their child(ren)'s achievement level, e.g., literacy and math workshops; provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
 - b) Parent Coordinator and designated staff members will assist with giving the parents/guardians resources for workshops such as, books, learning materials and curriculum maps, practice tests, etc.
 - c) Teachers will help determine which students can benefit from having their parents participate at these workshops
 - d) Parent workshops have already begun and will continue 6-7 times per month until the last month of school

Strategies to increase parental involvement

- As stated in the (PIP) we will implement the following to achieve this goal provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; provide assistance to parents in understanding City, State and Federal standards and assessments; share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; provide 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;
- Provide incentives
- School Messenger, Flyers and calendars sent home to make parents aware of our upcoming events and meetings
- Support of the Learning Leaders
- Standing PTA (as opposed to PC)
- Teacher representative is active on the PTA.

Strategies for attracting Highly Qualified Teachers (HQT)

All our teachers are highly qualified.

Service and program coordination

- Work with local CBO's and programs supported under NCLB will be coordinated to meet the needs of the community as described. These programs and services will help us to meet our goal, support the needs of the community at a time and location that is convenient to parents/guardians.
- Coordinate with administration to develop trainings, services and/or workshops as supported under NCLB.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15	17	N/A	N/A	N/A	N/A	0	N/A
1	17	12	N/A	N/A	N/A	N/A	3	PT-1 OT-0 Speech- 8
2	13	15	N/A	N/A	N/A	N/A	3	PT-0 OT-0 Speech-11 SETSS-1
3	24	22	N/A	N/A	N/A	N/A	1	PT- 2 OT- 0 Speech-8 SETSS-2
4	26	30	N/A	N/A	N/A	N/A	5	PT- 0 OT- 0 Speech-10 SETSS-5
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

9	N/A							
10	N/A							
11	N/A							
12	N/A							

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Academic intervention service targets the lowest achieving children in grades Kindergarten through fourth. It serves as an intervention program for literacy difficulties. We are grouping the students according to their reading level and engage them in rich literacy opportunities, including interactive read aloud, shared reading, guided reading ,interactive writing and writing workshop, through the Fountas and Pinnel Leveled Literacy Intervention Program. We are also supporting the students in phonics and word study.</p> <p>The Academic intervention service providers collaborate with classroom teachers, parents, and other service providers such as the speech teachers, IEP teachers, occupational therapist, ESL and guidance counselor in order to set up the most effective intervention plan. It is our goal that each student reaches his or her potential as a learner. By the end of June 2012, 70% of students receiving Academic intervention services in grades Kindergarten through fourth will be performing on 2,3, and 4 as measured by the T.C reading assessment. Or goal is to make sure all students performing below grade level have the opportunity to receive small group instruction that focuses on their areas of weakness. These students will be tracked all year both informally and formally and assessed several times a month.</p>
Mathematics	<p>Academic Intervention Service targets the lowest achieving children in grades Kindergarten through Fourth. It serves as a remediation program for students faced with mathematical challenges. We are grouping students according to grade level and learning needs.</p> <p>Our goal is to afford all students the opportunity to receive small group instruction that focuses on their areas of improvement. Our goal is by June 2012, 70% of the students will score at grade level benchmarks on the Math DYO.</p>

Science	<p>The Curriculum Team, which is a cross-grade team consisting of K, 1, and 2 teachers meet weekly to ensure coherence between the grades. The teachers create the units for the grades, which integrates Social Studies and Science into ELA and Mathematics. Therefore, the design takes into account the curriculum and planning of all subject areas in terms of integrating the curriculum interdisciplinary design and USB planning.</p> <p>From those units, teachers collaborate during common planning to create lessons. Then teachers use flexible groupings with strategies, using the content areas to help support math and literacy within the interdisciplinary units.</p>
Social Studies	<p>The Curriculum Team, which is a cross-grade team consisting of K, 1, and 2 teachers meet weekly to ensure coherence between the grades. The teachers create the units for the grades, which integrates Social Studies and Science into ELA and Mathematics. Therefore, the design takes into account the curriculum and planning of all subject areas in terms of integrating the curriculum interdisciplinary design and USB planning.</p> <p>From those units, teachers collaborate during common planning to create lessons. Then teachers use flexible groupings with strategies, using the content areas to help support math and literacy within the interdisciplinary units.</p>
At-risk Services provided by the Guidance Counselor	N/A
At-risk Services provided by the School Psychologist	<p>The School Psychologist works closely with the members of the Child Study Team (which includes administration, social worker, IEP teacher, and Parent Coordinator) to ensure that the evaluation process is efficient and parents are informed about the process.</p>
At-risk Services provided by the Social Worker	<p>The Social Worker provided mandated counseling to students, as per their IEPs. He also offers social-emotional support offer Conflict Resolution skills for students to facilitate appropriate social interaction.</p>
At-risk Health-related Services	<p>The speech teachers, Occupational Therapist, and Physical Therapist frequently meet with the administration to update them on student progress and meet with classroom teachers to collaborate on push-in opportunities and cross curriculum strategies.</p>

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Petrina Pallazo	District 09	Borough Bronx	School Number 443
School Name The Family School			

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

Principal Pamela Lee	Assistant Principal
Coach type here	Coach type here
ESL Teacher Rachel Lamson, Coordinator	Guidance Counselor type here
Teacher/Subject Area Elisabeth Herrera, 3rd Gr. TBE	Parent type here
Teacher/Subject Area Staci Hyman, 1st Gr. TBE	Parent Coordinator Millicent Matos
Related Service Provider Ida Eyzaguirre, IEP Teacher	Other Tonya Green, AIS Literacy
Network Leader type here	Other Kevin Toledo, AIS Math

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	7	Number of certified bilingual teachers	6	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	5		

D. School Demographics

Total number of students in school	479	Total Number of ELLs	217	ELLs as share of total student population (%)	45.30%
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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. In collaboration with the main office staff, the Parent Coordinator, the Push-In ESL Teacher, and the ESL Coordinator conduct the following processes. In order to identify ELLs, all parents and guardians are required to submit a Home Language Survey as part of the registration process. Parents complete the HLIS with the assistance of a trained pedagogue to ensure valid parent responses. The Parent Coordinator supports Spanish translation for those families who require this. Both ESL teachers involved in this process speak a variety of languages including French and several African languages. We contact the Translation and Interpretation Unit for families of Bengali speaking parents until we are able to secure someone on staff to address this language translation. If the HLIS determines that a student's only language is English, then the LAB-R is not administered and the child enters the general education program. For other students, the language determination is made using the formula 1+2. If one question (Part 1: questions 1-4) indicates that the student uses a language other than English and two questions (Part 1: questions 5-8) indicate that the student uses a language other than English, then a language other than English is used at home. At this point, an Informal Student Interview is conducted. Interview responses are recorded, dated, and placed in the student's cumulative record. If the student only speaks a language other than English and/or the student's English proficiency level is low, then the LAB-R is administered. LAB-R administration is conducted by ESL licensed pedagogues, Rachel Lamson and Paulina Atta. If the student scores below proficiency on the LAB-R, the student is an ELL and is entitled to services. If the student scores at or above proficiency, the student is not an ELL and enters the general education program. At this point, parents are informed via an Entitlement Letter that their child is an ELL. An orientation is conducted in which parents are informed of their three program choices: Transitional Bilingual Education, Dual Language and Freestanding ESL. Parents watch the orientation video in the language of their choice and brochures are available in multiple languages. Additionally, translators are available in Spanish, French and African dialects. The parents must select a program for their child, and if no selection is made, the default program is TBE. At the orientation, parents are told that if 15 or more students on two contiguous grades request a Dual Language program that this program will be implemented as soon as possible. Each year, English Language Learners take the NYSESLAT exam beginning in April. Students and families are informed about the exam in advance. Students who score at or above proficiency test out of ESL. Students who score below proficiency continue to receive ESL services. This process is completed within 10 days of the student's registration. The Family School is a relatively new school, opening its doors in the fall of 2009. Currently, the Spanish LAB for Spanish-speaking ELLs has been administered according to the availability of a Spanish-speaking pedagogue to administer the test. The Family School is in the process of improving this procedure. All ELLs are administered the NYSESLAT in the spring of the school year. Students are identified for testing according ATS reports (RLAT and RNMR). ESL licensed pedagogues administer this test in collaboration with the school's testing coordinator. A letter is sent to families informing them of the test dates. Absentees for specific components are contacted by teachers and the parent coordinator to ensure timely make-up.

2. At P.S. 443, parents and families of newly identified ELLs are invited to an orientation in which they are informed of the three program choices, ESL, bilingual, or dual language. ELL parent orientations are conducted by two ESL licensed teachers and the parent coordinator. To increase parent attendance, morning and afternoon orientation sessions are offered. The DOE orientation video is shown in the languages required by the families in attendance, that further explains each program. Specific questions posed by families are answered by teachers and staff as necessary. Pedagogues speaking the languages represented by the families in attendance provide

translations. Within 10 days of enrollment, ELLs are identified, their parents are informed, and program choices are made. The required letters are also sent to parents according to the family's languages. On file in the ESL/Bilingual office are records of the date letters were sent as well as signed receipts for those ELLs who received continuing entitlement letters, non-entitlement, and non-entitlement/transition letters.

3. We have created a spreadsheet that contains information about all of the ELLs in our school, including a tab for new ELLs who have just been identified and LAB-R tested. Using this spreadsheet, we are able to track the students whose families have been sent entitlement letters and program selection forms, as well as which forms have been returned and are on file. During the orientation for families of ELLs, parents are given an additional opportunity to supply correct contact information to facilitate continued school-family communication. Parents are informed that the default program for ELLs is Transitional Bilingual Education, although at P.S. 443 only Spanish speakers are accommodated in TBE. During the parent orientation, after families have viewed the video and questions regarding the three program options have been fielded, parents are supported to complete the Parent Survey and Program Selection form, where they make a choice regarding the ELL program they desire for their child. A record of parental selections are kept on file in a spreadsheet and copies of originals are maintained in an ELL compliance binder. Original parent selection forms are placed in the child's cumulative record. All entitlement, non-entitlement, and continued entitlement letters are sent within 10 days of school starting or from the child's registration date. Copies of these are kept on file in the ELL compliance binder. Parents are notified of their child's placement in the program of their choice.

4. Identified ELL students are initially placed in Freestanding ESL programs if they speak a language other than Spanish. Spanish-speaking ELLs are initially placed in TBE programs. The orientation for families of ELLs provides information to help inform parents' choices in selecting particular programs. Spanish, French, Bengali and African language translation is provided at the orientation and when parents have questions. Parents are informed of their choices and that only TBE in Spanish, Freestanding ESL, and Push-In ESL are provided at P.S. 443. According to the school zone for District 9, parents receive a list of schools that provide all the language programs, specifically Dual Language programs.

5. Our school opened its doors in September 2009 and so now we are able to analyze two years of parent program choices. With our non-Spanish speaking parents and families of ELLs, the trend continues to be ESL. Parents are made aware of the availability of dual language programs in other schools, but most of those programs do not address the language needs of these families. Therefore the families continue to select ESL as their first choice and are always accommodated. Our Spanish-speaking families tend to select bilingual classes to help their children develop literacy in both languages and facilitate the transition from Spanish to English. Parents are sometimes interested in dual language programs but primarily choose TBE, a program that is offered in our school in every grade. We continue to register students throughout the year, many of whom are newcomers from Spanish-speaking countries. These families are particularly interested in placing their children in TBE and are always accommodated. Of the 31 newly enrolled kindergarten ELLs, 9 selected ESL, 21 selected TBE, and 1 selected Dual Language.

6. There have been several parents who have requested Dual Language programs across grades but not enough yet to warrant opening a program. P.S. 443 intends to open a Dual Language program in Spanish and English in the near future. Aside from this, parents have been pleased overall with their program choices because they are able to select ESL or TBE in every grade.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	2	2									7
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	1	1	1	1									5
Push-In		1	1	1	2									5
Total	2	3	3	4	5	0	0	0	0	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	217	Newcomers (ELLs receiving service 0-3 years)	113	Special Education	39
SIFE	0	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	0

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

	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	47		19	14		8				61
Dual Language										0
ESL	66		11	15		1				81
Total	113	0	30	29	0	9	0	0	0	142

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	22	16	17	37	26									118
Chinese														0
Russian														0
Bengali														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	22	16	17	37	26	0	118							

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

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	2	21	6	7	17									53
Chinese														0
Russian														0
Bengali	6	1	3	1	2									13
Urdu														0
Arabic														0
Haitian														0
French	2				3									5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	4	4	4	13	4									29
TOTAL	14	26	13	21	26	0	100							

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

1.

a. The Family School uses a balanced literacy approach to reading and writing; TERC is used for mathematics instruction; the science and social studies curricula is hands-on and based around Scope and Sequence themes/projects; specials include Art, Drama/Movement, Music and Science. For those families who select ESL, there are two models: Self-Contained in K, 1, 2, 3 and 4 and Push-In.

b. Block, Heterogeneous

K: 1 ESL Self-Contained, 1 GE, 1 TBE, 1 CTT

1st: 1 ESL Self-Contained, 1 GE, 1 TBE, 1 CTT

2nd : 1 ESL Self-Contained, 1GE, 1TBE, 1 CTT

3rd : 1 ESL Self-Contained, 2 GE, 1 TBE, 1 Bilingual CTT

4th: 1 ESL Self-Contained, 2 GE, 1 TBE, 1CTT, 1 Bilingual 12:1:1

2.

a. The Family School offers both Spanish TBE and free-standing self-contained ESL classrooms, in addition to push-in services. Support is given in the native language through preview/review, modifying materials, small groups to discuss content in Spanish. Lessons are differentiated by grouping students according to their language proficiency and areas of need. Native Language Arts in Spanish is provided one period a day through content area instruction.

For ELLs, in ESL and TBE classes, 360 minutes of instruction is provided for beginning and intermediate students and 180 minutes of instruction is provided for advanced students. In ESL, mandated minutes are met through free-standing Self-Contained ESL classes or through Push-In. ESL teachers teach all content areas in English using a variety of supportive methodology. Push-In ESL teachers push-in primarily during the literacy block to best address listening, speaking, reading and writing skills. Our goal is to help ELLs attain English Language proficiency and for them to meet or exceed NY State and City Standards.

3.

Children are provided with multiple sources of information in order to assist them in building background knowledge and meaning about a concept through learner-centered instruction.

In all content areas, strategies for working with ELLs are utilized such as graphic organizers, visuals, vocabulary introduction, small grouping with the teacher(in native language in TBE). Native language materials are prevalent throughout the school in classroom libraries, including general education classrooms, TBE classrooms, and during ESL lessons. Native language materials are also available in the school library.

Social Studies: Social Studies instruction is done in English through a core curriculum. Materials in English are available at many different levels. In order to express understanding through products students can express their understanding in Spanish.

Math: The instruction may switch to English instruction, but materials are available for them to complete their work in Spanish.

Assessments are made available in both languages so that they can show understanding of the content area knowledge. In order for students to have more meaningful conversations about math (a focus of TERC), students can participate in both English and Spanish. Previews and reviews in Spanish are provided during math instruction

Science: Science is taught in English with a preview and review in the native language. Vocabulary is a key focus to prepare students for more hands on investigations.

Language Arts/Literacy Development

Complex cognitive/literacy processes ie: prediction, inferring, making connections is scaffolded in English.

- Thematic units make concepts more explicit when taught in English. Visual aids and language experience charts support learning. Hands-on projects make content more engaging and accessible.
- (In TBE) Bilingual Centers/(In ESL) Centers: Learning/Task/Observation Centers that help students acquire content knowledge through exploration and interaction with materials that re-enforce and complement themes in addition to hands-on projects.
- Content support and conceptual development are offered through differentiated instruction (i.e. small groups, visual/audio/kinesthetic support, scaffolded/tiered assignments). Linguistic pre-view/review/summary is given in small groups to students who need extra support in the native language (in TBE) and in English in ESL to make content area concepts accessible.

Comprehensive Literacy Plan:

A. Programming and Scheduling Information

Students are supported with both English and NLA development (in some components of Balanced Literacy in TBE) through the following balanced literacy model:

Read Aloud (NLA)

Shared Reading

Guided Reading

Independent Reading (NLA)

Unison Reading

Writing Demonstrations (I do, you watch)

Shared Writing: teacher as “scribe” (I do, you help)

Interactive Writing: co-constructed (You do, I help)

Guided Writing & Writers’ Workshop- teacher guides the process, mini-lessons

Independent Writing (You do, I watch)

Children will have opportunities for:

Speaking, listening, reading and writing experiences for a variety of authentic/meaningful purposes and audiences in both the Native and English Language.

4. Writing: Writing on Demand is allowed to be done in Spanish to see students’ skills in their native language.

Reading: Lower grades use El Sol to test literacy skills. Informal assessments are done early on to determine their comfort level in reading (ability to decode and comprehend).

Math: Math assessments are available in Spanish.

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)	Dual Language	Freestanding ESL
a) N/A	100%	100%	100%
b) NEWCOMER SPANISH	75%	75%	75%
New coming Spanish-speaking families may choose between the TBE and ESL programs for their children. These children will be assessed through Teachers College Assessments (TCAs).	50%	50%	50%
assessed through Teachers College Assessments (TCAs).	25%	25%	25%
units. Extended day support will be provided to students who are not meeting grade-level benchmarks.	100%	100%	100%
	75%	75%	75%
An afterschool program will be implemented this year to provide additional support in their native language as well as basic English.	50%	50%	50%
support in their native language as well as basic English.	25%	25%	25%
learn basic skills, and in the classroom they will have partnerships that will help them navigate their new classroom and school and utilize their English.	100%	100%	100%
	75%	75%	75%
	50%	50%	50%
NON SPANISH-SPEAKING NEWCOMERS	25%	25%	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.

will be provided to students who are not meeting grade-level benchmarks.

Eventually, a Spanish-English Dual Language program will be made available to families.

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;

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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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. Our ELLs and SWDs are offered various intervention programs. Most of our students are placed in a CTT class where they are provided with two teachers. They are also integrated with general education students that serve as appropriate models in both language and in the content areas. Each CTT class has a classroom paraprofessional that works in small group instruction with these targeted students. These students are also part of our extended day program and after school development program. These programs have been formed for at risk students or students with high needs to ensure progression through small group instruction. ELLs are eligible to receive intervention through AIS in both literacy and math.

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Math AIS is a service provided to students that need to meet the learning standards within their respective grade. The service provides students with math skills that they can continue to implement in their ongoing learning of mathematics. The skills are achieved for the students within small group instructional work, with specific attention paid to their needs and use of manipulatives and tools to help support their growth of mathematical ideas such as number sense and reasoning.

9. Students in this category receive continued support through the different components of Balanced Literacy, opportunities to participate in Title III Supplemental Services, and testing modifications.

10. While we do have TBE at this time, our goal is still to promote additive bilingualism while acknowledging the diverse backgrounds of our students by implementing project-based activities that are culturally relevant to our population. Additionally, in curriculum planning across all grades teachers are addressing the needs of subgroups including ELLs. Curricular adaptations for ELLs are aligned to CCLS.

11. There are no programs/services for ELLs that will be discontinued.

12. All ELLs receive physical education, drama/movement, music and art according to Part 100 requirements. Enrichment opportunities (drama club, science club) and all after-school programs are open to all students including ELLs. ELL students participate in all these offerings. The Family School is offering The Rising Stars after-school program, a Title I program, which supports test preparation for the ELA and Math state tests. Title III Immigrant Funding supports ELLs in preparation for the NYSESLAT. Regular Title III funding supports newcomers in literacy and oral language development. Both Title III programs are targeted for English Language Learners and occur after-school. General education teachers are supported through professional development workshops on best practices for ELLs. Also, TBE/ESL teachers plan collaboratively with general education teachers to support the use of best practices for ELLs.

13. A variety of instructional materials are used to support ELLs in ELA such as Wilson Foundations, Scholastic Guided Reading sets at all levels, Fountas and Pinnel Leveled Literacy Intervention, Mondo books and Guided Reading sets, Words Their Way. Realia, manipulatives, SMART boards, mimios, computer programs including Lexia, access to a computer lab and classroom laptop carts for each grade are also available. Native language materials are prevalent throughout the school in classroom libraries, including General Education classrooms, TBE classrooms, and during ESL lessons. Native Language materials are also available in the school library.

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Courses Taught in Languages Other than English

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Math:

D. Professional Development and Support for School Staff

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

1. The following professional development workshops are available to all teachers in the school:

Unison Reading has been offered at the school with the creator of the program, Cynthia McCallister. The program emphasizes literacy integrated with socialization. The model integrates ELLs into unison reading groups, so as to not label them, while through socialization of literacy, increases academic and social agency in students. While learning is scaffolded through this model for ELLs, independence and leadership are also fostered in ELLs, which catapults into meaningful and sustainable listening, speaking, reading, and writing skills. Students are also gaining the advantage of learning through multiple text sources: fiction and non-fiction (magazines, articles, newspapers, document-based articles) that they select based on interest. All school personnel attend this professional development, including assistant principals, common branches teachers, bilingual teachers, ESL teachers, and special education teachers.

As research shows, ELLs learn best through realia. Tony Stead's non-fiction writing PD capitalizes on the advantages of using non-fiction text to elicit prior knowledge and foster literal and inferential comprehension.

Sue Rayson's PD on creating our curriculum maps through Understanding by Design emphasizes the importance of differentiating process and product/assessment for our ELL-SWDs and ELL populations.

The ELL Coordinator and Push-In ESL teacher attend workshops offered by the Office of English Language Learners and Network 606.

The three workshops focus on ELLs, Standards, and Inquiry. The dates are:

Tuesday, 11/1

Tuesday, 12/6

Tuesday, 1/10

The parent coordinator and the secretaries attend workshops that address their roles within ELL compliance and instruction, when applicable, which are provided by the NYC Department of Education and Network 606.

Topics for professional development throughout the school year include:

ELL intake and placement

Scaffolding strategies for ELLs

Using data to support instruction for ELLs

Developing academic language

Aligning CCLS to the needs of ELLs

Text complexity for ELLs

Questioning strategies

Goal setting

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The following workshops were offered to the majority of teachers in the school, across all grades, and included teachers of ELLs. Demonstration lessons, classroom observations, and debriefing with Ms. McCallister were included as part of the professional development.

Cycle 1: Mondays, 10/24, 10/31, 11/21, 11/28

Thursdays, 10/20, 10/27, 11/17, 11/22 (Tues)

Cycle 2: Mondays, 11/7, 11/14, 12/5, 12/12

Thursdays, 11/3, 11/10, 12/1, 12/8

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2. N/A

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

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. The parents of ELLs are given many opportunities to participate in parent workshops throughout the year. Evening parent workshops include three math workshops, two literacy workshops, and two health workshops.

At P.S. 443 The Family School we believe that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at the school and teach them to also work on assignments with their children at home. We try to make every opportunity a learning experience for all parents/guardians whether they are parents of ELLs or not: effective parental involvement proves to make student achievement increase. Therefore, the entire community is invited to partake in learning events such as, "Family Hour" which is an opportunity for parents and guardians to become active in the classroom and learn what their child is learning, family learning workshops, including health and parenting information, school events, and parent teacher conferences. There are parent workshops specific to ELLs as well. In the past, we have offered ESL classes to families and hope to offer this opportunity again. All of these workshops are planned and executed in accordance with State standards. Parents are informed of the importance of these standards and how they affect the education of their children. During these workshops, parents and children work together with hands-on activities using many of the same strategies used in the classroom during the school day. All information sent home is translated so the entire community feels welcome and understands the information going home. Parents of ELLs are notified of events and PTA meetings through the monthly parent calendar including the dates of NYS assessments. Parents and guardians of ELL students can always receive translation and interpretation services, and the majority of the school staff also speak a variety of languages which help in situations where communication is necessary. Also, parents of ELLs are invited to experience and participate in simulated conflict resolution sessions. Parents are encouraged to participate in the SLT Committee.

2. Our school partners with multiple organizations that provide culturally relevant and linguistically appropriate programs. Bronx Works provides free ESL classes for parents of ELLs in school. Our Parent Coordinator develops parent workshops with Bronx Works to better assist families with literacy and math homework. Morningside also provides free workshops to ELL families in conflict resolution. We also partner with Translation and Interpretation services.

3. Classroom teachers' informal conversations with parents, parent-teacher conferences, PTA and SLT meetings all provide opportunities for our school to evaluate the needs of parents. Additionally parents' needs are evaluated through data on target populations, interviews with community leaders, parents/guardians, surveys, language surveys, registration packets and request from parents/guardians that call or walk into the school. The parent coordinator works closely with the ELL coordinator to support parents' understandings of the programs for their ELL children. All workshops provided by the parent coordinator include the parents of ELLs. Invitations to all events provided by The Family School are sent to the families of ELLs. The parent coordinator is always available to help parents and answer their questions.

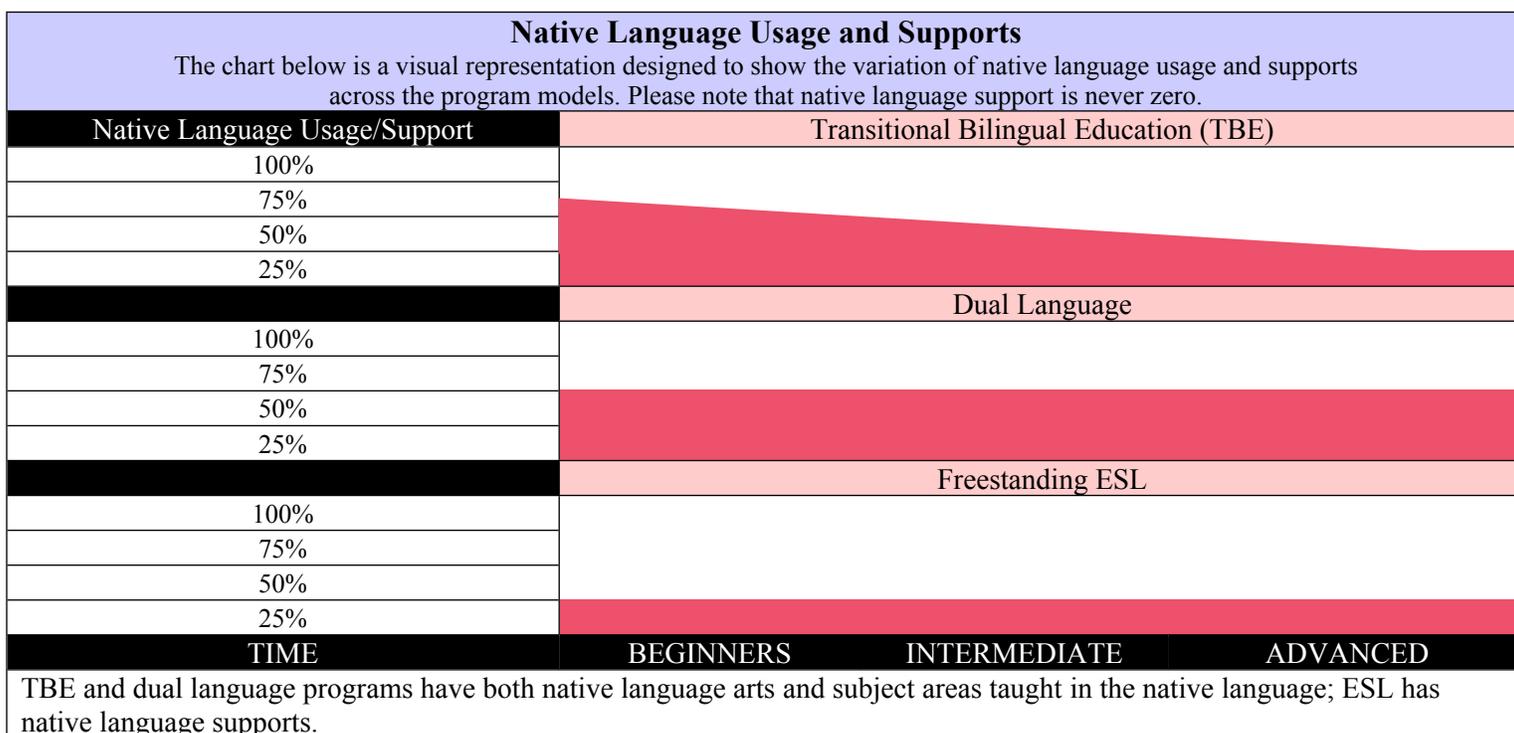
4. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities are designed to educate families, make them aware of services in the community, connect them to CBOs, and provide support. The activities address the needs because we focus on what the families in our communities require: health, educational, cultural, and recreational programs; social support and trainings; family activities that link to learning skills and talents, including summer programs for students. We also determine the needs of the parents as expressed in conversations, conferences, PTA and SLT meetings.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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B. Programming and Scheduling Information--Continued

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9. Students in this category receive continued support through the different components of Balanced Literacy, opportunities to participate in Title III Supplemental Services, and testing modifications.

10. While we do have TBE at this time, our goal is still to promote additive bilingualism while acknowledging the diverse backgrounds of our students by implementing project-based activities that are culturally relevant to our population. Additionally, in curriculum planning across all grades teachers are addressing the needs of subgroups including ELLs. Curricular adaptations for ELLs are aligned to CCLS.

11. There are no programs/services for ELLs that will be discontinued.

12. All ELLs receive physical education, drama/movement, music and art according to Part 100 requirements. Enrichment opportunities (drama club, science club) and all after-school programs are open to all students including ELLs. ELL students participate in all these offerings. The Family School is offering The Rising Stars after-school program, a Title I program, which supports test preparation for the ELA and Math state tests. Title III Immigrant Funding supports ELLs in preparation for the NYSESLAT. Regular Title III funding supports newcomers in literacy and oral language development. Both Title III programs are targeted for English Language Learners and occur after-school. General education teachers are supported through professional development workshops on best practices for ELLs. Also, TBE/ESL teachers plan collaboratively with general education teachers to support the use of best practices for ELLs.

13. A variety of instructional materials are used to support ELLs in ELA such as Wilson Foundations, Scholastic Guided Reading sets at all levels, Fountas and Pinnel Leveled Literacy Intervention, Mondo books and Guided Reading sets, Words Their Way. Realia, manipulatives, SMART boards, mimios, computer programs including Lexia, access to a computer lab and classroom laptop carts for each grade are also available. Native language materials are prevalent throughout the school in classroom libraries, including General Education classrooms, TBE classrooms, and during ESL lessons. Native Language materials are also available in the school library.

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. Our ELLs and SWDs are offered various intervention programs. Most of our students are placed in a CTT class where they are provided with two teachers. They are also integrated with general education students that serve as appropriate models in both language and in the content areas. Each CTT class has a classroom paraprofessional that works in small group instruction with these targeted students. These students are also part of our extended day program and after school development program. These programs have been formed for at risk students or students with high needs to ensure progression through small group instruction. ELLs are eligible to receive intervention through AIS in both literacy and math.

In literacy, ELLs who receive this intervention work in small groups with other students at a similar instructional level. AIS targets the lowest achieving children in K-4. It serves as an intervention program for literacy difficulties. Through the Fountas and Pinnel Leveled Literacy Intervention Program, students engage in rich literacy opportunities, including interactive read aloud, shared reading, guided reading, interactive writing and writing workshop. Students are also supported in phonics and word study.

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10. While we do have TBE at this time, our goal is still to promote additive bilingualism while acknowledging the diverse backgrounds of our students by implementing project-based activities that are culturally relevant to our population. Additionally, in curriculum planning across all grades teachers are addressing the needs of subgroups including ELLs. Curricular adaptations for ELLs are aligned to CCLS.

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Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The following professional development workshops are available to all teachers in the school:

Unison Reading has been offered at the school with the creator of the program, Cynthia McCallister. The program emphasizes literacy integrated with socialization. The model integrates ELLs into unison reading groups, so as to not label them, while through socialization of literacy, increases academic and social agency in students. While learning is scaffolded through this model for ELLs, independence and leadership are also fostered in ELLs, which catapults into meaningful and sustainable listening, speaking, reading, and writing skills. Students are also gaining the advantage of learning through multiple text sources: fiction and non-fiction (magazines, articles, newspapers, document-based articles) that they select based on interest. All school personnel attend this professional development, including assistant principals, common branches teachers, bilingual teachers, ESL teachers, and special education teachers.

As research shows, ELLs learn best through realia. Tony Stead's non-fiction writing PD capitalizes on the advantages of using non-fiction text to elicit prior knowledge and foster literal and inferential comprehension.

Sue Rayson's PD on creating our curriculum maps through Understanding by Design emphasizes the importance of differentiating process and product/assessment for our ELL-SWDs and ELL populations.

The ELL Coordinator and Push-In ESL teacher attend workshops offered by the Office of English Language Learners and Network 606.

The three workshops focus on ELLs, Standards, and Inquiry. The dates are:

Tuesday, 11/1

Tuesday, 12/6

Tuesday, 1/10

The parent coordinator and the secretaries attend workshops that address their roles within ELL compliance and instruction, when applicable, which are provided by the NYC Department of Education and Network 606.

Topics for professional development throughout the school year include:

ELL intake and placement

Scaffolding strategies for ELLs

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Topics for professional development throughout the school year include:

ELL intake and placement

Scaffolding strategies for ELLs

Using data to support instruction for ELLs

Developing academic language

Aligning CCLS to the needs of ELLs

Text complexity for ELLs

Questioning strategies

Goal setting

Tony Stead (Non-Fiction Reading and Writing)

The following day-long professional development workshops were offered on-site to all teachers, including teachers of ELLs, during the school day. Mr. Stead will be returning in March; schedule TBA.

K/1: Wed, 10/12, Thurs, 10/13

2/3: Friday, 10/14, Mon, 10/17

4: Tues, 10/11, Tues, 10/18

Cynthia McCallister (Creator of Unison Reading/Writing - Learning Cultures)

The following workshops were offered to the majority of teachers in the school, across all grades, and included teachers of ELLs. Demonstration lessons, classroom observations, and debriefing with Ms. McCallister were included as part of the professional development.

Cycle 1: Mondays, 10/24, 10/31, 11/21, 11/28

Thursdays, 10/20, 10/27, 11/17, 11/22 (Tues)

Cycle 2: Mondays, 11/7, 11/14, 12/5, 12/12

Thursdays, 11/3, 11/10, 12/1, 12/8

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Thursdays, 10/20, 10/27, 11/17, 11/22 (Tues)

Cycle 2: Mondays, 11/7, 11/14, 12/5, 12/12

Thursdays, 11/3, 11/10, 12/1, 12/8

2. N/A

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. The parents of ELLs are given many opportunities to participate in parent workshops throughout the year. Evening parent workshops include three math workshops, two literacy workshops, and two health workshops.

At P.S. 443 The Family School we believe that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at the school and teach them to also work on assignments with their children at home. We try to make every opportunity a learning experience for all parents/guardians whether they are parents of ELLs or not: effective parental involvement proves to make student achievement increase. Therefore, the entire community is invited to partake in learning events such as, "Family Hour" which is an opportunity for parents and guardians to become active in the classroom and learn what their child is learning, family learning workshops, including health and parenting information, school events, and parent teacher conferences. There are parent workshops specific to ELLs as well. In the past, we have offered ESL classes to families and hope to offer this opportunity again. All of these workshops are planned and executed in accordance with State standards. Parents are informed of the importance of these standards and how they affect the education of their children. During these workshops, parents and children work together with hands-on activities using many of the same strategies used in the classroom during the school day. All information sent home is translated so the entire community feels welcome and understands the information going home. Parents of ELLs are notified of events and PTA meetings through the monthly parent calendar including the dates of NYS assessments. Parents and guardians of ELL students can always receive translation and interpretation services, and the majority of the school staff also speak a variety of languages which help in situations where communication is necessary. Also, parents of ELLs are invited to experience and participate in simulated conflict resolution sessions. Parents are encouraged to participate in the SLT Committee.

2. Our school partners with multiple organizations that provide culturally relevant and linguistically appropriate programs. Bronx Works provides free ESL classes for parents of ELLs in school. Our Parent Coordinator develops parent workshops with Bronx Works to better assist families with literacy and math homework. Morningside also provides free workshops to ELL families in conflict resolution. We also partner with Translation and Interpretation services.

3. Classroom teachers' informal conversations with parents, parent-teacher conferences, PTA and SLT meetings all provide opportunities for our school to evaluate the needs of parents. Additionally parents' needs are evaluated through data on target populations, interviews with community leaders, parents/guardians, surveys, language surveys, registration packets and request from parents/guardians that call or walk into the school. The parent coordinator works closely with the ELL coordinator to support parents' understandings of the programs for their ELL children. All workshops provided by the parent coordinator include the parents of ELLs. Invitations to all events provided by The Family School are sent to the families of ELLs. The parent coordinator is always available to help parents and answer their questions.

4. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities are designed to educate families, make them aware of services in the community, connect them to CBOs, and provide support. The activities address the needs because we focus on what the families in our communities require: health, educational, cultural, and recreational programs; social support and trainings; family activities that link to learning skills and talents, including summer programs for students. We also determine the needs of the parents as expressed in conversations, conferences, PTA and SLT meetings.

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)	10	29	7	14	6									66
Intermediate(I)	6	13	4	29	23									75
Advanced (A)	15	3	19	16	24									77
Total	31	45	30	59	53	0	0	0	0	0	0	0	0	218

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	11	2	2	0	4								
	I	7	8	0	2	2								
	A	13	15	17	30	23								
	P	5	14	18	25	30								
READING/ WRITING	B	31	23	4	12	5								
	I	0	12	4	28	21								
	A	0	4	15	15	24								
	P	0	0	14	3	9								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	27			43
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	15		30		4		1		50
4									0
5									0
6									0
7									0
8									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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)	9	5	5	8					

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
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.

Paste response to questions 1-6 here

1. Our literacy assessment tools are the same for lower grades as they are for upper grades: TC Reading, DYO Writing Continuum Assessment, Math DYO, El Sol and the NYSESLAT. In addition, teachers observe students using conference notes, informal running records, diagnostics and unit assessments. These assessments are all used in data talks by grade to inform about grade goals for subgroups (including ELLs). The data shows that our ELLs are struggling with reading and writing. Based on the TC reading level data collected in November 2011, 75% of ELLs are reading below grade level, 18% are approaching grade level, 6% are at grade level and 1% are above grade level. In order to address the literacy needs of our ELLs, a team of teachers including the ESL teachers, AIS literacy teachers, guidance counselor, and administrators meet weekly to discuss strategies to assist struggling readers. ELLs receive AIS literacy services, use computer literacy programs such as Lexia, engage in word study, and participate in small groups for both guided reading and unison reading.

Overall ELL Progress

	Below Level	Approaching Level	At Level	Above Level
September	78%	15%	6%	1%
November	75%	18%	6%	1%
March				
June				

2. With respect to the LAB-R and the NYSESLAT, we have noticed several patterns. On the NYSESLAT In kindergarten, for example, many more students scored at a beginner proficiency while far fewer scored at an advanced level. Many more students in the higher grades, however, scored at the intermediate or advanced levels compared with kindergarten. This demonstrates that as students progress through the grade levels they are reaching higher proficiency levels.

3. In our school, reading and writing proficiency levels are consistently lower than listening and speaking. This affects our instructional decisions in many ways. For example, these results help to inform our Title III plan. In Title III, we are focusing particularly on developing the reading and writing skills of newcomers. Our ELLs are also invited to be part of our regular after school program as well as extended day. The focus of all of these programs is predominantly to develop reading and writing skills for our ELLs.

The results also inform the following:

Informs budget: Lexia, Mondo, NYSESLAT test sophistication resources.

Informs instruction: continuing push-in ELL model through grouping students based on proficiency levels, informed vision of the TBE program in terms of emphasis on transition to English instruction as quickly as possible, while using NL to support that vision.

4.

In TBE, there were very students overall who reached proficiency on the NYSESLAT. There were also more students who received

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>The Family School</u>		School DBN: <u>09X443</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pamela Lee	Principal		10/31/11
	Assistant Principal		1/1/01
Millicent Matos	Parent Coordinator		10/31/11
Rachel Lamson, Coordintaor	ESL Teacher		10/31/11
	Parent		
Elisabeth Herrera, 3rd Gr. TBE	Teacher/Subject Area		10/31/11
Staci Hyman, 1st Gr. TBE	Teacher/Subject Area		10/31/11
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Tonya Green, AIS Literacy	Other <u>Teacher</u>		10/31/11
Kevin Toledo, AIS Math	Other <u>Teacher</u>		10/31/11
Ida Eyzaguirre, IEP Teacher	Other <u>Teacher</u>		10/31/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **09X443** School Name: **The Family School**

Cluster: _____ Network: **606**

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

Part A: Needs Assessment Findings

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

The Home Language Identification Survey gives us the languages spoken at home and the emergency blue cards indicate the languages spoken at home and what language the families prefer their correspondence be written in. We also use the learning environment survey, face-to-face parent meetings and resources from the Translation and Interpretation Unit such as language indicator index cards. In our school, there are 289 parents who require a language other than English for oral translation, and 272 parents who require a language other than English for written translation. In both categories, the following languages are requested: Spanish, French, Bengali, Sonike, and Mandingo.

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.

Our findings are that our community speaks and writes in several languages, the most prevalent of which are: Spanish, French, Bengali, Mandingo, and Soninke. These results are communicated through the information we provide in the appropriate languages. Our school guidance counselor translates for the majority of the African families, as does one of the ESL teachers, and we also have staff members who speak Spanish and French. Additionally we use the Translation and Interpretation Unit. Our school also provides translation of signs and notices in the most prevalent languages.

Part B: Strategies and Activities

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

We provide the majority of written translation needs in-house by school staff. Every school letter is translated into Spanish and French by school staff members. The French translation is helpful for African families, many of whom speak and read French as a secondary language. Although we do not translate letters into Bengali there is a great deal of relevant information in Bengali on the Office of English Language Learners website. On occasion and as needed, we have provided written Bengali translation by parent volunteers.

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.

Our school staff members collectively speak all of the languages used by our community's families, excluding Bengali. However, we enlist the help of parent volunteers to provide oral translation in Bengali at events like Parent-Teacher Conferences. Additionally, as outlined in the Chancellor's Regulations A-663, many Bengali parents rely on adult family, friends and relatives for accurate and timely translations.

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

Our school fulfills the parental notification requirements for translation and interpretation by posting signs in the dominant languages spoken at our school, providing documents and forms from the Translation and Interpretation Unit in these languages, and putting into place a system in which parents are able to speak with the administration if they need. This system includes relaying questions from parents to the appropriate translators and having the translators present at meetings between parents and the administration.

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: The Family School	DBN: 09X443
Cluster Leader: Jose Ruiz	Network Leader: Petrina Palazzo
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: <u>30</u>
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:

Rationale: The program will help ELL students attain English proficiency while meeting state academic achievement standards. The program has the following goals:

- To substantially strengthen the oral language and reading skills of the beginning and intermediate level ELL students.
- To raise the percentage of ELL students' reaching English proficiency by 5-10%.
- To promote the content area classroom participation and tests performance of ELLs through the incorporation of academic language skills and learning strategies.
- To develop ELL students' higher order thinking skills using work model approaches that engage ELL students in critical thinking and Principles of Learning.
- To empower ELL students to become accountable for their learning.

Our program will enhance students' L2 acquisition while developing academic language and classroom participation. Educational theory along with Vygotsky's ZPD tells us that participation promotes knowledge. It is our goal to guide students to the level of participation, interaction, and development of academic language to acquire English Language skills. We will achieve this goal through one main focus: small group instruction to improve upon test sophistication for the NYSESLAT, ELA and Math, with a particular emphasis on reading skills for beginner and intermediate students. Learning Standards for English as a Second Language: Standard 1: Students will listen, speak, read and write in English for information and understanding; Standard 4: Students will listen, speak, read and write in English for social and classroom interaction.

The program is designed to primarily strengthen the oral language and reading skills of recently arrived ELLs students who have beginning/intermediate English proficiency as demonstrated on LAB-R and/or NYSESLAT scores for reading. In addition, the program aims to prepare ELLs who will be taking ELA and Math exams with differentiated instruction for ELA and Math test preparation, in addition to oral language and reading development. The program seeks to increase the number of ELL students reaching English proficiency and to address ELL students' particular needs in content area learning and on city and state standardized tests. Methodology of after-school program activities will include practice in:

- 1) Guided Reading
- 2) Unison Reading
- 3) Partner Reading
- 4) Listening and response (oral and written) to fiction and non-fiction texts through teacher directed read alouds and student directed listening center work.
- 5) Turn and Talks during which teachers strategically target student groups to correct syntax and extend students use of language through questioning and individualized discussion.
- 6) Let's Talk About it! Oral language/reading development tools from Mondo Publishing will be used to elicit and develop oral language through targeted discussions and guided reading.
- 7) Development and reinforcement of English phonics and sight word recognition through direct

Part B: Direct Instruction Supplemental Program Information

teaching during guided/unison reading and student directed (teacher monitored) work on literacy programs such as Lexia Reading (computer based program).

Subgroups and Grade levels of students to be served:

Targeted participants will be recently arrived ELLs in grades 2-4. Recently arrived students will be required to meetin increasing academic language challenes in the years ahead. NYSESLAT scores indicate that students need the most academic support in reading and writing skills.

Schedule and Duration:

The program will meet on Tuesdays, Wednesdays, and Thursdays from 3:30-4:30 p.m., beginning on October 11, 2011 and continuing until the end of the school year.

Language of Instruction:

English will be used as the main language of instruction.

and types of Certified teachers:

There are three certified bilingual teachers in the program.

Types of materials:

- 20 Guided Reading sets from Mondo (6 books each and 1 CD). These are fiction and non-fiction books.
- Listening center materials (CD players, books on CD, audio splitters, headphones)

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:

Rationale: The professional development that we will provide for Title III is part of the school's professional development plan as outlined in the LAP.

The following professional development workshops are available to all teachers in the school:

Unison Reading has been offered at the school with the creator of the program, Cynthia McCallister. The program emphasizes literacy integrated with socialization. The model integrates ELLs into unison reading groups, so as to not label them, while through socialization of literacy, increases academic and social agency in students. While learning is scaffolded through this model for ELLs, independence and leadership are also fostered in ELLs, which catapults into meaningful and sustainable listening, speaking,

Part C: Professional Development

reading, and writing skills. Students are also gaining the advantage of learning through multiple text sources: fiction and non-fiction (magazines, articles, newspapers, document-based articles) that they select based on interest.

As research shows, ELLs learn best through realia. Tony Stead's non-fiction writing PD capitalizes on the advantages of using non-fiction text to elicit prior knowledge and foster literal and inferential comprehension.

Sue Rayson's PD on creating our curriculum maps through Understanding by Design emphasizes the importance of differentiating process and product/assessment for our ELL-SWDs and ELL populations.

The ELL Coordinator will attend workshops offered by Network 606. The three workshops focus on ELLs, Standards, and Inquiry.

Teachers to receive training:

The in-school professional development workshops, excluding the workshops offered by Network 606, are available to all teachers.

Schedule and Duration

The Unison Reading PD with Cynthia McCallister is a whole-year series of workshops that is offered to bilingual teachers, ESL teachers, and some general education teachers from grades K-4

The Tony Stead PD was offered in October 2011. Each grade received two days of training and will attend two follow-up workshop days in the spring.

Sue Rayson's PD will be offered in the first week of November, 2011.

The ELL Coordinator will attend English Language Learners, Standards, and Inquiry on 11/1, 12/6, and 1/10. She will turnkey to her ESL/Bilingual colleagues to support the Title III program.

Topics to be covered:

Non-fiction reading and writing strategies, Unison Reading and Writing (Learning Cultures), designing curriculum maps to address the needs of subgroups, including ELLs.

Name of Provider:

Tony Stead, Cynthia McCallister, Sue Rayson, Network 606 (Victoria Armas)

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale:

At P.S. 443 The Family School we believe that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at the school and teach them to also work on assignments with their children at home. We try to make every opportunity a learning experience for all parents/guardians.

Schedule and duration:

"Family Hour" is an opportunity for families to come to their children's classrooms from 2 - 3 p.m. on Fridays. This time enables families to participate in their children's learning and understand how to better help their children with schoolwork at home. This is particularly helpful for families of ELLs who are otherwise not able to assist children with homework. This allows families to feel part of the school/learning community.

Math, literacy and health workshops will also be offered this year to all parents, including parents of ELLs. The times for the workshops are still to be announced.

Topics to be covered:

Math, literacy, and health topics will be covered, with the aim that families can feel empowered to assist children with homework and feel more involved in what their children are learning.

Name of Provider:

Many of these workshops will be provided by staff at the school, at no cost. The exact dates and providers of some workshops have not yet been determined.

How parents are notified:

Parents are notified via letters sent home with children in their home/school communication folders. The letters are translated in several languages for the diverse population represented in our school. Additionally, fliers are posted around the school notifying parents of workshops. Last, the parent coordinator reaches out to parents to notify them in person and on the phone.

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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		