



**Department of
Education**

Dennis M. Walcott, Chance



2011-2012

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: SHERIDAN ACADEMY FOR YOUNG LEADERS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X457

PRINCIPAL: LISETTE FEBUS EMAIL: LFEBUS@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
Lisette Febus	*Principal or Designee	
Sandra Guzman	Assistant Principal	
Melissa Fleming	*UFT Chapter Leader or Designee	
Jabateh Lassana	*PA/PTA President or Designated Co-President	
Gilberto Brioso	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Megan Sampsell	Co-Chairperson/Teacher	
Gilberto Brioso	Co-Chairperson	
Isabel Burgos	ESL Teacher	
Barbara Chery	ESL Teacher	
Angelica Arbizzani	Science Teacher	
Nathalie Walker	Teacher	
Antonio Perez	Parent	
Helena Williams	Parent	

Bintou Toure	Parent	
Amie Jallow	Parent	
Jesyi Torres	Parent	
Fatou Sinera	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

By June 2012, 100% of my instructional and support staff will be assessed using a research based rubric to monitor pedagogical growth.

Comprehensive needs assessment

Based on teacher surveys, formal, and informal observations it was determined that we need to focus on pedagogical development in all content areas.

Instructional strategies/activities

- Administration will conduct 10 formative observations for each teacher using selected components of a research based rubric to provide meaningful feedback.
- Teachers will self assess on selected components of a research based rubric.
- The instructional committee will develop and implement a coherent PD plan for teachers that integrate the selected components of research based rubric.
- School leaders set up and follow a schedule for teacher observation and feedback using a research based rubric.
- Professional Goals will be set and progress monitoring will be put into place and will be reviewed every 6-8 weeks to establish progress of long and short term goals. This will be reviewed by Principal and Assistant Principals.
- September 2011-June 2012-Ongoing PD
- Saturday Professional Learning
- AP and support staff will monitor implementation of data binder, goal mastery, and provide necessary professional development.
- Principal and AP conduct informal and formal observations and meet regularly to debrief.
- Professional Learning teams will meet every Thursday for Inquiry and analysis of student work.
- Monthly Learning Walks
- Professional Learning Teams study group using; "A Tapestry for School Change" PLCs, DI, and RTI.
- All ELA teacher teams will enhance and revise recently developed units of study to ensure alignment with key Common Core Standards and to eliminate gaps within and across grades using the web-based curriculum mapping software Collaborative Learning, Inc.
- Teacher teams will routinely examine student work to develop inter-rater reliability within their teams and to identify gaps in understanding between student outcomes and standard levels of performance.
- Grade specific and interim benchmark levels for reading in grades K-5 will be established and communicated to parents and students.

- The early childhood reading benchmarks will be used to ensure students are making adequate progress in grades K-2 to meet rigorous promotion requirements
- Teacher teams will develop and implement at least one unit of study that integrates common core state standards by June 2012.

Strategies to increase parental involvement

- 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;
- providing assistance to parents in understanding City, State and Federal standards and assessments
- Progress Reporting: providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Curriculum Expo
- ESL Classes
- Parent Survey
- Content Area workshops for Parents
- The "Teachscape Resource Library" and "Kaplan Teach!" will be purchased and used by teacher teams to learn effective strategies for accelerating student learning.

Strategies for attracting Highly Qualified Teachers (HQT)

- Research based rubric
- Outside consultants, ie. Maria Banks
- Integrating DOK levels into curriculum maps
- Curriculum maps aligned to Common Core Standards
- Ongoing PD and PLC
- Book studies
- Constant feedback
- Opportunities for self evaluation
- 7 Habits Training

Service and program coordination

- Children's First Network 608 has been identified as the network that provides professional development for all staff in all content areas. In addition, they also ensure that we are in compliance with Federal, State, and City mandates.
- Private consultant that provides monthly professional development based on the survey needs for all staff.

Budget and resources alignment

- Children's First Network, TL Children, \$34,000
- Private Consultant, Title 1 SWP, \$25,000
- Professional Development, Per-Session, FSF, \$17,600
- Private Consultant/7 Habits Training, FSF, \$3,650
- Curriculum Mapping and Inquiry Professional Development, Title 1, \$30,000
- Pearson Math Common Core Professional Development, TL Summer, \$3,500
- Teachscape, FSF, \$3,300
- Professional Learning Books, Title 1, \$1,300
- Good Habits, Great Readers Curriculum, FSF, \$48,794
- Smart Board Technology, TLOTPS, FSF, \$27,000
- Fountas and Pinnell Benchmark Assessment System, FSF, \$3,013
- School Attuned, FSF, \$600

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

- By June 2012, 80% of students will effectively create persuasive writing pieces to support arguments across subject areas and grades as measured by unit rubrics and the New York State ELA Assessment.

Comprehensive needs assessment

- Based upon the pre and post writing assessments, and the 3rd and 4th grade ELA State Assessment it was determined that we needed to focus on including strong supporting arguments in our writing pieces.

Instructional strategies/activities

- In the persuasive unit of study we will include an essential question that leads to the development of a persuasive writing piece.
- Pre and post writing assessments analyzed with correlating unit rubrics generated by grade teams.
- For grades K-4 this will be measured by unit Rubrics. For Grades 3 and 4, this will also be measured by the May New York State ELA Assessment.
- Teachers will develop a Common Core aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence.
- Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.
- Teachers will meet weekly in department teams to assess student work and plan lessons that demand evidence to support a claim.
- September 2011-June 2012 Ongoing PD.
- Long and short term goals will be set monitoring every 6-8 weeks to review progress by Principal and AP.
- Full implementation of the balanced writing program including: Sharing Writing, Modeled Writing, Guided Writing, Conferencing, use of Mentored Texts and Writer's Notebook.
- Analysis of formative and summative assessments to differentiate instruction.
- Differentiation of instruction as a means of increasing the quality of accountable talk and on demand writing through the different content areas.
- Teacher teams collaborating to design genre specific writing rubrics to identify trends within the classroom and across the grade level.
- The use of the Step Up to Writing program in grades K and 1, as well as Exploring Writing in grades 2-3, in an effort to infuse writing across the content areas to address the Common Core Standards.
- Foundations for grades K-2 and Time for Kids in grades 3-4 to support writing independence.
Review goals and student assessment monitoring system report.
- Principal and AP conduct informal and formal observations and meet regularly to debrief.
- Inquiry teams will focus on bottom 1/3 of students per grade in reading and writing.
- Monthly Learning Walks
- Extended Day
- Professional Learning Teams
- Literacy Consultant to provide PD on Balanced Literacy, rubrics and curriculum mapping
- Monthly PD on student work analysis to identify trends both horizontally and vertically by instructional committee
- PD in Common Core Stand Standards.
- Principal and AP's provide support to staff in an effort to monitor implementation instruction after data analysis stores in the data binders, review goal mastery for students and teachers, as well as conduct one on one professional conversations

- Enhance the Teacher Resource Room

Strategies to increase parental involvement

- 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;
- providing assistance to parents in understanding City, State and Federal standards and assessments
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Curriculum Expo
- ESL Classes
- Parent Survey
- Progress Reporting
- PTA Meetings

Strategies for attracting Highly Qualified Teachers (HQT)

- Research based rubric
- Outside consultants, ie. Maria Banks
- Integrating DOK levels into curriculum maps
- Curriculum maps aligned to Common Core Standards
- Ongoing PD and PLC
- Book studies
- Constant feedback
- Opportunities for self evaluation

Service and program coordination

- Children's First Network 608 has been identified as the network that provides professional development for all staff in all content areas. In addition, they also ensure that we are in compliance with Federal, State, and City mandates.
- Private consultant that provides monthly professional development based on the survey needs for all staff.

Budget and resources alignment

- Children's First Network, TL Children, \$34,000
- Private Consultant, Title1 SWP, \$25,000
- Professional Development, Per-Session, FSF, \$17,600
- Curriculum Mapping and Inquiry Professional Development, Title 1, \$30,000
- Teachscape, FSF, \$3,300
- Professional Learning Books, Title1, \$1,300
- Good Habits, Great Readers Curriculum, FSF, \$48,794

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

By June 2012, at risk students of suspension will have in place a behavior intervention plan and functional behavioral assessments to decrease the suspension rate at least 5% through implementing the Classroom Environment Domain of the Charlotte Danielson Rubric with a focus on establishing a culture for learning and effectively managing student behavior.

Comprehensive needs assessment

As per our learning environment survey, parents rated our school an 8.7 out 10.0 possible points in safety and respect. Our school needs to increase in parent rating by at least .2 for at least an 8.9 or higher rating.

Develop staff's ability to prevent disciplinary problems and develop a positive, collaborative classroom, and school culture conducive to academic achievement.

Instructional strategies/activities

- Student suspension based on classroom incident will decrease by at least 5% from last year.
- Collaborate with educators for social responsibility to ensure that at least 90% of staff is trained in Guided Discipline by June 2012.
- School culture and climate team develops school wide rules and procedures incorporating lesson from Guided Discipline Training.
- School leaders emphasize and reinforce relevant rules and procedures throughout school year.
- NED Bully Assembly
- Leo's Den
- Professional Development in the Charlotte Danielson Rubric
- PBIS
- Activity Works
- Schools Attuned

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- 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
- 7 Habits Training for parents
- Parent Nutrition Classes

Strategies for attracting Highly Qualified Teachers (HQT)

- Research based rubric
- Outside consultants, ie. Maria Banks
- Integrating DOK levels into curriculum maps
- Curriculum maps aligned to Common Core Standards

- Ongoing PD and PLC
- Book studies
- Constant feedback
- Opportunities for self evaluation
- PBIS Behavior Program
- Bully Assemblies
- Leo's Den

Service and program coordination

- 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.
- 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.

Budget and resources alignment

- Children's First Network, TL Children, \$34,000
- Private Consultant, Title1 SWP, \$25,000
- Professional Development, Per-Session, FSF, \$17,600
- Teachscape, FSF, \$3,300
- Professional Learning Books, Title1, \$1,300
- School Attuned, FSF, \$600
- NED Assembly, Free
- Leo's Den, Donation from World Vision

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

By June 2012, we will improve parent communication by engaging at least 5% of the parent population in the Parent Association, volunteering, attending parent workshops and/or monthly activities as measured by attendance records and agendas. There will be at least 25 parents at any given meeting.

Comprehensive needs assessment

Based upon the Learning Environment Survey it was determined that we needed to increase parent involvement by providing more opportunities for parents to participate in parent meetings and workshops.

The Learning Environment Survey indicated a score of 7.7 out of 10 in communication and our goal for this school year is to have a score of 8.1 out of 10.

The Learning Environment Survey indicated a score of 7.9 out of 10 in engagement and our goal for this school year is to have a score of 8.3 out of 10.

Instructional strategies/activities

Ongoing parent involvement through workshops, meetings, and trips.

Monthly parent activities:

- Pumpkin Picking
- Thanksgiving celebration
- Holiday's Around the World Assembly
- Monthly Perfect Attendance Celebrations
- Talent Contest
- Winter Assembly
- Girl/Boy Scouts
- Parent/Child Sports tournament
- The Arts Expo
- Black History Month
- Multicultural Assembly
- Science Fair
- Spring Assembly
- Parent Appreciation Dinner
- Principal's Breakfast with Parents
- Mother's Day Celebration
- Father's Day Celebration
- Bingo Night
- Movie Night
- School Wide Field Day
- Carnival

Parent Workshops

- Jewelry Workshops
- ESL Classes

- Infuse best practices in parenting and learning
- ELA, Math, and Science interactive workshops
- Covey's Seven Habits
- Once a month on Friday's we will conduct parent learning Workshops
- ARIS Parent Link workshops
- On site Parent Wellness and Nutritional Class
- Crotchet

Volunteers

- Lunchroom
- Trips
- Classrooms

Strategies to increase parental involvement

- 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.
- 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Research based rubric
- Outside consultants, ie. Maria Banks
- Integrating DOK levels into curriculum maps
- Curriculum maps aligned to Common Core Standards
- Ongoing PD and PLC
- Book studies
- Constant feedback
- Opportunities for self evaluation
- PBIS Behavior Program
- Bully Assemblies
- Leo's Den

Service and program coordination

Type of Program or Strategy: P.B.I.S.- a system that rewards positive behavior in order to decrease the frequency of negative infractions

Method for Delivery of Service: School wide PBIS Store

When the Service is Provided: From Arrival to Dismissal

Budget and resources alignment

- Supplies, Title III \$4,300
- Parent Involvement, Title III Immigrant, \$1,250
- Parent Involvement, Title III LEP, \$1, 700
- Miscellaneous Parent Events, Estimation \$3,000
- Leo's Den, Donation from World Vision, \$200 from Book Fair Fundraiser, \$1,000 Picture Fundraiser

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

By June 2012, students overweight or obese will decrease from 42% to 39%, a decrease of 3% as measured by NYC FITNESSGRAM.

Comprehensive needs assessment

Based upon the FITNESSGRAM data from 2010-2011 it was determined that 42% of students were overweight or obese as measured by the NYC FITNESSGRAM. As a result, it was determined that students needed more physical activity throughout the school day and nutrition education for teachers, students and parents.

• Instructional strategies/activities

Full implementation of Physical Fitness Education Curriculum, Move to Improve, and Mighty Milers strategies will be used to ensure differentiation of instruction as a means of increasing the quality and opportunities for student participation in quality physical education geared towards lifelong participation in health related fitness.

- Aerobic Fitness/Goal Setting
- Muscularly Strength/Progression
- Muscular Endurance/Pacing
- Body Composition/BMI
- FITNESSGRAM Testing
- Mighty Milers
- Move to Improve
- Tai Chi
- Review five components of Health Related Fitness
- Annual Culminating Health Related Physical Fitness Field Day
- Development of Wellness Committee
- Professional Development on classroom Fitness Breaks
- 50% or more Classroom Teachers will participate in regularly scheduled physical activity.
- Recess Occurs Daily
- Students will receive daily opportunities for physical activity both indoors and outdoors.
- After school sports program.
- Cook shop for Kindergarten teachers and students
- Cook shop for Families
- Cornell Parent Nutrition Classes
- More than 50% of students will participate in Schools Breakfast Program
- Initiative to ensure that all students have access to fresh fruits at breakfast and lunch
- Chocolate milk is not served

- Cook home grown veggies and other items
- Activity Works

Strategies to increase parental involvement

- Food Drive
- Parent Cook shop classes
- Cornell Parent Nutrition Classes
- Wellness Meetings
- Parent Volunteers in the cafeteria

Strategies for attracting Highly Qualified Teachers (HQT)

- Research based rubric
- Outside consultants, Maria Banks
- Integrating DOK levels into curriculum maps
- Curriculum maps aligned to Common Core Standards
- Ongoing PD and PLC
- Book studies
- Constant feedback
- Opportunities for self evaluation
- PBIS Behavior Program
- Bully Assemblies
- Leo's Den
- Cook shop
- Classroom Garden
- Cornell Nutrition Education Training

Service and program coordination

- School Wellness Council
- Bronx Health Reach
- Strategic Alliance for Health
- Office of School Wellness
- New York Road Runners Association
- Office of School Food

Budget and resources alignment

- School Wellness Council Grant, \$3,000
- Tai Chi, FSF, \$200
- Leo's Sports Club Per-Session, FSF, \$3,100
- Music System Grant, \$500

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	0	0	N/A	N/A	N/A	N/A	1	112
1	0	0	N/A	N/A	N/A	N/A	2	121
2	16	0	N/A	N/A	N/A	N/A	1	127
3	16	0	N/A	N/A	N/A	N/A	3	150
4	16	0	N/A	N/A	N/A	N/A	1	153
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Focus: The Sheridan Academy for Young Leaders will provide Academic Intervention Services (AIS) for all at- risk students, holdovers, and students who are over aged for their grade.</p> <p>What: Type of Academic Intervention Service (AIS) We will be using the Fountas and Pinnell Intervention Program.</p> <p>Method of Delivery: The AIS Service Program will be implemented in groups of a ratio of 4:1 as a pull-out program.</p> <p>When: The Fountas and Pinnell Intervention Program will be implemented in a 40-minute block of instruction during the school day (pull-out). Second grade will use push in model.</p> <p>Trends:</p>
Mathematics	N/A
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	N/A

At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	<p>Type of Program or Strategy: P.B.I.S.- a system that rewards positive behavior in order to decrease the frequency of negative infractions.</p> <p>Method for Delivery of Service: School wide</p> <p>When the Service is Provided: From Arrival to Dismissal</p>
At-risk Health-related Services	<p>Leo's Sports Club, Mighty Milers, Move to Improve, Tai Chi, Activity Works, Girls on the Run, Health Educator, Cook shop, Cornell Nutrition Program</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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Jose Ruiz/Rudy Rupnarain	District 09	Borough Bronx	School Number 457
School Name Sheridan Academy for Yound Leaders			

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

Principal Lisette Febus	Assistant Principal Sandra Guzman, Mary Sanchez
Coach	Coach
ESL Teacher Vivian Zapata	Guidance Counselor
Teacher/Subject Area Barbara Chery/ESL	Parent
Teacher/Subject Area Isabel Burgos/ESL	Parent Coordinator
Related Service Provider	Other
Network Leader	Other

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	3	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	505	Total Number of ELLs	141	ELLs as share of total student population (%)	27.92%
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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. At the time that a new student is admitted to the school, the secretary asks the parent if there is a home language spoken at home. Based on the parent or guardian's response, the secretary hands a Home Language Identification Survey (HLIS) in the appropriate home language to fill out during the initial registration process. The secretary then contacts a trained pedagogue. The informal oral interview and the formal initial assessment are conducted by any of the three main Certified ESL teachers responsible for servicing the ELLs in our school, Mrs Zapata, with certification in Bilingual Education (Spanish) K-6 and certification in ESL K-12; Ms. Chery (speaks French) with certification in ESL K-12/Special Education K-6; and Ms. Burgos (speaks Spanish) with certification in Common Branches K-6 and certification in ESL K-12. In a household where a language other than English is spoken, parents are given an informal oral interview to clarify language dominance. This interview is conducted in English or in the home language, where possible. On the basis of the response, a formal initial assessment is conducted with the student and if necessary, the LAB-R and the Spanish LAB for Spanish-speaking students is administered within 10 days by any of the three main Certified ESL teachers. Once all ELLs have been identified and are placed in the proper setting, they are evaluated annually using the NYSESLAT (ATS report). For the bilingual students, classroom teachers administer the Listening, Reading, and Writing portions of this assessment, while the ESL teachers administer the Speaking portion. For the freestanding ESL students, ESL teachers with the support of other teachers (AIS teacher and SETSS teacher) administer the Listening, Reading, and Writing portion of this assessment, while only ESL teachers administer the Speaking portion of the assessment.

2. In order to ensure that parents understand all three program choices (TBE, Dual Language, and Freestanding ESL), we invite the parents of all newly admitted students to an orientation meeting during the first part of October. During this meeting, parents meet the Principal, Assistant Principals, and ESL teachers. Every effort is made to inform and notify parents of newly enrolled students of their child's entitlement to language support services. These parents are sent letters of invitation to attend a parent orientation meeting. Included in the invitation packet is an Entitlement Letter which has a breakdown of the student's LAB-R scores and a detailed description of the three language programs - Transitional Bilingual; Dual Language; and Free-standing ESL. As much as possible, we send these letters in the parents' home language. The packet also states a deadline by which parents should RSVP to the orientation. At the orientation, parents are shown a video, The Parent Connection-an Orientation for Parents of Newly Enrolled English Language Learners. The video is about the three program choices (see above). They are also informed about which programs are in place at our school. When parents choose a program that our school does not currently offer, we keep records in order to notify parents when the program of choice opens. We discuss options on what steps to take if their program of preference is not available at our school; including having the child transferred to a school within the district that offers their selection. Also, we have a question and answer session to clarify questions that parents may have. We assist parents in filling out the Program Selection form, in their home language, providing an interpreter, if possible. Any parents that do not attend the initial meeting receive personal invitations through phone calls and letters sent home with children. If parents do not respond to any of these efforts, we follow up at Parent Teacher Conferences. In this manner we ensure that parents have a chance to understand the available programs for ELLs and choose the one they want for their children.

3. The Entitlement Letters are distributed by the three ESL teachers. They send parents the Entitlement Letters and the Program Selection forms by hand through their child. *Every effort is made to inform and notify parents of newly enrolled students of their child's entitlement to language support services. These parents are sent letters of invitation to attend a parent orientation. Included in the invitation packet is an Entitlement Letter which has a breakdown of the student's LAB-R scores and a detailed description of the three language programs - Transitional Bilingual; Dual Language; and Free-standing ESL. As much as possible, we send these letters in the parents' home language. The packet also states a deadline by which parents should RSVP to the orientation. A checklist of all parents in attendance is maintained and kept in records by the ESL teachers to ensure follow-up with those who were not able to attend. Records are also maintained of all parent choices, program selections, Entitlement letters, and continued entitlement letters.

4. A certified ESL teacher conducts an informal interview with parents. The ESL teacher helps them to complete the Home Language Survey form (HLS) in the parents' native language, if possible. If eligible, the Entitlement Letters and the Program Selection forms are sent to parents by hand through their child. We invite parents of all newly admitted students to an orientation meeting. During this meeting, parents meet the Principal, assistant Principals, and ESL teachers. Included in the invitation packet is an Entitlement Letter which has a breakdown of the student's LAB-R scores and a detailed description of the three language programs- Transitional Bilingual; Dual Language; and Free-standing ESL. For parents who do not attend the orientation, we contact them by phone to find out when they can come to the school to be informed of their choices and to assist them in the process of making a selection. If parents do not respond to any of these efforts, we follow up at Parent Teacher Conferences. A checklist, of all parents in attendance, is maintained and kept in records by the ESL teachers to ensure follow-up with those who were not able to attend. Records are also maintained of all parent choices, program selections, and Entitlement letters.

5. After reviewing the ELL Parent Survey and program Selection forms for the past few years, the trend has been the selection of a Freestanding ESL Program over any other program. The present Freestanding ESL Program at Sheridan Academy for Young Leaders is aligned with what parents have been requesting. We also have a few parents who have requested a Bilingual Education Program. These students have been placed in such classes in alignment with their parents' requests. Currently, in alignment with parental requests, we have 9 students in the Bilingual Special Education Program in First Grade and 7 students in the Bilingual Special Education Program in Second Grade. All the other ELLs, 125 students in total (comprising Kindergarten/1st/2nd/3rd and 4th grades) have been placed in a Freestanding ESL program in alignment with their parents' selection.

6. Yes, our Program models are aligned with parent requests. As we grow as a school, we will continue to build an alignment between parent choice and program offering.

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%)	0	1	1	0	0									2
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	1	1	0	0	0	0	0	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	141	Newcomers (ELLs receiving service 0-3 years)	127	Special Education	17
SIFE	0	ELLs receiving service 4-6 years	14	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	16		16							16
Dual Language										0
ESL	125		3							125
Total	141	0	19	0	0	0	0	0	0	141

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		9	7											16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														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
Yiddish														0
Other														0
TOTAL	0	9	7	0	16									

**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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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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	23	19	7	25	12									86
Chinese														0
Russian														0
Bengali	1	1		1	1									4
Urdu														0
Arabic														0
Haitian														0
French			2		2									4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	10	3	3	10	5									31
TOTAL	34	23	12	36	20	0	125							

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?

1a. We have two models in place to service ELLs at the Sheridan Academy, the Pull-Out and the Bilingual Program. There are different programs available for the different grades. For our Kindergarten classes, we have the ESL Pull-Out model. For 1st grade, we have a Transitional Bilingual Special Education program as well as an ESL Pull-Out model. For 2nd grade, we have a Transitional Bilingual Special Education program as well as an ESL Pull-Out model. For 3rd and 4th grade, we have a Pull-Out Model.

1b. We offer two program models in servicing our ELLs: the Transitional Bilingual Special Education, and the Freestanding ESL program.

A. Programming and Scheduling Information

We utilize the heterogeneous model for the Bilingual Special Education classes. However, for the Free-Standing ESL (Pull-Out) program our school utilizes the homogenous model, whereby students are serviced in groups according to their proficiency levels, i.e. Beginner, Intermediate and Advanced.

2. At Sheridan, we currently have 141 ELLs. They are divided into groups which are serviced by the two program models, TBE and Free-Standing.

- The Transition Bilingual Special Education program services two classes on the whole; a TBE Special Education Self-Contained class in First Grade with 9 students and a 2nd Grade TBE Special Education class of 7 students. The two classes are run in a small group setting with a certified Bilingual Special Education teacher as well as two certified Educational Assistants.

- In the Free-Standing ESL Program, we have 125 ELLs being serviced by three certified ESL teachers, using the Pull-Out model. In the Free-Standing ESL Program (K-4th Grade) instruction is delivered according to the mandated number of instructional minutes. Students receive:

Beginners =2 units of ESL (360 minutes) per week

Intermediate =2 units of ESL (360 minutes) per week.

Advanced =1 unit ESL (180 minutes) per week.

+ 1Unit ELA (180 minutes) per week.

Our TBE program also delivers instruction according to the mandated number of instructional minutes as delineated in the CR Part 154. In addition to the prescribed instructional minutes for ESL, students also receive

Beginners = 90 minutes of NLA (Spanish) per day

Intermediate = 90 minutes of NLA (Spanish) per day

Advanced =45 minutes of NLA (Spanish) per day

2a. Free-Standing ESL (pull-out) Model

At Sheridan Academy we work on a 50 minute block of instruction. ELLs performing on the Beginner and Intermediate levels of proficiency are serviced for a period of 100 minutes per day/4 days a week with a total of 400 minutes per week, while students performing at the Advanced level of proficiency are serviced for 50 minutes per day/4 days a week with a total of 200 minutes per week. We are surpassing the mandated daily minutes of ESL instruction to our ELL population. Using ESL methodology and strategies, we address the four modalities of language acquisition; Listening, Speaking, Reading and Writing. Scaffolding is also provided to ensure that content is comprehensible and learning takes place. In recognition of varying skills, language proficiency and learning styles, we differentiate instruction for our ELLs. Different instructional strategies are modified for our ELLs including: Direct Instruction; Inquiry-Based Learning; Cooperative Learning; and Information Processing.

The Transitional Bilingual Education Program

In this program 60% of instruction is done in Spanish, including all content areas, Math, Science and Social Studies to make content comprehensible and enrich language development. The Bi-lingual teacher also teaches ESL for 72 minutes per day, Beginner and Intermediate levels, and 45 minutes per day/4 days a week of ESL including ELA on a daily basis for students performing at the Advanced level of proficiency. Using all the prescribed methodology, the teacher differentiates instruction for the students according to their performance on the NYSESLAT and their individual needs. As English proficiency increases, so does the amount of time students are taught in English. They will gradually transition from a 60/40 Spanish/English program to 100% English instruction, in the General Education class. The TBE program provides the mandated NLA (Spanish) instruction for ELLs. Students performing on the Beginner and Intermediate levels of proficiency on the NYSESLAT receive 90 minutes per day of NLA, while those with Advanced proficiency receive 45 minutes of NLA per day.

3. In our Transitional Bilingual Special Ed. (Spanish) Program, standards-based subject matter instruction is provided in the student's native language with intensive support in ESL. All instruction is prescribed according the students' IEP. Content area is delivered in Spanish, including Math (Everyday Mathematics), Science (New York City Edition Science) and Social Studies (Social Studies New York City) to make content comprehensible and enrich language development. The Bi-lingual teachers also uses "On Our Way to English", a thematic content based instructional program. The Bi-lingual teachers use the prescribed ESL methodology, including scaffolding, the use of graphic organizers, Total Physical Response methodology as well as the explicit teaching of content vocabulary to assist the students in making content comprehensible. Spanish and English are used for instruction on a 60/40 ratio. As English language proficiency increases, so does the amount of time students are taught in English. English proficiency is accelerated through ESL, ELA, and NLA development. Depending on the performance of the students on the NYSESLAT, they will gradually transition from a 60/40 Spanish/English program to

A. Programming and Scheduling Information

100% English instruction, in the General Education class. In our Freestanding ESL (Pull-Out) At specified periods during the day, on a regular basis, the ESL teacher Pullsout/ ELLs (according to proficiency levels) from their general education classrooms and services them for the mandated number of instructional minutes per week. In this program all instruction, is done in English. The ESL providers are in constant communication with the classroom teachers to align the grade units of studies with the ESL instructional program. The ESL Teachers use “On Our Way to English”, a thematic content based instructional program to anchor ELL’s learning in a context that is transferable to the mainstream classroom. Differentiation of instruction is provided on a daily basis with an emphasis on vocabulary development, and reading comprehension strategies which are modeled within mini lessons. This gives students the opportunity to try the strategies with the teacher’s guidance during guided practice. All instruction is delivered using ESL approaches with specific strategies as well as through individual conferencing including vocabulary scaffolding, the use of graphic organizers, total physical response as well as explicit teaching of content vocabulary in an effort to assist the students in making content comprehensible. The ESL teacher also supports the general education classroom teacher by providing additional support for ELLs in content areas and academic language. During classroom instruction, the teachers model and provide concrete examples. The teacher's language is modified in order to provide comprehensible input for our ELLs. Our lessons have clear language objectives and the teachers use realia and various scaffolds to provide a context and visual for our ELLs. NYSESLAT test preparation strategies are integrated into the lessons. The ESL teacher works with the ELLs to prepare them for the NYSESLAT exam. Once they pass the NYSESLAT, they will be transitioned into regular classes although they are still provided with necessary support for two years after testing out of the program.

4. We currently do not evaluate our Spanish speaking ELLs who are in bilingual classes. We use the DPA in Spanish to assess them in their

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100%	5. As prescribed by the CR Part 154, we differentiate instruction for our ELLs. Students are grouped into three proficiency levels; Beginner, Intermediate and Advanced. Implementing a four-pronged approach, we address the four modalities of language acquisition; Listening, Speaking, Reading and Writing. Scaffolding is used to support our ELLs including: Direct Instruction; Inquiry-Based Learning; Cooperative Learning; and Information Processing. We also differentiate instruction using small groups and through independent activities.			
75%				
50%				
25%				
Dual Language				
100%	5b. We plan to include our Newcomers in an intensive After School Program. This program services the ELLs in small groups (11 max. per/class) for 2 hours/5 days a week and runs for 10 weeks. We also plan to include them in a Title III Saturday Academy which starts in January 2011. The focus will be on quality instruction.			
75%				
50%				
25%				
Freestanding ESL				
+				
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

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

specific vocabulary. We also use the Total Physical Response approach as well as modeling during instruction, to enhance comprehension. Visuals are also displayed on the classroom walls to foster language acquisition.

• To further reading goals, Guided Reading (leveled readers are used) is integrated into our program. Audio-visual technology is also

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?

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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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. Students are selected for targeted intervention based on their academic performance in the previous year. ELLs who are performing below grade level are also targeted. We have in-classroom intervention by the classroom teacher through differentiated instruction, in small-group settings, individualized instruction, conferencing and Guided Reading groups. In addition, our intensive After School Program targets long-term ELLs based on their performance on the NYSESLAT. This program services the ELLs in small groups (11max. per/class) for 2 hours/two days a week and runs for 10weeks. Our focus is to get them to English-proficiency on the NYSESLAT test this year. We concentrate on building/enhancing Reading Comprehension and Writing skills, using the English Now, as ESL/Literacy program. We will also be starting a Title III Saturday Academy in January 2012 for all ELLs. The program will run for 3 hours, every Saturday, for a period of 10 weeks. The focus will be on Reading and Writing. In math, social studies and science, we utilize the 37.5extended time and extended day program. All intervention services are provided in English. Our overarching goal is to accelerate English proficiency within a threeyear period, while also improving overall academic performance.

9. We plan to ensure that they receive all ELL testing accommodations. They will also be invited in the After School and Title III Saturday Academy Program. ESL teacher will continue articulation and support with the classroom teacher

10. We have purchased three different programs to enhance literacy skills in all our students: Words Their Way (for all Third Grade students); Time for Kids; and Exploring Writing for the whole school. To increase the effectiveness of our Transitional Bilingual program, our school is purchasing new kits to enhance language and comprehension skills in content areas; we are looking into enhancing our leveled classroom libraries (Spanish), content libraries (Spanish), leveled Science sets (Spanish), as well as purchasing a Dual language Math collection. These programs are all aligned with the Core Curriculum Standards.

11. We do not plan to discontinue any of our programs/services for ELLs.

12. We offer our ELLs equal access to all school programs, including extended day classes, art program, gardening, sports program, and the student council. Also, ELLs are invited to an intensive After School Program which will start in November 2011 services the ELLs in small groups (11max. per/class) for 2 hours/two days a week and runs for 10weeks. We will also invite them in a Title III Saturday Academy which will start in January 2012. The program will run for 3 hours, every Saturday, for a period of 10 weeks. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standards.

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14. In our Transitional Bilingual Special Education Program, all classes have teachers that speak English and Spanish. Native language

B. Programming and Scheduling Information--Continued

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14. In our Transitional Bilingual Special Education Program, all classes have teachers that speak English and Spanish. Native language support is delivered by the classroom teachers through classroom libraries in Spanish, translation when necessary, bilingual dictionaries and

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)?

N/A

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. ELL teachers and service providers participate of a series of professional development opportunities throughout the school year in and out of the school building (i.e. small group instruction, levelling libraries, testing modifications and data analysis).
2. Sheridan Academy currently is K-4 and does not yet have to accommodate the transition from elementary to middle school and middle school to high school. We will help support our ELLs when the time is more appropriate.
3. We provide professional development for all staff. The training includes identification of ELLs, teaching strategies to support ELLs and tips on how best to prepare ELLs for the NYSESLAT and all NYS exams. We use the NYSESLAT Sampler and the NYS Rubrics as tools to drive instruction. At these workshop trainings, attendance is taken and records are maintained as evidence of meeting the requirement.

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. Parental involvement is a top priority at the Sheridan Academy. We believe that the success of our students, their family and our community is based on a partnership to move our children forward to succeed in life. We therefore seek opportunities to involve parents in our school life. We have the School/Parent Compact program which is a contract between the school, the parents and the student. The goal of this program is to involve the parents and the students in our walk toward achieving high academic standards. The contract involves some responsibility from the parents, the school and the student. The parents have such responsibilities like, getting their children to bed early, making sure their homework is completed and handed in on time, reading to/with them for about 30 minutes a day, providing an environment conducive for studying and volunteering in their child's classroom. The child has such duties like, following directions from teachers and staff, doing homework every day, asking for assistance when needed and giving parents all notices and information received at school everyday. The school has such responsibilities like, providing parents with reasonable access to staff, communicating with parents through letters, having parents play an integral role in assisting child's learning through such activities as Read Aloud Night, providing workshops that support parents' knowledge of the curriculum and standards for all content areas. For our ELL parents in particular, we offer NYSESLAT test workshops to inform them on what they need to know, to help prepare their students for the test.

2. It's the beginning of a partnership between the Puerto Rican Family Institute and the Sheridan Academy for Young Leaders. The Puerto Rican Family Institute provides parenting workshops for fatherhood and couples. Fatherhood workshops focus on skilled-based parenting education, Effective coping, and anger management skills and more. The Couples workshop focuses on improving communication, dealing with stress and managing conflict, and dealing with Expectations Vs. Reality, just to name a few topics. The initiative of the program is to improve family relationships

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3. We evaluate the needs of the parents through surveys. The questions are geared towards evaluating areas where the parents may need support: whether in the areas of personal growth, e.g. passing the GED; or with learning English; or understanding how to navigate the school system; or perhaps learning how they can assist their children with school work. Based on the parents' responses, we design and develop programs geared towards addressing their common needs.

4. Our parental involvement activities are planned around and reflect parent selections based on surveys.

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

B. Programming and Scheduling Information--Continued

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9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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11. We do not plan to discontinue any of our programs/services for ELLs.

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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. Students are selected for targeted intervention based on their academic performance in the previous year. ELLs who are performing below grade level are also targeted. We have in-classroom intervention by the classroom teacher through differentiated instruction, in small-group settings, individualized instruction, conferencing and Guided Reading groups. In addition, our intensive After School Program targets long-term ELLs based on their performance on the NYSESLAT. This program services the ELLs in small groups (11 max. per/class) for 2 hours/two days a week and runs for 10 weeks. Our focus is to get them to English-proficiency on the NYSESLAT test this year. We concentrate on building/enhancing Reading Comprehension and Writing skills, using the English Now, as ESL/Literacy program. We will also be starting a Title III Saturday Academy in January 2012 for all ELLs. The program will run for 3 hours, every Saturday, for a period of 10 weeks. The focus will be on Reading and Writing. In math, social studies and science, we utilize the 37.5 extended time and extended day program. All intervention services are provided in English. Our overarching goal is to accelerate English proficiency within a three year period, while also improving overall academic performance.

9. We plan to ensure that they receive all ELL testing accommodations. They will also be invited in the After School and Title III Saturday Academy Program. ESL teacher will continue articulation and support with the classroom teacher

10. We have purchased three different programs to enhance literacy skills in all our students: Words Their Way (for all Third Grade students); Time for Kids; and Exploring Writing for the whole school. To increase the effectiveness of our Transitional Bilingual program, our school is purchasing new kits to enhance language and comprehension skills in content areas; we are looking into enhancing our leveled classroom libraries (Spanish), content libraries (Spanish), leveled Science sets (Spanish), as well as purchasing a Dual Language Math collection. These programs are all aligned with the Core Curriculum Standards.

11. We do not plan to discontinue any of our programs/services for ELLs.

12. We offer our ELLs equal access to all school programs, including extended day classes, art program, gardening, sports program, and the student council. Also, ELLs are invited to an intensive After School Program which will start in November 2011 services the ELLs in small groups (11 max. per/class) for 2 hours/two days a week and runs for 10 weeks. We will also invite them in a Title III Saturday Academy which will start in January 2012. The program will run for 3 hours, every Saturday, for a period of 10 weeks. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standards.

13. The main instructional material that is used to support ELLs is Rigby's, On Our Way to English, a resource that covers the four spectrums of language acquisition, Reading, Listening, Speaking and Writing. ESL methodology is used to make content comprehensible, including phonics instruction, sight vocabulary, as well as teaching content-specific vocabulary. We also use the Total Physical Response approach as well as modeling during instruction, to enhance comprehension. Visuals are also displayed on the classroom walls to foster language acquisition. To further reading goals, Guided Reading (leveled readers are used) is integrated into our program. The school is also currently considering implementing the Imagine Learning English program for our ELLs as a technological supplement to remediate, enrich and enhance grade-level appropriate skills. For our Title III Saturday Academy we use the Readers for Writers, a Language Proficiency Intervention Kit. It is a non-fiction and Science-based classroom resource designed to teach students how to work with informational texts; students learn about features of informational texts and are taught how to write and respond to such texts.

14. In our Transitional Bilingual Special Education Program, all classes have teachers that speak English and Spanish. Native language support is delivered by the classroom teachers through classroom libraries in Spanish, translation when necessary, bilingual dictionaries and

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)?

N/A

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. ELL teachers and service providers participate of a series of professional development opportunities throughout the school year in and out of the school building (i.e. small group instruction, levelling libraries, testing modifications and data analysis).
2. Sheridan Academy currently is K-4 and does not yet have to accommodate the transition from elementary to middle school and middle school to high school. We will help support our ELLs when the time is more appropriate.
3. We provide professional development for all staff. The training includes identification of ELLs, teaching strategies to support ELLs and tips on how best to prepare ELLs for the NYSESLAT and all NYS exams. We use the NYSESLAT Sampler and the NYS Rubrics as tools to drive instruction. At these workshop trainings, attendance is taken and records are maintained as evidence of meeting the requirement.

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. Parental involvement is a top priority at the Sheridan Academy. We believe that the success of our students, their family and our community is based on a partnership to move our children forward to succeed in life. We therefore seek opportunities to involve parents in our school life. We have the School/Parent Compact program which is a contract between the school, the parents and the student. The goal of this program is to involve the parents and the students in our walk toward achieving high academic standards. The contract involves some responsibility from the parents, the school and the student. The parents have such responsibilities like, getting their children to bed early, making sure their homework is completed and handed in on time, reading to/with them for about 30 minutes a day, providing an environment conducive for studying and volunteering in their child's classroom. The child has such duties like, following directions from teachers and staff, doing homework every day, asking for assistance when needed and giving parents all notices and information received at school everyday. The school has such responsibilities like, providing parents with reasonable access to staff, communicating with parents through letters, having parents play an integral role in assisting child's learning through such activities as Read Aloud Night, providing workshops that support parents' knowledge of the curriculum and standards for all content areas. For our ELL parents in particular, we offer NYSESLAT test workshops to inform them on what they need to know, to help prepare their students for the test.

2. It's the beginning of a partnership between the Puerto Rican Family Institute and the Sheridan Academy for Young Leaders. The Puerto Rican Family Institute provides parenting workshops for fatherhood and couples. Fatherhood workshops focus on skilled-based parenting education, Effective coping, and anger management skills and more. The Couples workshop focuses on improving communication, dealing with stress and managing conflict, and dealing with Expectations Vs. Reality, just to name a few topics. The initiative of the program is to improve family relationships

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3. We evaluate the needs of the parents through surveys. The questions are geared towards evaluating areas where the parents may need support: whether in the areas of personal growth, e.g. passing the GED; or with learning English; or understanding how to navigate the school system; or perhaps learning how they can assist their children with school work. Based on the parents' responses, we design and develop programs geared towards addressing their common needs.

4. Our parental involvement activities are planned around and reflect parent selections based on surveys.

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)	15	15	6	7	4									47
Intermediate(I)		8	6	22	3									39
Advanced (A)	19	9	7	7	13									55

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	34	32	19	36	20	0	0	0	0	0	0	0	0	141

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		3	1	0	1								
	I		4	3	5	1								
	A		11	8	5	7								
	P		14	7	26	11								
READING/ WRITING	B		15	6	7	4								
	I		8	6	22	3								
	A		9	5	7	11								
	P		0	2	0	2								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	3	1		16
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	13		4						17
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

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

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

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

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

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

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.

Part VI: LAP Assurances

School Name: Sheridan Academy for Young Lea		School DBN: <u>09X457</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisette Febus	Principal		10/26/11
Mary Blandino-Sanchez	Assistant Principal		10/26/11
	Parent Coordinator		
Vivian Zapata	ESL Teacher		10/26/11
	Parent		
Barbara Chery/ESL	Teacher/Subject Area		10/26/11
Isabel Burgos/ESL	Teacher/Subject Area		10/26/11
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

School Name:

Sheridan Academy for Young Lea

School DBN: 09X457

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09X457 **School Name:** Sheridan Academy for Young Leaders

Cluster: 6 **Network:** Children's First Network 608

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.

We used the Home Language Survey Form to determine the various languages of our school population. We created an Interpretation Needs Survey to be sent home to the parents in their native language. This survey informs us of their interpretation needs, i.e. written, oral, or both. We also assess translation needs through the use of in-house translators on an ongoing basis.

- We will implement the following methodologies: parent surveys in English and Spanish as well as partner with the NYC Public Library to support parents with online survey completion.
- Door to door outreach by Parent Coordinator and Social Worker for other language speaking parents.
- All written communication home will be translated in at least two languages.
- Use of the DOE's translation services for languages other than Spanish.

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 West African and Hispanic parents need more consistent translation services. This was reported to the school community via PA meetings, and School Leadership Team Meetings. We need to also report the information to staff during faculty conferences so that all staff members can become aware of the need to translate in Spanish and other languages. During one to one meetings, a translator is present most of the time. Our SBST team is bilingual and information sent home is done in Spanish and English languages. An allocation was used for language translation services. Report Cards will be translated in Spanish.

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.

In order to communicate effectively with the parents of ELLs will continue to send home notices to parents in their native language, when available. Written translation is provided by our in-house school staff.

All materials are translated to Spanish through a translation software program and staff members and parent volunteers assist in the process of translation for written communication.

We will continue to implement translation at all meetings i.e. (PA, Open House, Curriculum Night), school's answering machine, and on all communications sent home to families.

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.

The Sheridan Academy for Young Leaders' oral interpretation service needs are met by school staff and parent volunteers. In-house interpreters are available during Parent Association meetings and parent workshops, Parent Teacher Conferences, , IEP meetings, and during meetings for children who are at-risk of meeting promotional criteria.

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

The Sheridan Academy for Young Leaders' commitment to the assessment and identification of our student's parents' linguistic needs and the strategies we have planned to meet these needs, the school further fulfills Section VII of Chancellors' Regulations A-663 in the following ways:

by making our school a welcoming atmosphere for parents who speak languages other than English through the use of multilingual signage and public address, by informing parents of their Parental Rights and responsibilities, including their right to translation and interpretation services, by informing parents of upcoming citywide educational events, and by offering information to parents about students' health, safety and conduct in their native language.

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: At the Sheridan Academy for Young Leaders, our students are uniquely diverse and this truly enhances our school culture. The student population at our school consists of 49% Hispanic, 46% African and 3% Asian population. We have a unique ELL population that make up about 29% of our school demographic.

Our overriding goal is to maintain high expectations for all our ELLs; we strive to provide them with high quality instruction. We have designed an intensive Afterschool Program targeting general and special education ELLs based on their performance on the NYSESLAT and the Fountas and Pinnell Assessments. The targeted groups of students from grade 3 & 4 performing at the Beginning, Intermediate, and Advanced levels, as determined by the reading and writing portion of NYSESLAT.

The teaching staff for the After school program will consist of 3 certified ESL / Bilingual teachers. They will be responsible for providing high quality instruction. The Afterschool program will take place on Tuesdays and Wednesdays from November 29th, 2011 to April 7, 2012 from 3:15 to 5:15 p.m. The targeted populations are ELLs in 3rd and 4th grades. The students in grade 3 will be grouped based on their NYSESLAT performance and proficiency level category. We will have a total of 16 students or less per class to ensure customized instruction.

The focus of instruction will be to move the students in the continuum of language proficiency levels and to improve their academic skills. We will also address the four modalities of language acquisition; listening, speaking, reading and writing. Scaffolding instructional strategies will be used to ensure that content is comprehensible and that learning is facilitated. In addressing the different language proficiency levels and learning styles, we will modify and implement different instructional strategies. The small group setting will allow for differentiated instruction. Students will be grouped based on their current level of language proficiency.

The program that will be implemented will focus on strengthening the writing and reading component of the Balanced literacy structure through the content areas science and social studies. We will purchase the Kaplan Keys, NYSESLAT prep, and use materials from the Science and Social studies Proficiency Literacy bags that are aligned with F& P (Fountas and Pinnel) reading levels A-N from Attanasio & Associates This Read to write program was purchased and used in the Saturday last year because it is a Researched-Based resource for academic vocabulary acquisition, fluency, and comprehension and some supplies. This program will supplement the NYSESLAT and Kaplan materials for students who are Beginners, Intermediate, and Advance. The teachers will work with both 3rd and 4th graders to ensure an increase in academic vocabulary in order to elevate the language acquisition due to student's inability to pass the NYSESLAT as well as prepare them for the State ELA and Math Assessments.

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: All 3 Title III teachers will be offered professional development with a focus on the use and the implementation of the instructional program on November 28th, 2011 and in January 2012 to follow up from 3:15p.m.-5:15 p.m. Teachers will be paid at per session rate with Title III funds.

DATE PROFESSIONAL DEVELOPMENTS PROVIDED:

10/15/11 Danielson Framework Rubric, Goal Setting, and Professional Development Survey

11/18/11 School's Attuned Introductory Professional Learning

11/23/11 Professional Learning Community

01/08/12 Curriculum Mapping

01/31/12 Academic Language

RESOURCES PROVIDED:

Demos-Maria Banks (Literacy Consultant)

Participate – Professional Learning Communities

Read – A Tapestry for School Change by Maria Banks (Chapter 4 Differentiated Instruction)

Read- How to Differentiate Instruction in Mixed Ability Classrooms by Carol Ann Tomlinson

Read Article- Teaching English Language Learners: What the Research Does and Does Not

Say by Claude Goldenberg

Additional Professional Development for ESL Teachers

Conducted by Kaplan Consultant on January 5, 2012

During the meeting the following was discussed in reference to the implementation of the program for our English Language Learners:

- Cultural References

Part C: Professional Development

- The role of academic vocabulary and idiomatic expressions
- The use of appropriate instructional tools and materials
- Specific teaching strategies and techniques (i.e. using shorter sentences, checking for understanding, repetition and paraphrasing)
- Peer Support

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents receive letters regarding school events. Saturday Academy for Parents focusing on ESL instruction will begin Saturday 3/10/12 – 5/19/12 and will be held for 11 sessions in an effort to educate students through their parents from 9: 30a.m. 12:00 p.m. The teacher's name is Leola Brady – Price. In addition, we will have a culminating Parent Learning day on May 19, 2012. 21 Topics will be available so parents can choose 3 workshops they would like to attend (see attached flyer).

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		

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.
<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		