



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** PUBLIC SCHOOL 10

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 15K010

**PRINCIPAL:** LAURA SCOTT **EMAIL:** LSCOTT3@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ANITA SKOP

## 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
Laura Scott	*Principal or Designee	
Heidi Bookman	*UFT Chapter Leader or Designee	
Amy Schwartzman	*PA/PTA President or Designated Co-President	
Eileen Fallon	DC 37 Representative, if applicable	
n/a	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	n/a
n/a	CBO Representative, if applicable	n/a
Alison Koziel	Member/Chairperson	
Michele Kertesz	Member/Teacher	
Dana Roth	Member/Teacher	
Alec Gershberg	Member/Parent	
Velma McKenzie	Member/Parent	
Cathy Campbell	Member/Parent	
Corliss Bitter	Member/Parent	
Rachel Stack	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

The number of special needs (Special Education and ELLs) students scoring on levels 3 and 4 will increase by 1% as measured by their performance on the 2013 NYS ELA exam.

### **Comprehensive needs assessment**

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

ELLs and Special Needs students traditionally do poorly on the ELA exam, This year 23% of ELLs and 37% of students with disabilities met standards. Differentiated small group instruction, scaffolded work and assessments that drive instruction should help these student groups make progress.

### **Instructional strategies/activities**

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

#### **A -**

- Analyze data and make comparisons with regard to new and old scale scores of ELLs and Special Education students.
- Predictives administered and documented
- Administer periodic informal and formal assessments
- Assess then tailor instruction to meet the needs of individual students
- Use information from assessments to inform instruction
- Identify students who are functioning well below grade level and who have any progress in English Language Arts
- Establish a literacy or inquiry committee to track and document student progress
- Mandate extended day for all ELLs and Special Needs students.
- Homogeneously group students based on assessments during targeted instructional periods
- Student progress tracked by teachers in classroom binders
- Conduct Looking at Student Work (LSW) meetings to analyze and review assessments that will drive instruction
- Establish small group instruction daily for ELLs and Special Needs students

#### **B -**

- Implement common preps for sharing best practices
- Form study groups
- Implement demo lessons by coaches and ELL coordinator, and provide workshops by consultants
- Conduct staff development workshops of scaffolding instruction

- C –
  - Develop after school academic enrichment on Tuesdays and Wednesdays; Reading enrichment for ELLs and Special Needs students
  - Conduct grade level meetings
  - Push in related services for students to minimize disruption of instruction for ELLs and Special Needs students
  - Staff develop paraprofessionals in Great Leaps and Reading Fluency to support small group instruction
  - Place student teachers from universities and colleges (NYU, Bank Street, Hunter, Brooklyn, LIU, PACE, Pratt, etc.) to support instruction
  - Initiate school inter-visitations of staff between grades
  - Visit other schools with exemplary Best Practices in ELLs and Special Education
  - Write grants to support instructional initiatives
  - Hire F-status teachers to support small group instruction
- D –
  - Assessments and predictive will be administered and analyzed in preparation for the ELA test in May 2012

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Workshops, meetings and conferences conducted by the Literacy Coach regarding ways to support their ELL and Special Needs children in preparing for the ELA exam. Disseminate literature addressing the ELA standards. Distribute book lists of various genres. Make the Library available after school for parent/child visits.

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  x   Tax Levy      x   Title I      x   Title IIA      x   Title III      x   Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Description of federal, state and local services will be distributed and discussed with all staff during faculty meetings, conferences, LSW meetings and workshops. Consultants, experts and specialists will be invited to speak with the staff at meetings, workshops and LSW periods. Question and answer periods will follow each and every session to ensure staff understanding of concepts and ideas. CBOs and on-site staff will be consulted to establish appropriate instructional activities.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

**All classroom teachers will utilize common preps periods to design performance based tasks and support curriculum units in ELA and Math aligned with Common Core Standards, subsequently analyzing student outcomes that will inform instruction.**

### **Comprehensive needs assessment**

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

Common prep periods were created to address the need for supporting students in making progress, particularly across testing grades. These common prep periods will be devoted to analyzing results of acuity and student work, assessing student needs and utilizing the information to differentiate and drive classroom instruction. Peer to Peer rubrics and Common Core tasks will also be discussed at these meetings.

### **Instructional strategies/activities**

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

A –

- Teachers on each grade will develop a wish list of academic concepts and behaviors students should master before moving to the next grade.
- To create rubrics that will continue to be aligned to the Common Core Standards for each grade.
- Common preps and intervisitations will give teachers opportunity to develop better instructional practices by sharing and learning together.
- Lessons will be differentiated to meet the needs of identified student subgroups and student-directed conversations and accountable talk will be fish-bowled by teachers.
- Intervisitations will allow teachers to observe, share and discuss strategies across grades.

B –

- To have coaches attend staff development sessions regarding Common Core so that they can turn-key information and become “building experts”.
- To provide opportunities for teachers to attend Citywide workshops and courses on Common Core Standards.
- To conduct staff development sessions to discuss Common Core Standards.

C –

- To encourage teachers to establish a method of recording data, either via a binder or iPads (GoogleDocs).
- To encourage teachers to record and share issues around performance tasks.
- To encourage teachers to conduct ongoing assessments that will inform instruction.

D –

- Student progress will be monitored with applied benchmarks throughout the school year.
- Teachers will debrief, reflect, and improve upon best practices as the year progresses.

Performance tasks will be reflected on and updated during LSW periods throughout the year.

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The strategies are as follows:

- Literacy and math workshops
- Professional development will be facilitated for parents as teaching partners to enable all children in the school to meet City and State performance standards.
- ARIS workshops for parents will be provided and facilitated by our Data Specialists.
- Monthly "Parent Educations Coffee" workshops.
- Workshops and activities for non-English speaking parents will be facilitated by our ESL Coordinator and the 5th Avenue Committee, formerly known as the Carroll Gardens Women's Association.
  
- Parents will participate (along with their children) in activities that promote:
  - literacy
  - math and science curriculum
  - standards awareness
  - testing strategies
  - social interactions across the school
  
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics, by undertaking the actions in:
  - The state's academic content standards.
  - The state's student academic achievement standards.
  - The state and local academic assessments including alternate assessments.
  - The requirements of Title I, Part A.
  - How to work with educators.

To foster parental involvement, PS 10 will provide math and literacy training through technology to help parents work with their children to improve academic achievement:

- P.S. 10, in partnership with the 5<sup>th</sup> Avenue Committee, will provide free ESL classes to parents.
- Offer parents a chance to work side by side with their child in class the first Friday of every month.
- Provide parents with guidelines in Spanish and English.
- Community - based organizations will provide workshops, GED, College Prep and free or low cost medical care.

P.S. 10 will provide free computer classes as well as literacy classes to families

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

On-site staff will be surveyed to establish the instructional needs and activities needed to be put in place in order to achieve success. Periodic LSW periods will be devoted to learning about Federal, State, and local services which includes NCLB, and utilizing the information to address student needs. Instructional strategies will be modified to address the information retrieved from these informational sessions.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

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

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

By June, 2013, 85% of students in grades 1 – 5 will have made at least one year of progress in quality and quantity of writing aligned to Common Core standards in Literacy, Science and Social Studies as measured by various assessments.

#### **Comprehensive needs assessment**

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

As observed by on demand writing assessment, published pieces, EPALS, etc. there is still a need for concentrated support in writing in grades 1-5. In comparing student written pieces to the examples in the Primary Literacy Standards New York City book, some of the students need to work on organizing ideas and improving the quality of student writing.

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

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

A -

- Expose students to different forms of “rich” literature (fiction/non-fiction) and discuss how it influences a writer’s style
- Focus on different types of writing (non-fiction, poetry, etc) so that students understand the difference
- Rubrics will be included in writer’s notebook so that they can engage in peer assessment
- Invite authors/guest speakers to help motivate students/staff to write more and to find other topics to write about
- Encourage more writing by having students use a “free write” notebook (take it everywhere, on trips, class walks, home, school, etc) to improve home-school connection around writing
- Adopt *The Elements of Style* as part of in-house ongoing staff development
- Review *Primary Literacy Standards – Reading Grade by Grade Writing*
- Writing consultants will be utilized to support and provide professional development to improve the quality of instruction
- Literature regarding methods for improving student writing will be made available to all staff members
- Make Diane Snowball’s book *Spelling K-8, Planning and Teaching* a mentor text that we can use to improve spelling in grades 1-5 and focus on other languages and the etymology of words so as to more easily understand and spell: “Keep things simple”

B -

- Use LSW periods to create rubrics which will help to support notebook writing by students in grades 1-5
- Use LSW to look at how to model spelling strategies for student writers to assess strengths/weaknesses in order to create mini-lessons/strategy lessons (instruction). Develop school-wide initiatives that implement Writer’s Notebooks
- All initiatives will be documented for staff referral and use

C –

- Create a study group which focuses on improving the quality of writing (ie: looking at connections between accountable talk and descriptive writing)
- Grade-wide study groups that embrace the writing works of Carl Anderson and Ralph Fletcher (follow an author) to see how teachers can make reading-writing connections more explicit
- Classroom lessons, projects, presentations, student work and displays will clearly reflect the student process in writing as assessed by teachers

D –

- Modified curriculum maps will reflect how writing will be emphasized for the school year
- Collect samples of good process writing and extend benchmarks throughout the year

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Parents will also have an opportunity to schedule individual meetings with the teachers during teachers’ prep periods.
  - Parents will also participate in ‘Writing Celebrations’
  - Monthly “Parent Education Coffee” workshops
  - Informational meetings for parent in Literacy, Math, ELL, Science, Social Studies, Technology, etc.
  - Parent Teacher Conferences will be held according to the City Calendar in November and March (afternoon and evenings).
  - “Parents as learning partners” allows parents to participate in their child’s class activities during period 1 on the 1<sup>st</sup> Friday of every month.

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  x   Tax Levy   x   Title I   x   Title IIA   x   Title III   x   Grants            Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Description of Federal, State and local services will be distributed and discussed with all staff during faculty meetings, conferences, LSW meetings and workshops. Consultants, experts and specialists will be invited to speak with the staff at meetings, workshops and LSW periods. Question and answer periods will follow each and every session to ensure staff understanding of concepts and ideas. CBOs and on-site staff will be consulted to establish appropriate instructional activities.

## **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**

- 90% of staff will be able to utilize the ARIS and GoogleDocs to track and analyze student progress in ELA through technology by June 2013.

### **Comprehensive needs assessment**

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

Instructional staff will learn how to utilize ARIS and Google Docs to track student progress in ELA. Staff will use iPads on testing grades to aid in conferring and assessing and navigating the Common Core standards. Staff surveys and needs assessments will be utilized to determine school needs.

### **Instructional strategies/activities**

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

#### **A –**

- Implement Google Docs program for tracking student progress in Reading, Math, Social Studies & Science.
- Utilize technology during common preps to look at formal and informal assessments.
- Distribution of Common Core materials and information

#### **B –**

- Provide working “How To” booklets that guide teachers through the use of computers, SmartBoards, iPads, etc.
- Discuss utilization of ARIS and Google Docs during faculty meetings and staff development days.
- Workshops conducted on Amazon.com and the Donors Choose Program.

#### **C –**

- Utilize technology during LSW meetings to look at formal and informal assessments.
- Facilitate the implementation of programs like Common Core, SESIS and TC Assessments.
- Conduct workshops on use of technology in the classroom instruction
- Ongoing professional development in iPad use
- iPad website to aid in teacher understanding & best practices ([ps10ipads.wikispaces.com](http://ps10ipads.wikispaces.com))
- Meetings will result in the assembly of resource packages and guide booklets designed and distributed

#### **D –**

- Disseminate information that supports use of technology in classrooms over the course of the year
- Exposure to and use of Diigo to share web resources

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Use of tool such as Google Docs and Dropbox to share information and collaborate between staff and parents
  - Write or solicit grants that will bring more technology into the school (SmartBoards, computers, iPads) ARIS workshops for parents will be provided and facilitated by our data specialists (parents help fund technology improvements).
  - Ongoing parent workshops (ARIS)
  - Collaboration between staff (computer teacher, Principal) and PTA to redesign and build a more effective school website ([www.ps10.org](http://www.ps10.org))
  - Parents advocate to local politicians for grant funding to support increased technology and technology staff development
  - Workshops conducted on Amazon.com and the Donors Choose Program (parents help fund technology improvements)

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 \_\_\_ x \_\_\_ Tax Levy    \_\_\_ x \_\_\_ Title I    \_\_\_ x \_\_\_ Title IIA    \_\_\_ x \_\_\_ Title III    \_\_\_ x \_\_\_ Grants    \_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

First Friday (the first Friday of every month) will be devoted to topics such as violence prevention, nutrition, and budget through workshops conducted. PTA meetings will be utilized to keep parents aware of federal, state & local service programs, modifications, and updates. The school website ([www.ps10.org](http://www.ps10.org)) will provide links to these resources so parents can have a better understanding of how they impact student learning. Ongoing workshops for parents will address the needs of families such as homework, health, and general self-help topics. All teaching staff will be trained by consultants and specialists on such programs as Fitnessgram, Move To Improve, Common Core writing (Carl Anderson), General Response Protocol, blood borne pathogens and NCLB. In addition the PTA runs an after-school program which integrates arts programs with standard curriculum topics. School dietician will conduct parent and student workshops and informational fairs such as “Healthy Steps” will occur at various times throughout the year. All of these initiatives will help increase communication between school and home.

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

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

#### **Comprehensive needs assessment**

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

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

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

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Extended Day	Small Homogeneous groups of 10	8:00 a.m. to 8:37 ½ a.m. Mondays / Wednesdays
Mathematics	Extended Day	Small homogeneous groups of 10	8:00 a.m. to 8:35 ½ a.m. Tuesdays/ Thursdays
Science	Specialized instruction in Grades 1 – 5	Grades 1 – 5 and special education sch3duled for science lab two periods per week	Monday – Friday From September 2012 to June 2013
Social Studies	Research and connection of Social Studies to elements of study through MET Opera Guild partnership	Entire school: Grades Pre K – 5 are scheduled for program	During the school day – Monday to Friday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	After School Academic Support Program	Homogeneous small groups not to exceed 12 in number	After school Monday – Thursday 3:30 p.m. to 5:00 p.m.

## HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

To attract highly qualified teachers we will:

- Student teachers from a variety of universities will shadow and be evaluated by school staff
- Teachers will be interviewed and hired from pool of current student teachers
- Attend teacher recruitment fairs to solicit highly qualified staff

On-site classroom teachers will:

- Use LSW to look at how to model spelling strategies for student writers to assess strengths/weaknesses in order to create mini-lessons/strategy lessons (instruction). Develop school-wide initiatives that implement Writer's Notebooks
- Use LSW periods to create rubrics which will help to support notebook writing by students in grades 1-5
- Adopt *The Elements of Style* as part of in-house ongoing staff development
- Grade-wide study groups to see how teachers can navigate Common Core standards and make reading-writing connections more explicit
- Implement Google Docs program for tracking student progress in Reading
- School-based mentor to support new teachers
- Title IIBG math grant participation allows us to send a number of teachers to various courses and workshop series to deepen content knowledge and learn Common Core expectations, and turnkey for other staff members

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP)**

PS 10 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs by:

**Parent Meetings**

- Professional development will be facilitated for parents as teaching partners to enable all children in the school to meet City and State performance standards.
- ARIS workshops for parents will be provided and facilitated by our Data Specialists.
- Monthly "Parent Educations Coffee" workshops.
- Workshops and activities for non-English speaking parents will be facilitated by our ESL Coordinator
- Literacy and Math Workshops.

**Supplies and Materials**

- Title I funds will be used to purchase School Messenger services. This company will provide notification services for parent outreach, student attendance and emergency communications. School Messenger will be used to complement our procedures and to inform parents of upcoming school events such as statewide testing and important parent meetings.
- Materials, supplies and equipment to increase parental involvement will be purchased to be used for parent workshops and other training sessions.
- Funds will also be used for paper, postage and printing to provide ongoing outreach and information to parents.

**Evaluation**

- PTA, SLT, and parents will be surveyed for the effectiveness of programs and school initiatives.

**Responsibility**

- Key members of the Title I Parent Committee will be responsible for these activities.
- PTA and SLT
- Principal
- Parent Coordinator
- Workshops – Literacy and Math Coaches, Data Specialist, ESL Coordinator Psychologist, Social Worker, Guidance Counselor, and Teachers.

**Role of Parents**

- Parents will participate (along with their children) in activities that promote:
  - Literacy
  - Math and Science Curriculum
  - Standards Awareness
  - Testing Strategies
  - Social interactions across the school
  
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics, by undertaking the actions in:
  - The State's academic content standards.
  - The State's student academic achievement standards.
  - The State and local academic assessments including alternate assessments.
  - The requirements of Title I, Part A.
  - How to work with educators.

To foster parental involvement, PS 10 will provide math and literacy training through technology to help parents work with their children to improve academic achievement:

- Offer parents a chance to work side by side with their child in class the first Friday of every month.
- Provide parents with guidelines in Spanish and English.
- Community - based organizations will provide workshops, GED, College Prep and free or low cost medical care.
- P.S. 10 will provide free computer classes as well as literacy classes to families.

Parents will be invited to attend Curriculum Week (in September) and Parent -Teacher Conferences (in November and March) to initiate dialogue between them, teachers and other staff members.

- The Parent Coordinator will keep parents updated on upcoming workshops and school events by sending home flyers and letters.
- Multicultural Night and Family Events used to entertain, educate, and create a sense of community between school and families.
- Our Pre-K family worker engages Pre-K parents with creative and instructional opportunities to participate in classroom activities.
- Parents are invited to observe their child's classroom during instruction as part of "Open School Week" each November.
- On the first Friday each month is "Parents as Learning Partners" where parents spend a period with their child's class engaged in a learning activity.
- Both the Parent Teacher Association and the Parent Coordinator routinely inform parents of school events via monthly school calendars, flyers and letters in Spanish and English.
- Interpreters and written translation are routinely utilized to effectively communicate.

### **Adoption**

The P.S. 10 Parent Involvement Policy and the School Parent Compact have been developed jointly, and agreed on, by parents of children participating in Title I and Part A programs. This is evidenced by Annual Title I Parent Meeting agenda, PTA Agenda and SLT Agendas. Copies will be distributed to parents at the **Title I Annual Parent Meeting on Wednesday, 17, October, 2012**. This information will also be included in the CEP and additional copies will be made available upon request.

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

### **School Responsibilities**

P.S. 10, The Magnet School of Math, Science and Technology will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- AIS for all struggling students
- Professional Development for teachers in Literacy, Math, ELL, Science, Social Studies, Technology, etc.
- Extended day enrichment program for all students
- Study Groups for Teachers via LSW (Looking at Student Work)
- Workshops for Parents in Literacy, Math, ELLs, enrichment, Special Needs, Clusters, etc.
- Arts, ESL programs through grants
- ESL classes for Parents

Grade 1 through 5: Three (3) report cards will be distributed in November, March and June.

Test scores and reports will be distributed when they become available in addition to reading levels, DY0 Interim Assessments and Acuity Predictive Assessments on alternating months.

- Parent Teacher Conferences will be held according to the City Calendar in November and March (afternoon and evenings).
- Parents will also have an opportunity to schedule individual meetings with the teachers during teachers' prep periods.
- "Parents as learning partners" allows parents to participate in their child's class activities during period 1 on the 1<sup>st</sup> Friday of every month.

P.S. 10 will provide parent opportunities to volunteer and participate in their child's school day, and to observe school activities as follows:

- Learning Leaders
- Cultural awareness initiatives
- Enrichment in arts experiences
- Assisting with lunchtime recess – Recess Committee
- Harvest Day
- June Carnival

Parents will also participate in 'Writing Celebrations'.

### **Parent Responsibilities**

We as parents will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home
- staying informed about my child's education and communicating with the school
- communicating positive values and character traits, such as respect, hard work and honesty
- express high expectations and offer praise and encouragement for achievement.
- Seeking and finding additional funding to provide large-scale capital improvements, as well as money to fund educational and extra curricular programs to enhance the school experience.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Corinne Anselmi/Alison Sheehan</b>	District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>010</b>
School Name <b>PS 10</b>			

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

Principal <b>Laura Scott</b>	Assistant Principal <b>Denise Watson</b>
Coach <b>Christine Napolitan</b>	Coach <b>Cathy Havlicek</b>
ESL Teacher <b>Evelyn Lopez, ESL Coordinator</b>	Guidance Counselor <b>Giovanni Oramas</b>
Teacher/Subject Area <b>Christopher Casal - Data Spec.</b>	Parent <b>Liz Demetriades</b>
Teacher/Subject Area <b>n/a</b>	Parent Coordinator <b>Madeline Seide</b>
Related Service Provider <b>n/a</b>	Other <b>Enrique Garcia, Data IT CFN102</b>
Network Leader <b>Alison Sheehan</b>	Other <b>n/a</b>

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

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

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

### D. School Demographics

Total number of students in school	<b>856</b>	Total Number of ELLs	<b>46</b>	ELLs as share of total student population (%)	<b>5.37%</b>
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## Part II: ELL Identification Process

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

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

1. When students are initially enrolled in our school, parents complete a Home Language Information Survey (HLIS) with the assistance of a pedagogue and are interviewed by Evelyn Lopez, our licensed pedagogue in ESL, to determine primary home language. P.S.10 has a diversified staff allowing informal interviews to take place with native language support. Ms. Lopez our Spanish speaking ESL pedagogue conducts all interviews. When a language other than English or Spanish is needed a staff member or a telephone translation, offered by the OELL, is used to assist with the interview. When the child's home language is other than English, the Language Assessment Battery-Revised (LAB-R) is administered by Ms. Lopez within 10 school days to determine English proficiency level. If a Spanish-speaking child scores at or below proficiency in English the Spanish Language Assessment Battery is administered to determine language dominance. Parents are notified of the child's score. Each Spring ELL's are retested to evaluate their English proficiency using New York State English as a Second Language Achievement Test (NYSESLAT). The ATS report "Eligible for NYSESLAT" helps us account for all

ELL's to be tested annually. The steps taken to ensure successful testing of NYSESLAT in all modalities are the careful grouping of students according to grade, class and modifications. Testing of each modality is done simultaneously and efficiently to ensure all ELL's take each of the four components of the NYSESLAT.

2. Once a child is identified as an English Language Learner (ELL) entitlement letters are sent out in the parent's preferred language on school letterhead and parents are invited to an Orientation meeting, which includes viewing and discussing the three programs -TBE, DL and Freestanding ESL programs offered by the Department of education and all information shared on the NYCDOE DVD. This DVD describes and explains the Transitional Bilingual Education, Dual Language, and Freestanding ESL programs available to their child. Parents also receive the Guide for Parents of English Language Learners in their native language which explains the TBE, DL and Freestanding ESL programs. A Question and Answer session is held before parents make their decision to help them make an informed decision about their child's education. Parents who are unable to attend the orientation are contacted by our ESL pedagogue to set up a one to one meeting. After viewing and discussion options, parents complete their surveys at the orientation. Parents see the three programs choices in NYC in at least four ways; the entitlement letter, the brochure, the video and finally the Parent Selection form. The reach out to parents continues until the forms are signed. Parents are always given the option to choose the date and time to attend orientation and/or one to one meeting.

3. All ESL letters- in English and parent's native language are sent home to the parents during the first few weeks of school. The letters are those informing parents about LAB-R scores, continued entitlement, non-entitlement and placement depending on parent choice and availability. Our ESL teacher includes her phone number and encourages parents to contact her with any questions or concerns. The original surveys are kept in the child's cumulative record and a copy is kept on file with the ESL teacher and are available for reference as needed.

4. Every effort is made to accommodate parent choice, and students are placed in an appropriate program within 10 days. After parents make choices they are informed in their native language about the availability of their program choice in our school and in neighboring

schools. Parents are given the opportunity to transfer their child to a school with the program availability of their choice. We have found that parents reject the transfer and prefer to keep their child at PS10 whenever the program of choice is not available at our school. Periodically parent choice selection forms are review by administration to determine if TBE or DL programs need to be set up in the school. ELL Parent Orientation meetings are held every September and June, as well as periodically throughout the school year. One-on-one Orientation meetings are held on an as needs basis. In addition at P. S. 10, the LAP team and Ms. Lopez maintain an “open door” policy to address any and all parent concerns on an ongoing basis. The majority of parents choose to have their students serviced in an ESL program.

5. To date, bilingual classes have not been required, or offered, due to parent preference for ESL. In the past few years we have had 46 to 72 ELL's and only 2 to 3 families have requested bilingual classes. This year for the first time three parents requested a DL program for their choice. Transfer options were offered to these parents. In all cases parents refused the transfer. The ESL teacher sends out ELL notification letters to parents (in the parent’s native language) at the beginning of each school year to inform parents of their child’s ELL program eligibility. Currently there are 46 ELL students serviced by the ESL program. With support provided by the ESL program, ELL students have demonstrated that they are better equipped to meet and exceed New York City and New York State standards in all subject areas.

We have an open-door policy to encourage parent involvement in our school. Parents are allowed to escort their Pre-K and Kindergarten level children to classes. In addition our parent coordinator facilitates meetings on the first Friday of each month, when parents visit classrooms to read with their children, followed by a parent coffee hour to discuss instructional issues, standards, promotional policies and ways to support their children’s academic progress. In addition events such as the Multicultural Festival Dinner, Salsa Night, Literacy Night & Movie Night are held to build community.

6. Presently, our program model for ELL's is aligned with parent requests. We continue to monitor parent choice selection forms to determine if other program offerings need to be put in place. A spreadsheet was created to monitor parent choice, which helps ensure that our programs are aligned to their choices.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	<b>K</b> <input checked="" type="checkbox"/> <b>1</b> <input checked="" type="checkbox"/> <b>2</b> <input checked="" type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/> <b>4</b> <input checked="" type="checkbox"/> <b>5</b> <input checked="" type="checkbox"/> <b>6</b> <input type="checkbox"/> <b>7</b> <input type="checkbox"/> <b>8</b> <input type="checkbox"/> <b>9</b> <input type="checkbox"/> <b>10</b> <input type="checkbox"/> <b>11</b> <input type="checkbox"/> <b>12</b> <input type="checkbox"/>
------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

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

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

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

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

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

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	34	0	8	11	0	2	1	0	1	46
<b>Total</b>	<b>34</b>	<b>0</b>	<b>8</b>	<b>11</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>46</b>

Number of ELLs in a TBE program who are in alternate placement: 3

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

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

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

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	6	6	4	7	9								41
Chinese														0
Russian														0
Bengali			2											2
Urdu						1								1
Arabic			1		1									2
Haitian														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>9</b>	<b>6</b>	<b>9</b>	<b>4</b>	<b>8</b>	<b>10</b>	<b>0</b>	<b>46</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. The instructional program enhances our ELLs reading comprehension and writing skills. Lessons are scaffolded in consideration of our ELL children. Charts modeling correct language usage, writing mechanics, word study, reading, writing and math strategies are used. Our teaching staff meets during common preps or in Study Groups for collaborative planning to ensure the academic needs of our ELLs are met. On-going assessments (strategies) are used to determine movement towards acquiring content standards and to make mid-course changes. All teachers meet weekly to review, assess and differentiate student learning. The school schedule was designed to accommodate this process. Teachers then work collaboratively to evaluate student work and data to ascertain the language and cognitive demands of tasks aligned to standards.

Students reaching proficiency are partnered with an advanced student in their class for peer tutoring. Additional support is given in morning and afterschool programs.

2. Our ESL program observes the following mandates for services in our Pull out, Push in models

- Beginners & intermediate 360 minutes ESL, Advanced 180 ESL, 180 ELA

## A. Programming and Scheduling Information

In order to meet the linguistic needs of our ELLs, parental choice and part 154 mandates, all language instruction is aligned to ELA, and Math standards.

All ELLs, including those reaching proficiency levels on NYSESLAT, will continue to be supported in our morning and afterschool programs. Our ESL staff will collaborate and plan with classroom teachers to support instruction in our push-in/pull-out models for our Beginner, Intermediate, Advanced and ELLs who have reached proficiency levels.

In May and late August, newly enrolled ELL Students are screened in preparation for the next school year. ELL staff confers with parents regarding student's needs, and an informal survey is conducted of parent needs and choices available.

Our ESL programs provide nurturing environments that promote standards-based teaching and learning. All students have access to standards-based instruction. Instructional strategies reflect scientifically based research such as Leap Frog, Foundations and Sounds in Motion. Additionally, our literacy-rich environments encourage equitable opportunities for learning, respect, and diversity for all of our students. Our goals are to meet the linguistic, social, academic, physical and emotional needs of our ELLs. We believe that a student's native language supports progress in English literacy, and therefore all ELLs are provided with the same high quality instruction that monolingual students receive. With the support of our staff, families, students and school community, we strive for all of our learners to master the skills necessary to succeed in our highly literate and technological marketplace.

Additionally, the use of visuals and realia supports our students understanding of the academic content. Instructional materials include a wide range of print, visual and digital resources designed to increase English Language proficiency.

3. P. S. 10 will continue implementing a standards-driven comprehensive program for our English Language Learners (ELLs). Content area instruction is aligned with the Common Core Standards in math, science, social studies, and technology. Presently, we have 46 students in our English as a Second Language (ESL) push-in/pull-out model. The push-in/pull-out model is done with heterogeneous grouping across the grade. We have one fulltime ESL licensed teacher, who services our ELLs. Use of bilingual dictionaries, glossaries and bilingual books are used to support native language.

Our targeted intervention program consists of:

- All ELL students receive additional support in morning and after school programs
- AIS small group instruction as well as scaffolding of instruction in literacy and math
- In the ESL program and throughout the school, students are also exposed to a print-rich environment and materials to support learning

For our English as a Second Language (ESL) program the language of instruction is English.

4. Spanish ELLs are given the Spanish LAB to evaluate their native language ability. We also have books in various languages as well as staff who speak different languages who help assess student's native language ability.

### 5. Differentiation of Instruction

a) Students with Interrupted Formal Education (SIFE) are provided with an early morning program to strengthen their academic skills in content areas. All lessons are scaffolded, peer tutoring and small group instruction for native language support is provided to our SIFE students.

b) Provide a strong language acquisition program to our newcomer students and to those in the Beginners Level (as per the NYSESLAT)

- LEAP Frog – Language First Program
- Read-alouds and picture word walls support their language development
- The Balanced Literacy program is scaffolded throughout to target and support our ELL students

c) Students participate in an instructional program that regularly ensures continuity of rigorous instruction for ELLs receiving services for 4-6 years. Books on tape enables these students to increase their listening and comprehension skills.

d) Long-term ELL's - special groupings are formed and individualized tutoring plans are made using the reading and writing workshop model. On our way to English program with guided reading and writing lessons are used for our long term ELL's

6. Students are surrounded by a print-rich environment, tradebooks, classroom libraries, school library and instructional materials that are aligned with the NYC Core Curriculum and reflect the language of instruction

- Students also participate in small group, task-oriented projects/situations that guide the production of language both in verbal and written form. We refer to ELL-SWD IEP to develop instructional strategies to meet their individual needs.
- Students are supported with Guided reading strategies, Month By Month Phonics, vocabulary/word study and Leap Frog programs in reading specific language prompts to help the ELL student develop academic language in reading and writing

## A. Programming and Scheduling Information

7. For our ELLs with special needs their Individual Education Plan (IEP) is followed. Lessons are scaffolded and hands-on activities support their learning. Our ELLs-SWDs are mainstreamed into general education classes for a least restrictive environment.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

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

8. Targeted intervention for ELLs are provided in Morning School and After School programs, and daily pull-out programs to help students reach state standards. ELA focus is on building ELL vocabulary skills, comprehension skills and math, science and social studies. ESL strategies, scaffolding instruction in all areas, language acquisition and native language support are used for general education, students with special needs, long term ELL's and those reaching proficiency. Lessons are scaffolded in the classroom and in the ESL programs.

9. P. S. 10 will take the following steps to ensure that both former and present ELLs will meet or exceed standards by addressing the individual student as well as parents, family and community: Former ELL's will get ESL testing accommodations for two years after reaching proficiency on the NYSESLAT

- Targeted intervention for ELL's, and former ELL's are given in Morning School and After School programs.

10. Sounds in Motion: A program that incorporates body movements with the phonemes of the English language to teach articulation and to assist students with correct blending, segmenting, spelling and reading. The program emphasizes four areas of phonemic awareness:

- recognizing that words can be broken down into individual phonemes;
- recognizing that sounds can be deleted from words to make new words;
- the ability to blend sounds to create words; and
- the ability to segment words into consonant sounds.

Sounds in Motion also gives our school-based clinicians the opportunity to work on articulation stimulation, auditory perception, phonemic awareness and vocabulary development simultaneously with an entire class. The collaborative program between the speech-language pathologist and primary grade teachers is not only unique and fun for the children but encourages teamwork between professionals working on common goals.

11. At this time we are not discontinuing any programs.

12. ELLs participate in morning and after school programs for additional academic support through supplemental services. Our goal is for students to have this opportunity to enhance their speaking, listening, reading and writing skills. All ELLs participate in small group instruction during school hours, peer tutoring and mainstreaming for our special needs students. We are an all inclusive school and all programs and activities (curricular and extracurricular) are offered to all students--mainstream, ESL and SWD.

13. Instructional materials used are Foundations, On Our Way to English, Books on tape, Leap Frog Program, and Rosetta Stone (via laptops). These instructional programs enhance our ELL's ability to reach proficiency levels in all modalities. On-line books and on-line bilingual dictionaries and translations support our ELLs.

14. Books in various native languages are part of the ESL Library as well as part of our school library. We also have a diverse staff, and PTA parents, who provide native language support in Spanish, Bengali, Arabic and Urdu. On-line content area books and topics support ELLs in their native language and in English.

15. Instructional materials are age and grade appropriate. Leveled libraries are in every classroom. Student Assessment Analysis are discussed among classroom teacher and ESL teacher to find ways to better support students using grade level and age appropriate materials.

16. Orientation meetings and workshops for both parents and students are given in May and late August for our newly enrolled ELLs.

17. N/A

### 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. Public School 10 teachers participate in professional development opportunities throughout the school year. For the most part, our ESL teacher participates in the ELL Network and ISC offerings. The information is then turn keyed to our staff during common preps and at full day staff development meetings (i.e.: Election/Brooklyn Day). Additionally, all teachers have opportunities to attend citywide PD, which are widely publicized via the Principal's Weekly attachments or the Principal Portal and advertised to staff in our Faculty Notes, information bulletin boards and on ARIS. We are also planning to work with our Network Instructional coach to design site PD based on our the needs of our students.

2. Professional Development for all school personnel working with ELLs (teachers, paraprofessionals, guidance counselor, psychologists, occupational/physical/speech therapists, secretaries, & parent coordinator) is as follows:

- Language Acquisition
- Scaffolding Instruction in Literacy, Math & all content areas
- Balanced Literacy: Considerations for ELLS
- Using the Native Language to Support English Language Acquisition & enrich progress in English literacy, math, and all content areas. Professtional Development takes place in and out of the school building throughout the school year.

3. Teachers attend staff development at the beginning of the school year. General Ed. teachers receive the required 7 ½ hours of ESL training; and Special Education teachers receive 10 hours of ESL training. This process also includes having the ESL teacher meet with teachers and coaches regarding ELL learners. We will keep track of all agendas and certificates of completion.

## 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. Parent involvement includes:

- Multicultural celebrations
- ESL & GED classes for parents, family, and community
- Parents as Learning Partners

2. P.S.10 has a partnership with the Fifth Avenue Committee for ESL and GED classes for our parents.

### 3. Translation Services:

The School Leadership Team and Parent Coordinator, along with our ESL teacher, reviewed all existing non-translated communication sent to parents in the 2010-2011 academic school year. Additionally, we reviewed our school calendar (specific dates geared to P.S. 10) to determine which communications would be translated.

The written translations provided are:

- Family Handbook
- Announcements for Workshops, After School
- Materials Related to Medical Protocol for trips, etc.

An assessment of our oral interpretation needs was done through:

- observation and past experiences
- parent surveys/suggestions
- discussions at the SLT and PTA meetings
- monthly Parent Coffee gatherings and information sessions

Proposed Services that include translations for:

- Parents during Curriculum Week / Curriculum Night
- Parent Workshops that are related to academic achievement and testing
- Parent Teacher Conferences

4. These translations will help parents understand their child's academic progress as well as how they can support their child's academic growth.

In addition, the Parent Coordinator conducts tours and provides parent information that includes information about intervention programs available (ELL, Special Education, G & T, etc). We honor parent's concerns and welcome their suggestions.

## 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)		6	1	1	2	2								12
Intermediate(I)	1	1	2	2	3	2								11

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	8	0	5	1	3	6								23
Total	9	7	8	4	8	10	0	0	0	0	0	0	0	46

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

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

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

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

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

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**

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

1. P. S. 10 uses various assessment tools to assess the early literacy skills of our ELLs:

- Fountas and Pinnell
- TCRWP
- ELL Periodic Assessments

2. Our analysis, highlighted during our LSW meetings, indicates that we've effectively supported students across grades demonstrated by progress students indicated on tracking sheets. We will continue to modify instruction in order to meet their needs. School leadership and teachers are using the results of the ELL Periodic Assessments to guide regular discussion during LSW grade meetings, every week, to discuss progress. Through this the school is learning which strategies and techniques have been most effective in supporting student progress.

The majority of our ELL's are making gains in the various modalities which will enable them to reach advanced and/or proficiency levels on the NYSESLAT, especially those in the upper grades. We annually review the NYSESLAT results to aid in our evaluation of ELLs. In addition we plan ESL instruction to support student strengths and bolster weak areas, as determined by the NYSESLAT. Lab-r data shows incoming students are testing more at Intermediate or Advance levels in the past two years.

3. The patterns across NYSESLAT modalities will affect instructional decisions made by classroom teachers, coaches and ESL teacher in the following ways:

- Facilitate groupings of children based on age and outcome
- Provide information to the AIS committee to help establish morning (5 days) and afternoon (2 days) programs to meet common needs.
- Assist ESL teacher in modifying plans to address the student needs in daily meetings.
- Assist in conducting periodic assessments to determine progress

4. Our 4th and 5th grade ELL students are approaching and meeting state standards on the ELA and Math test. Our ELLs who scored Level 1 are receiving additional support as outlined in their IEPs.

- Native language is used to support instruction in English. Oral translation and or bilingual books are used to support instruction. In addition IEP drive professionals are made available whenever necessary.

- The AIS team, as well as cross grade/content teams will use data from the periodic assessments to monitor students and drive instruction.

- LSW (Looking at Student Work) meetings will provide opportunities for teachers to use data from the various assessments to identify strengths and weaknesses in order to differentiate instruction.

5. N/A

6. The NYSESLAT data shows that our ELL's are making gains by moving to the next level or increasing their numbers on the scale

scores. Periodic assessment, teacher made assessments and gains on NYSESLAT evaluates the success of our ESL program. Our beginning level students are newcomers, and our students with learning disabilities include NYSAA students. Additionally, it should be noted that our ELLs meet promotional criteria as per their IEP.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** PS 10

**School DBN:** 15K010

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laura Scott	Principal		1/1/01
Denise Watson	Assistant Principal		1/1/01
Madeline Seide	Parent Coordinator		1/1/01
Evelyn Lopez	ESL Teacher		1/1/01
Liz Demetriades	Parent		1/1/01
Christopher M. Casal	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Christine Napolitan	Coach		1/1/01
Cathy Havlicek	Coach		1/1/01
Giovanni Oramas	Guidance Counselor		1/1/01
Alison Sheehan	Network Leader		1/1/01
Enrique Garcia	Other <u>Data/IT CFN102</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 15k010      **School Name:** Public School 10

**Cluster:** DSS1      **Network:** 102

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

**Part A: Needs Assessment Findings**

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

An assessment of our written and oral interpretation needs was done through observations and past experiences. Parents were surveyed to determine language preferences. Over 50 parents were provided with translated documents. The Home Language Identification Survey and the Emergency Contact cards are also reviewed for parents' dominant language preferences.

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

The School Leadership Team, Parent Coordinator with our ESL teacher reviewed all existing non-translated communication sent to parents in the 2010 - 2011 academic school year. Additionally, we reviewed our school calendar (specific dates geared to P.S. 10) to determine which communication needed to be translated. For the past few years our ESL student population has continuously decreased, yet many of our parents are still in need of translated information. All translated communications are sent home in both English and the parents' native language via parent folders. A copy of the emergency contact card containing parents' preferred language is given to classroom teachers and one is kept in the main office. All staff, including secretaries are familiar with the home contact information and are aware of which families need translated notices. Teachers are in constant communication with office staff making sure parents get school information in their preferred language.

## Part B: Strategies and Activities

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

The written translation we plan to provide are documents containing critical information regarding their child's education. These documents include but are not limited to Bill of Parents Rights and Responsibilities, Family Handbook, safety plan procedures, announcements for workshops, materials related to medical protocol for trips, registration, applications and common core standards. Presently, we have in-house staff members who speak Spanish, Chinese, Arabic and Bengali enabling us to provide oral and written translation to parents on a day to day basis. The school utilizes the Department of Education's Translation and Interpretation Unit and searches for previously translated critical documents on the DOE website, when needed.

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.

Oral interpretation services will be provided to parents during Curriculum Week/ Curriculum Night, parent workshops and PTA meetings. Our in-house school staff or parent volunteers will also provide translation during Parent Teacher conferences. Formal translations will be provided by school staff. These translations will help parents understand their child's academic progress as well as how they can support their student's academic growth.

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

Our school will provide timely translation and distribution of critical communications to parents by utilizing our in-house staff, the DOE Translation and Interpretation Unit and by obtaining critical translated documents on the Department of Education website. We also post signs near the main entrance of the school in the appropriate language indicating the availability of language services.



## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Public School 10	DBN: 15K010
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 36
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

We have chosen to spend the majority of our Title III money for direct instructional support in a Friday morning program and in a Tuesday / Wednesday afterschool program. The rationale behind this decision was to give our ELL population as much direct instruction in English Language Arts and Math as possible. Statistics suggest that the more time a child is given to read (at an appropriate reading level), the more language they will acquire. This is also true for the acquisition of problem-solving skills within the Math curriculum.

Our Title III allocation will fund 1 teacher for our afterschool program beginning October 2012 to target our ELL students in Grades 2–5. Grades 2 and 3 will participate in the afterschool program from October 2012 to May 2013. Classes will take place on Tuesdays and Wednesdays from 3:15 to 5:15p.m. for 27 weeks.

Our ELLs will participate in a Friday morning program from October to May. Classes will be held from 7:30a.m. to 8:30a.m. Our certified, ESL-licensed teacher will be paid per session from October 2012 to May 2013 for this instruction. Every ESL student will be invited to attend these programs. We anticipate approximatedly 20 to 25 students to participate.

The school programs will utilize the LEAP Frog program, as well as a Critical and Creative Thinking program specifically designed to assist ELL students in learning English and Math which will help them meet Common Core Standards. Students will use technology (iPads, computers) to access inspiring interactive books to improve literacy, bilingual books, dictionaries and multi-sensory computer programs to support the native language and English Language development of our ELLs. These multi-sensory programs will provide lessons in phonics, vocabulary development, reading comprehension, spelling and handwriting and will thus enhance English language skills in all modalities.

The Friday morning Enrichment Program will give our ESL students an opportunity to build on their speaking, listening, reading and writing skills through board games, math games, computers, iPads and phonics activities (written and oral), thereby supporting higher-level reasoning and thinking skills.??????

### 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

## Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

Since many of our students come from homes in which English is a Second language all Public School 10 teachers participate in a series of Professional Development opportunities with a focus on ELLs throughout the school year. Our ESL teacher also participates in the ELL Network and ISC professional development offerings and in workshops given by the OELL all year long. As part of our AIS, our ESL teacher will oversee our ELLs' progress and will interface with our Lead Teachers to discuss strategies and methods to enhance their learning.

The ESL, SETSS and/or a classroom teacher will participate in an afterschool study group on Academic and Behavioral Intervention. This study group will focus on a Guide to Implementing RTI. This will address the needs of all our ELLs. The topics and meeting dates for this study group are as follows:

Nov. 15, 2012	Forms, Parent letters and paperwork for RTI
Dec. 13, 2012	Looking closer at RTI Tiers
Jan. 10 & 24, 2013	Academic Interventions for Literacy and Math
Feb 7, 2013	Differentiating Instruction
March 7, 2013	Alternative Skill Intervention

Professional Development for all school personnel working with ELLs (teachers, paraprofessionals, guidance counselor, psychologists, occupational / physical / speech therapists, secretaries and parent coordinator) is as follows: Language Acquisition, scaffolding instruction in Literacy, Math and all content areas; Balanced Literacy; Considerations for ELLs; and Using the Native Language to support English language acquisition and enrich progress in English Literacy, Math and all content areas.

Staff Development will be ongoing and will include the following topics:

Ongoing Staff Development Scheduled in School Program during our "Looking at Student Work" sessions which meet twice a month with teachers of all grades.

Accountable Talk, Test modifications, promotional criteria, assessment and strategies to help ELLs are discussed monthly among classroom teachers, Literacy coaches, Math coaches and our ESL teacher.

Carl Anerson, a highly qualified Professional Development coach and Writing consultant, provides Staff Development on the first Friday of every month, thereby enhancing our goal, which is to improve our ESL students' Writing ability at all levels.

**Part C: Professional Development**

**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:

Monthly meetings for ELL parents are offered throughout the school year by our ESL teacher and our Parent Coordinator. Topics for discussion will be State Standards, Bilingual and ESL mandates, Promotional Criteria, and Testing Modification. Parent meetings will take place in May and June for incoming students to discuss school expectations. Parents are informed of these meetings and activities by parent letters in backpacks, e-mails, PS10's web site and by the school calendar in both English and native languages. Translation services at the meetings are made available as needed.

We will continue to offer study groups to our ELL parents. In collaboration with the Parent Coordinator we will offer parent workshops on, but not limited to, the following topics: Accountable Talk; Parents as Reading Partners; Helping Your Child Meet the Standards; Test Prep; and Promotional Criteria.

**Part E: Budget**

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

Allocation Amount: \$1200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$1200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		