



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME: THE HIGHLAWN SCHOOL**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K097

PRINCIPAL: KRISTINE MUSTILLO

EMAIL: KRISTINEMUSTILLO@SCHOOLS.NYC.GOV

SUPERINTENDENT: ISABEL DI MOLA

## 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
KRISTINE MUSTILLO	*Principal or Designee	
MARIA FAMOSO	Assistant Principal	
KATHLEEN O'HAGAN	*UFT Chapter Leader or Designee	
JUDY RAIHOFER	Teacher	
ANGELA CISTERNINO	Teacher	
FRANK MODENA	Teacher	
BARBARA DA SILVA	*PA/PTA President	
MARIE REICH	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
GIULIA CACCIUOTTOLO	Member/	
LISA ADDEO	Member/	
ENRICA PERFETTO	Member/	
THERESA PETITO	Member/	
LISA KADIU	Member/	
MAI MAC	Member/	

\*\* 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**

By June 2013, the percentage of 3<sup>rd</sup> through 5<sup>th</sup> grade students demonstrating levels of proficiency level 3 or higher in ELA will increase of 3-5% as measured by the results of the 2013 NYS ELA examination.

### **Comprehensive needs assessment**

The implementation of the New York State Common Core Learning Standards is an instructional expectation for the State of New York. P.S. 97 has shown steady progress in ELA performance and exemplary progress with students in high needs areas, with 66% of our students performing at levels 3 and 4 on the NYS ELA examination. Increasing the rigor in our classrooms and designing and implementing NYS CCLS aligned performance assessments will allow us to build on our progress and bring students to higher performance levels.

### **Instructional strategies/activities**

A) The key strategies/activities that encompass the needs of all identified students subgroups are:

1. all staff members will be provided with professional development supporting understanding of Depth of Knowledge, Universal Design for Learning, Common Core Curriculum and Assessment Alignment and best pedagogical practices in ELA,
2. select teachers will participate in Instructional Leads training (network based) and the Teacher leadership Program (cluster based) and will facilitate professional learning communities to strengthen the work around teacher practice, curriculum and instruction
3. designing and implementing a balanced literacy approach to a CCLS aligned curriculum,
4. designing rigorous tasks in ELA for students in K through 5
5. scaffolding literacy instruction through the use of multiple entry points to give all learners access to grade level curriculum,
6. using the Wilson Reading System for at-risk students, and
7. providing programs in literacy beyond the scope of the regular school day.
8. providing extended day cycles of ELA instruction using a project based approach.

B) The key personnel involved are all pedagogical and support staff. General Education Classroom Teachers, AIS providers, Special Education Teachers, and Service Providers along with paraprofessional and administrative support work collaboratively in structured cycles to plan, instruct, assess and reflect to provide high quality instruction. Providing a full continuum of services to meet the needs of struggling learners allows for targeting intervention and flexible programming to meet student needs. After-school programs provide additional support and enrichment opportunities. Programming for a weekly data hour, professional development\planning days, and common preparation periods throughout the week allow staff the time necessary to carry out the work. Instructional Walkthroughs involving both administrative and pedagogical staff provides meaningful feedback for teachers in a constant effort to improve practice and student outcomes.

C) The steps taken to include teachers in the decision making process are:

1. all staff members participate in professional development supporting the implementation of the Common Core Learning Standards in English Language Arts and Writing,
2. teacher teams will develop and align performance assessments for selected literacy units in accordance with student data,

3. teacher teams will create rubrics to assess literacy performance assessments,
4. common planning time is provided for administration and pedagogical staff, including cluster and support staff,
5. weekly data hour meetings to look at student assessments, and create rubrics in order to drive curriculum and English Language Arts instruction,
6. weekly Data Team meetings to identify common literacy trends throughout all grade levels, and develop plans to address these trends,
7. administrative walkthroughs and peer learning walks enable staff to reflect on feedback given and make changes in instructional practices to enhance student learning in literacy, and
8. pedagogical planning days are provided throughout the year in order for teachers to constantly reflect on and revise literacy curriculum maps to ensure student needs are being met.

D) September 2012 through June 2013

**Strategies to Increase Parental Involvement**

- A) Parents will have regular opportunities to participate in events where the home school partnership is emphasized and instructional strategies/opportunities in literacy are shared. This includes family fun nights, parent workshops, trips and conferences as described in detail in the PIP.
- B) Parents will receive monthly information on curriculum units/skills and strategies in literacy that are being studied.
- C) Parents will receive regular feedback through progress reports and report cards on their child’s progress towards meeting identified goals in English Language Arts.

**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**

School Violence Prevention, Universal School Meals, Title I, Title III, Universal Pre-Kindergarten, Project Citizen\Respect for All, and partnerships with Community Based Organizations, allow us to ensure that students’ basic needs for care and safety are met and foundational skills are provided so that they are best prepared to focus on their learning. Afterschool programs in English Language Arts help to provide additional support to students in making educational progress.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

By June 2013, the percentage of students demonstrating levels of proficiency level 3 or higher in Mathematics will increase 2-4% as measured by the results of the NYS Mathematics examination.

### **Comprehensive needs assessment**

The implementation of the New York State Common Core Learning Standards is an instructional expectation for the state of New York. P.S. 97 has shown steady progress in Mathematics performance and exemplary progress with students in high needs areas - with 79% of our students performing at levels 3 and 4 on the NYS Mathematics exam. Increasing the rigor in our classrooms and designing and implementing NYS CCLS performance assessments will allow us to build on our progress and bring students to higher performance levels.

### **Instructional strategies/activities**

- A) The key strategies/activities that encompass the needs of all identified students subgroups are:
1. all staff members will be provided with professional development supporting understanding of Depth of Knowledge, Universal Design for Learning, Common Core Curriculum and Assessment Alignment and best pedagogical practices in Mathematics,
  2. using the Common Core Learning standards in Mathematics supported by Everyday Math, and Houghton Mifflin Math,
  3. designing rigorous tasks in Mathematics for students in K through 5,
  4. scaffolding math instruction through the use of multiple entry points,
  5. providing programs in mathematics going beyond the scope of the school day,
  6. implementing math problem solving techniques, through math clusters, which are incorporated into a weekly schedule, and extended day cycle for Math using a project based approach.
- B) The key personnel involved are all pedagogical and support staff. General Education Classroom Teachers, AIS providers, Special Education Teachers, and Service Providers along with paraprofessional and administrative support work collaboratively in structured cycles to plan, instruct, assess and reflect to provide high quality instruction. Providing a full continuum of services to meet the needs of struggling learners allows for targeting intervention and flexible programming to meet student needs. After-school programs provide additional support and enrichment opportunities. Programming for a weekly data hour, professional development\planning days, and common preparation periods throughout the week allow staff the time necessary to carry out the work. Instructional Walkthroughs involving both administrative and pedagogical staff provides meaningful feedback for teachers in a constant effort to improve practice and student outcomes.
- C) The steps taken to include teachers in the decision making process are:
1. all staff members will participate in professional development supporting the implementation of the Common Core Learning Standards in Mathematics,
  2. teacher teams will develop and align performance assessments for selected mathematical units in accordance with student data,

3. teacher teams will create rubrics to assess mathematical performance assessments,
4. common planning time is provided for administration and pedagogical staff including cluster and support staff,
5. weekly data hour meetings to look at student assessments, and create rubrics in order to drive curriculum and mathematics instruction,
6. weekly Data Team meetings to identify common mathematical trends throughout all grade levels, and develop plans to address these trends,
7. administrative walkthroughs enable staff to review constructive feedback given, and make changes in instructional practices to enhance student learning in mathematics, and
8. pedagogical planning days are provided in order for teachers to constantly reflect and revise curriculum maps to ensure student needs are being met throughout the year.

D) September 2012 through June 2013

**Strategies to increase parental involvement**

- A) Parents will have regular opportunities to participate in events where the home school partnership is emphasized and instructional strategies/opportunities in mathematics are shared. This includes family fun nights, parent workshops, trips and conferences described in detail in the PIP.
- B) Parents will receive monthly information on curriculum units/skills and strategies in mathematics that are being studied.
- C) Parents will receive regular feedback through progress reports and report cards on their child’s progress towards meeting identified goals in mathematics.

**Budget and resources alignment**

- Indicate your school’s Title I status: XX 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		Title		Title					
XX	Levy	XX	Title I	XX	IIA	XX	Title III	Grants	Other

If other is selected describe here:

**Service and program coordination**

School Violence Prevention, School Meals, Universal Pre-Kindergarten, Project Citizen, and partnerships with Community Based Organizations, allow us to ensure that students’ basic needs for care and safety are met and foundational skills are provided so that they are best prepared to focus on their learning. Afterschool programs in mathematics help to provide additional support to students in making educational progress.

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

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

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

By June 2013, the percentage of Students with Disabilities demonstrating levels of proficiency level 3 or higher will increase 3-5% English Language Arts as measured by the NYS English Language Arts exam.

#### **Comprehensive needs assessment**

The implementation of the New York State Common Core Learning Standards is an instructional expectation for the state of New York. P.S. 97 has shown steady progress in ELA with our students with disabilities. 20% of our students with disabilities are performing at level 3 or higher on the NYS exam. Increasing the rigor in our classrooms and designing and implementing NYS CCLS performance assessments will allow us to build on progress and bring students to higher performance levels.

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

A) The key strategies/activities that encompass the needs of all identified students subgroups are:

1. all staff members will be provided with professional development supporting understanding of Depth of Knowledge, Universal Design for Learning, Common Core Curriculum and Assessment Alignment and best pedagogical practices in ELA,
2. utilizing the Common Core Learning standards in English Language Arts, a rigorous curriculum will be designed and implemented. Literacy will be supported by the use of a balanced literacy and project based approach,
3. select teachers will participate in Instructional Leads training (network based) and the Teacher leadership Program (cluster based) and will facilitate professional learning communities to strengthen the work around teacher practice, curriculum and instruction
4. designing rigorous tasks in ELA for students in K through 5,
5. scaffolding literacy instruction through the use of multiple entry points,
6. providing programs in literacy going beyond the scope of the school day, through afterschool programs.
7. using the Wilson Reading System,
8. mainstreaming of students into general education classrooms in literacy in accordance with the students' Individual Education Plan.

B) The key personnel involved are all pedagogical and support staff. General Education Classroom Teachers, AIS providers, Special Education Teachers, and Service Providers along with paraprofessional and administrative support work collaboratively in structured cycles to plan, instruct, assess and reflect to provide high quality instruction. Providing a full continuum of services to meet the needs of struggling learners allows for targeting intervention and flexible programming to meet student needs. After-school programs provide additional support and enrichment opportunities. Programming for a weekly data hour, professional development\planning days, and common preparation periods throughout the week allow staff the time necessary to carry out the work. Instructional Walkthroughs involving both administrative and pedagogical staff provides meaningful feedback for teachers in a constant effort to improve practice and student outcomes.

C) The steps taken to include teachers in the decision making process are:

1. all staff members will participate in professional development supporting the implementation of the Common Core Learning Standards in English Language Arts, Writing, and Mathematics,
2. teacher teams will develop and align performance assessments for selected literacy and mathematical units in accordance with student data,
3. teacher teams will create rubrics to assess literacy and mathematical performance assessments,
4. common planning time is provided for administration and pedagogical staff including cluster and support staff to tailor and scaffold instruction to meet student needs,
5. weekly data hour meetings to look at student assessments, and create rubrics in order to design curriculum and drive instruction in literacy and mathematics,
6. weekly Data Team meetings to identify common literacy and mathematical trends throughout all grade levels, and develop plans to address these trends,
7. administrative walkthroughs enable staff to review constructive feedback given, and make changes in instructional practices to enhance student learning in literacy, and
8. pedagogical planning days are provided to teachers throughout the year in order to constantly reflect and revise curriculum maps to ensure student needs are being met.

D) September 2012 through June 2013

**Strategies to increase parental involvement**

- A) Parents will have regular opportunities to participate in events where the home school partnership is emphasized and instructional strategies/opportunities in literacy and mathematics are shared. This includes family fun nights, parent workshops, trips and conferences described in detail in the PIP.
- B) Parents will receive monthly information on curriculum units/skills and strategies in literacy and mathematics that are being studied.
- C) Parents will receive regular feedback through progress reports and report cards on their child's progress towards meeting identified goals in literacy and mathematics.
- D) Special Education teachers and the School Based Support Team will meet with parents to identify student goals, placement, and progress.

**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**

School Violence Prevention, School Meals, Universal Pre-Kindergarten, Project Citizen, Occupational Therapy, Physical Therapy, Hearing Services, Speech Therapy, Special Education Teacher Support Services, Guidance Counseling, and partnerships with Community Based Organizations, allow us to ensure that students' basic needs for care and safety are met and foundational skills are provided so that they are best prepared to focus on their learning according to their Individual Education Plan. Afterschool programs in literacy and mathematics help to provide additional support to students in making educational progress.

## **ANNUAL GOAL #4 AND ACTION PLAN**

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

### **Annual Goal #4**

By June 2013, the percentage of Limited English Proficient students demonstrating levels of proficiency level 3 or higher will show an overall increase of 2-4% in English Language Arts as measured by the New York State English Language Arts exam.

### **Comprehensive needs assessment**

The implementation of the New York State Common Core Learning Standards is an instructional expectation for the state of New York. On the New York State English Language Arts exam, 24% of our Limited English Proficient students performed at level 3 or higher. Increasing the rigor in our classrooms and designing and implementing NYS CCLS performance assessments will allow us to build on progress and bring students to higher performance levels.

### **Instructional strategies/activities**

A) The key strategies/activities that encompass the needs of all identified students subgroups are:

1. all staff members will be provided with professional development supporting understanding of Depth of Knowledge, Universal Design for Learning, Common Core Curriculum and Assessment Alignment and best pedagogical practices in ELA,
2. select teachers will participate in Instructional Leads training (network based) and the Teacher leadership Program (cluster based) and will facilitate professional learning communities to strengthen the work around teacher practice, curriculum and instruction
3. designing rigorous tasks in ELA for students in K through 5
4. following the Common Core Learning standards in English Language Arts. Literacy will be supported by the use of a balanced literacy curriculum.
5. scaffolding literacy instruction through the use of multiple entry points,
6. providing programs in literacy going beyond the scope of the school day, designed specifically around ESL methodologies,
7. using the Wilson Reading System,
8. using an Integrated Collaborative Teaching model with English as a Second Language teachers to tailor and modify instruction to meet student needs.

B) The key personnel involved are all pedagogical and support staff. General Education Classroom Teachers, AIS providers, Special Education Teachers, and Service Providers along with paraprofessional and administrative support work collaboratively in structured cycles to plan, instruct, assess and reflect to provide high quality instruction. Providing a full continuum of services to meet the needs of struggling learners allows for targeting intervention and flexible programming to meet student needs. After-school programs provide additional support and enrichment opportunities. Programming for a weekly data hour, professional development\planning days, and common preparation periods throughout the week allow staff the time necessary to carry out the work. Instructional Walkthroughs involving both administrative and pedagogical staff provides meaningful feedback for teachers in a constant effort to improve practice and student outcomes.

C) The steps taken to include teachers in the decision making process are:

1. all staff members will participate in professional development supporting the implementation of the Common Core Learning Standards in English Language Arts,
2. teacher teams will develop and align performance assessments for selected literacy units in accordance with student data,
3. teacher teams will create rubrics to assess literacy learning,
4. common planning time is provided for administration and pedagogical staff including cluster and support staff to tailor and scaffold instruction to meet student needs,
5. weekly data hour meetings to look at student assessments, and create rubrics in order to drive curriculum and instruction in literacy,
6. weekly Data Team meetings to identify common literacy trends throughout all grade levels, and develop plans to address these trends,
7. administrative walkthroughs and peer learning walks enable staff to reflect on feedback given, and make changes in instructional practices to enhance student learning in literacy, and
8. pedagogical planning days are provided for teachers in order to constantly reflect and revise curriculum maps to ensure student needs are being met throughout the year.

D) September 2012 through June 2013

**Strategies to increase parental involvement**

- A) Parents will have regular opportunities to participate in events where the home school partnership is emphasized and instructional strategies/opportunities in literacy and mathematics are shared. This includes family fun nights, parent workshops, trips and conferences described in detail in the PIP.
- B) Parents will receive monthly information on curriculum units/skills and strategies in literacy and mathematics that are being studied.
- C) Parents will receive regular feedback through progress reports and report cards on their child's progress towards meeting identified goals in literacy and mathematics.
- D) English as a Second Language Teachers will meet with parents to identify student goals, placement, and progress.

**Budget and resources alignment**

- Indicate your school's Title I status: XX 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.

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

If other is selected describe here:

**Service and program coordination**

School Violence Prevention, School Meals, Universal Pre-Kindergarten, Project Citizen and partnerships with Community Based Organizations, allow us to ensure that students' basic needs for care and safety are met and foundational skills are provided so that they are best prepared to focus on their learning according to their Individual Education Plan. Afterschool programs in literacy and mathematics help to provide additional support to students in making educational progress.

### **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:
  - a) 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.).
<b>ELA</b>	<p>At risk are those whose perform at levels 1 and 2 on standardized tests as well as those that demonstrate need as determined by formal/informal classroom assessments, and those identified as not making adequate yearly progress.</p> <p><b>UDL aligned curriculum modification</b> is used through a push in model where AIS providers work with small groups of students in grades K-5, in classrooms. In collaboration with classroom teachers and administrators, students are selected based on performance level. AIS teachers modify instruction in alignment with UDL principles.</p> <p><b>Targeted AIS using Foundations and Wilson</b> through pull out instruction, AIS providers work with small groups of students in grades K-5.</p> <p><b>Extended Day Program</b> is designed to include project based learning and cycles of inquiry.</p> <p><b>ELA After-School Programs</b> are designed to provide small group instruction. Reader's Theatre and Into English programs support the program.</p>	<p>PS 97 provides AIS through two delivery models during the regular school day:</p> <p><b>Push In:</b> AIS providers modify classroom lessons using multiple entry points to meet the needs of the students utilizing: visual aids, computer technology, vocabulary, questioning and discussion techniques and scaffolding. AIS teachers work with students in small groups and 1:1.</p> <p><b>Pull Out Method:</b> teachers provide targeted instruction to students 1:1 or in small groups (5 max) utilizing the Wilson program.</p> <p>Extended day and after-school programs service students through small group instruction.</p>	<p>These services are provided during the school day, extended day and in after-school programs.</p>

<p><b>Mathematics</b></p>	<p>At risk are those whose perform at levels 1 and 2 on standardized tests as well as those that demonstrate need as determined by formal/informal classroom assessments, and those identified as not making adequate yearly progress.</p> <p><b>UDL Curriculum Modification through a Push In Model</b> is being utilized where AIS providers work with small groups of students in grades K-5. In collaboration with classroom teachers and administrators, students are selected based on performance level.</p> <p><b>Targeted Instruction through a Pull Out Model</b> is being utilized as AIS providers work with small groups to develop problem solving strategies and improve computation skills.</p> <p><b>Extended Day Program</b> is designed to include project based learning and cycles of inquiry.</p> <p><b>Mathematics After-School Programs</b> are designed to provide small group, individualized instruction based on student needs.</p>	<p>PS 97 provides AIS through two delivery models during the regular school day:</p> <p><b>Push In</b> AIS providers model the lesson using multiple entry points to meet the needs of the students utilizing: visual aids, computer technology, vocabulary building, math manipulatives, questioning techniques and discussion and scaffolding. AIS teachers work with students in small groups and 1:1.</p> <p><b>Pull Out</b> method provides 1:1 instruction or small group instruction in problem solving and computation.</p> <p>Extended day and after-school programs service students through small group instruction.</p>	<p>These services are provided during the school day, extended day, and in after-school programs.</p>
<p><b>Science</b></p>	<p>At risk are those whose performance is at the lowest level (1 or 2) on standardized tests as well as those showing deficiencies as determined by formal/informal assessments, and those not making adequate yearly progress.</p> <p><b>UDL Curriculum Modification in Content Areas through a Push In</b> model is being utilized where AIS providers work with small</p>	<p><b>Push In Method</b> - AIS providers modify the lesson using multiple entry points to meet the needs of the students utilizing: visual aids, computer technology, vocabulary building, questioning techniques and discussion, scaffolding and 1:1 conferencing.</p> <p>Small group instruction in utilized in</p>	<p>These services are provided during the school day, extended day and after-school.</p>

	<p>groups of students in grades K-5. In collaboration with classroom teachers and administrators, students are selected based on performance level. Classroom assessments and exam data are used to make this determination.</p> <p><b>Extended Day Program in Scientific Inquiry</b></p> <p><b>After-School Program in Scientific Inquiry</b></p>	<p>extended day and after-school programs.</p>	
<p><b>Social Studies</b></p>	<p>At risk are those whose performance is at the lowest level (1 or 2) on standardized tests as well as those showing deficiencies as determined by formal/informal assessments, and those not making adequate yearly progress.</p> <p><b>UDL Curriculum Modification though a Push In</b> model is being utilized where AIS providers work with small groups of students in grades K-5. In collaboration with classroom teachers and administrators, students are selected based on performance level. Classroom assessments and exam data are used to make this determination.</p>	<p><b>Push In Method</b> - AIS providers modify the lesson using multiple entry points to meet the needs of the students utilizing: visual aids, computer technology, vocabulary building, questioning techniques and discussion, scaffolding and 1:1 conferencing.</p>	<p>These services are provided during the school day.</p>
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>The <b>Guidance Counselor</b> focuses on the social and emotional needs of the students. Counselors help students to cope in the school setting.</p> <p>The <b>Social Worker</b> is a member of the School Assessment Team. When referred to the team for an educational evaluation, the social worker is responsible for meeting parents to obtain a student's developmental history. This helps to assess issues within the developmental framework. Additionally, the social worker</p>	<p>The <b>Guidance Counselor</b> services students in small group settings and 1:1 sessions, depending on mandates, you can make one role of counselor, but include at risk.</p> <p>Additionally, we have a part-time guidance counselor (2 days/week) who sees at-risk students for mediation and crisis support.</p> <p>The <b>Social Worker</b> services students in small group settings and 1:1 sessions, depending on circumstances/need.</p>	<p>These services are provided during the school day.</p>

	<p>provides individual and clinical counseling to deal with issues (behavior, isolation, interactions with peers, teachers, etc.) with their academic performance. The social worker may intervene during a crisis and make appropriate community referrals.</p>		
--	--	--	--

### 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.

- Current staff will engage in professional development focused on a Framework for Teaching.
- Current staff will engage in professional development on performance assessments and common core alignment.
- Current staff will receive professional development in any identified areas of need.
- Professional development opportunities will include grade level and vertical common planning, observation/feedback model, inter-visitations within school, faculty conferences and external school support.
- Public School 97 has in the past several years expanded the continuum of services that it provides to students with disabilities. This includes the opening of two ICT classes on grades K-5. Continuum range includes AIS to 12:1:1.
- Teachers in ICT classes receive targeted professional development in co-teaching models and curriculum development. This includes but is not limited to the implementation of Universal Design for Learning and Support in creating multiple entry points for students to make grade level curriculum accessible to all.
- All grade level staff participate in common planning, task design, curriculum alignment and data cycles. This includes AIS, ESL, General and Special education teachers. There are also opportunities for vertical collaboration.
- New and untenured teachers participate in Professional Learning Communities that allow for inter-visitation, professional dialogue, mentoring, and conversations that center around best practices..
- Hiring Committee offers staff a voice in the decision making process of a new hire. This process includes demo lessons and interview.
- Tenured teachers lead professional learning communities focused on data and curriculum enhancement.

**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.

---

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

**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>Chris Groll/Neal Opromalla</b>	District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>097</b>
School Name <b>The Highlawn School</b>			

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

Principal <b>Kristine Mustillo</b>	Assistant Principal <b>Miriam Bachman</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Christina Smoudianis</b>	Guidance Counselor <b>N/A</b>
Teacher/Subject Area <b>Amy Lee/ESL</b>	Parent <b>N/A</b>
Teacher/Subject Area <b>Katarina Zajacova/ESL</b>	Parent Coordinator <b>Louisa Agrusa/PC</b>
Related Service Provider <b>Michelle Cheung/OT</b>	Other <b>Linda Goldenberg/Sp.Nds/IEP T</b>
Network Leader <b>Neal Opromalla</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>3</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>801</b>	Total Number of ELLs	<b>169</b>	ELLs as share of total student population (%)	<b>21.10%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## Part II: ELL Identification Process

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

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

1. In order to identify potential ELLs and ensure services are provided within mandated timelines, the ELL teachers (Ms. Smoudianis, Ms. Lee and Ms. Zajacova) are notified of all new admits. They have been trained in administering the HLIS and conducting informal oral interviews. Every effort is made to distribute required paperwork to parents/guardians in their native language. There are translators/staff members available in Spanish,(Ms.Goldenberg and Ms.Benvenuto) Italian,(Ms.Benvenuto)Chinese,(Ms. Lee) Russian,(Ms.Rybalova) Slovakian and Czech,(Ms.Zajacova)Greek,(Ms.Smoudianis)Arabic,(Mr.Nageeb)and Urdu,(Ms.Bhatia) The translation unit at the Department of Education has also been utilized.

Once home language has been identified, the LAB-R is administered by an ELL teacher,(Ms.Lee, Ms.Smoudianis, Ms.Zajacova) within 10 days of admission to the school. The results are hand-scored to determine entitlement. The Spanish LAB is administered to those students whose Home Language Survey OTELE code is Spanish. These students have been determined to be entitled to services after taking their LAB-R. They are then given the Spanish LAB to determine language dominance. Continued entitlement is based on the NYSESLAT, administered annually to all entitled ELLs. It measures English Language Arts (ELA) proficiency levels (i.e., beginning, intermediate, advanced) of ELLs— and is administered each spring. The ATS report used to determine NYSESLAT eligibility is the RLER. It is run the morning of test administration of each modality (Listening, Speaking, Reading and Writing). Proficiency levels determine the requirements for ESL instruction in accordance with CR Part 154 requirements. Parents are notified each fall of the results of the NYSESLAT.

2. Once entitlement is determined, and within 10 days of admission to the school, parents/guardians of ELLs are invited to a Parent Orientation Workshop led by the ESL teachers, Ms. Smoudianis, Ms. Lee, and Ms. Zajacova. The purpose of this orientation is to explain the three program choices available to all ELLs (Transitional Bilingual, Dual Language, and Freestanding ESL). Materials explaining the choices include a video, as well as brochures, and are available in a variety of native languages. Translators are made available to attend the meetings. Should a parent be unable to attend the first meeting, other meetings will be held to accommodate the parents schedules. We also conduct outreach with the parents to set up one on one appointments and as a last resort, conduct telephone conferences as well. Materials are sent home to those parents that are unable to attend any of the scheduled meetings or come in for a one on one conference. We inform parents that the Parent Choice video is available online in many languages should the parent not be able to come to the school. Parents that have previously selected TBE/DL are notified by telephone should the program become available.

3. The ELL teachers are responsible for parent outreach to ensure that Entitlement Letters and Parent Survey and Program Selection forms are returned. The process includes the following steps and timeline: The forms are sent home with the students. After the initial distribution of materials, the return rate is assessed, with materials redistributed as necessary. For those forms still not returned, the ELL teachers will make telephone calls asking parents to come to the school. Every effort is made to accommodate parents with alternative dates for parents to meet. If the Program Selection form is not returned, the default program is Transitional Bilingual Education. Completed Parent Survey and Program Selection forms are placed in the child's cumulative record card, with copies

securely on file with the ESL teachers.

4. Parent choice is honored in the following ways: For parents that select Freestanding ESL, students are placed in the school's program immediately. For those that select TBE or Dual Language, they are placed in ESL until we reach the threshold of 15 students in one grade or two continuous grades in one language. Placement letters are sent home with the students, with copies placed on file in with the ESL teachers. Written materials are provided in native languages, and school staff is available to translate as well. If a parent requires translation and if there is no staff member who speaks that language, the Translation Unit is contacted for assistance. For those students whose NYSESLAT results indicate continued entitlement, letters are sent home with the students each September, with copies placed on file with the ESL teachers.

5 & 6. The school maintains a database of parent choice. A review of Parent Survey Selection forms for the past three years indicate a majority of parents select ESL over Dual Language and Transitional Bilingual Education Programs. Although we offer all three programs that have been approved by the NYC Department of Education (ESL, TBE and Dual Language) the majority of parents select ESL as their program choice. We do keep track of the other selections (TBE and Dual Language). The school will honor parent choice should we reach the threshold of 15 students in one grade or two contiguous grades in one language.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

Transitional bilingual education program	Yes <input 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	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	4	5	4	4	3	4								24
<b>Total</b>	4	5	4	4	3	4	0	0	0	0	0	0	0	24

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	169	Newcomers (ELLs)	142
		Special Education	31

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	142	0	23	27	0	8	0	0	0	169
Total	142	0	23	27	0	8	0	0	0	169

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

### C. Home Language Breakdown and ELL Programs

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

**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																		
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: N/A

**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	8	8	9	9	3	3	0	0	0	0	0	0	0	<b>40</b>
Chinese	17	17	11	14	17	14	0	0	0	0	0	0	0	<b>90</b>
Russian	1	4	2	1	0	1	0	0	0	0	0	0	0	<b>9</b>
Bengali	0	1	0	1	0	0	0	0	0	0	0	0	0	<b>2</b>
Urdu	1	1	0	3	1	0	0	0	0	0	0	0	0	<b>6</b>
Arabic	1	3	3	2	2	1	0	0	0	0	0	0	0	<b>12</b>
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
French	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>

## 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
Albanian	0	2	0	0	1	0	0	0	0	0	0	0	0	3
Other	3	1	1	2	0	0	0	0	0	0	0	0	0	7
<b>TOTAL</b>	<b>31</b>	<b>37</b>	<b>26</b>	<b>32</b>	<b>24</b>	<b>19</b>	<b>0</b>	<b>169</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?

1a&b. The school's licensed ESL teachers, Ms.Lee, Ms. Smoudianis, and Ms.Zajacova deliver instruction to English Language Learners through a freestanding ESL program implemented through the "push in" model. Students are heterogeneously mixed in all classes. All eligible ELL students in grades K-5 participate in the ESL program, with students programmed for ESL and ELA classes as mandated by CR- Part 154 (determined by the LAB-R or NYSESLAT scores).

2. The mandated instructional minutes are provided in the following way: Students scoring at the Beginner or Intermediate level on the NYSESLAT receive 360 minutes of ESL instruction weekly, while those students scoring at the Advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly, as mandated by CR-Part 154. The services are provided by licensed ESL teachers through a push in model. The ESL program is aligned with, and supports, the comprehensive core curriculum in literacy and mathematics. All classroom teachers have had required training in ESL methodologies and prepare differentiated content area lessons with ELL strategies in mind.

3. Content area instruction is delivered to ELL students through a collaborative approach. ESL students are grouped by proficiency level. Beginning and Intermediate students are grouped together. Advanced students are also grouped together. The school utilizes the "push in" model of ESL instruction. Instruction is content-based and centers on the Workshop Model. Curriculum mapping has been produced across the grades so that all out of classroom providers can service students consistently. The ESL teacher supports the classroom teacher and collaboratively, they conduct lessons. The teachers make content comprehensible to enrich language development by implementing Sheltered Instruction practices. Whole class read alouds and shared readings to promote reading comprehension, reading skills and strategies and to expand vocabulary. Standards-based activities include a variety of genres to enhance and promote student interest using a

## A. Programming and Scheduling Information

broad spectrum of reading materials. Phonemic awareness, phonics, sequential decoding and sight word recognition assist in developing a solid foundation for young readers. Author studies are used to compare and contrast various writing styles. Writing activities are based on classroom reading selections and are tailored to meet the writing standards. The writing process is taught through Guided Writing, Shared Writing, Interactive Writing and Writers Workshop. Essay writing, interviewing, responding to literature, and narrative procedures and accounts are samples of the writing genres that are explored with the ESL students.

4. Not Applicable

5. The school makes use of a data-driven approach to differentiate instruction for all students, including ELLs. They use item skills analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Teachers maintain assessment data at a central location. Ongoing assessments are both formal and informal. For students in grades 3-5, the Writing and Reading Assessment Profile (WRAP) help teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions. In the lower grades, assessments such as ECLAS2, DRA-2 and informal assessments help teachers make appropriate decisions as they select reading materials, plan activities, and structure literacy programs for all students, including ELLs. Teachers also use this assessment data to set both long term and short term goals with their students. Progress towards these goals is monitored regularly and new goals are set as warranted.

5a. A review of Home Language Information Surveys indicates most students enter the school with some degree of literacy in their native language. Currently, there are no SIFE enrolled at the school (Students With Interrupted Formal Education). The instructional plan for SIFE students include a variety of supports. In addition to required ESL services as mandated by CR Part 154, SIFE students will be pulled out by an ESL teacher for differentiated intensive instruction based on their individualized needs. They will also be assigned a "buddy" in class to assist them, preferably one that speaks the same language.

5b. Students just arriving into an English Speaking School System are supported in a variety of ways. "Newcomers" are often paired with a buddy in their classroom. The buddy, preferably someone who speaks the same native language, assists the newcomers in completing classroom tasks and orients the "newcomer" to familiarize themselves to their new environment. We provide pull-out instruction to "Newcomers" until they develop enough basic skills to participate in their classroom lessons.

5c. In addition to the mandated ESL instruction, ELLs with 4-6 years of service are supported at the school. Instruction in Literacy, Math, Science and/or Social Studies is differentiated to meet the needs of these students. They are mandated to attend the additional 37.5 minutes of instruction. We also recommend that they attend the After School ELL Academy, funded through our Title III program.

5d. Long Term ELLs, students in an ESL Program for more than six years, (currently 0 students) are targeted for small group instruction to support their individual needs. Further, if adequate progress is not made, students are looked at on an individual basis by the PPT in an attempt to determine if a referral for a special education evaluation is appropriate.

6. ELL~SWD's, in addition to their IEP mandated services, are also supported at the school. They may be supported with a paraprofessional, as per their IEP, who speaks their native language, should that be their need. Students have access to the same curriculum as their general education peers. Content area instruction is differentiated to meet the needs of students. They are mandated to attend the additional 37.5 minutes of instruction. Instruction for these students is differentiated based on individual student needs. We also recommend that they attend the After School Program.

7. We meet the needs of ELL~SWD's through flexible programming designed to afford students with the least restrictive environment. Our students are mainstreamed according to their IEP mandates as well as individual student needs.

### 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:

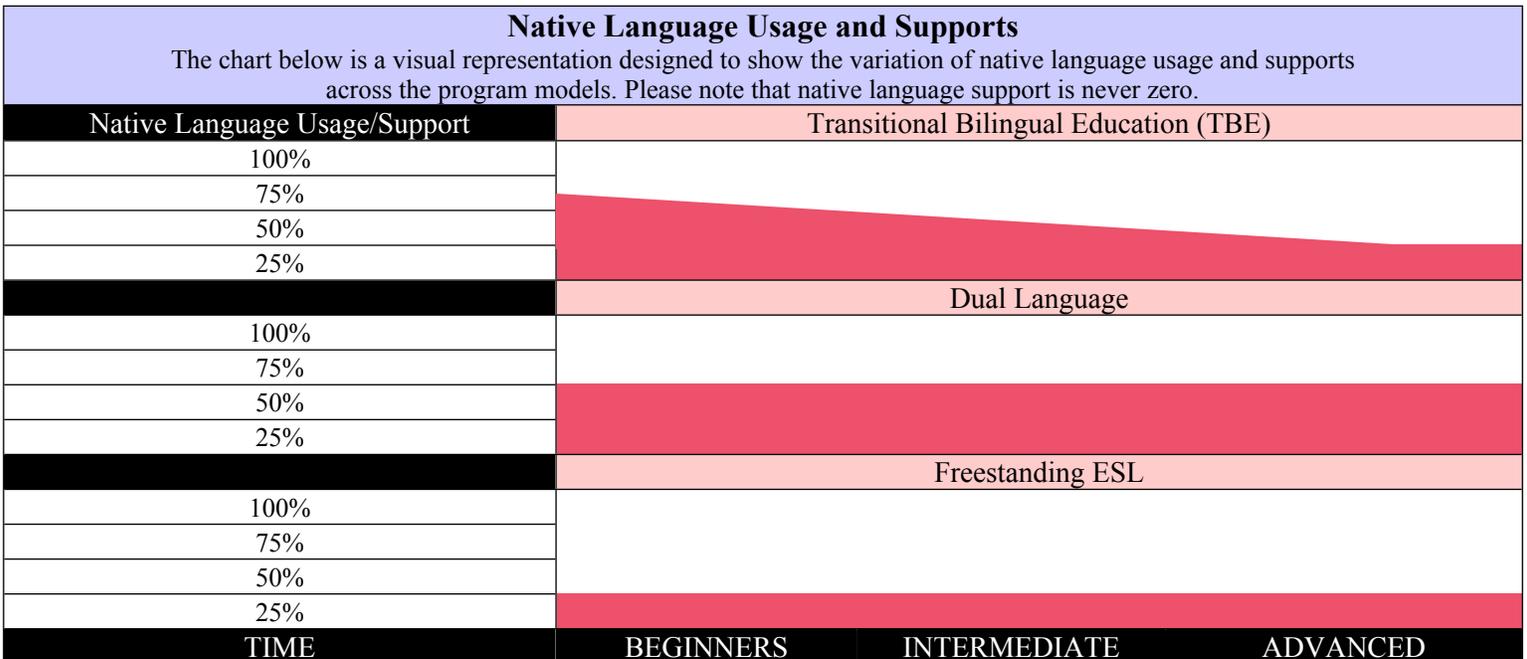
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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 services are provided to all students, including ELLs, by AIS Literacy and/or AIS Math through the push-in/pull-out model based on the need of the student. Teachers work together to support student learning.

9. Students achieving proficiency in English are placed in a transitional program for two years. These children continue to be provided with support to maintain progress and student achievement in their classroom. Support is scaffolded, and as students demonstrate the ability to work independently, it is removed. Activities designed to support transitional students are:

- After School Program, offering academic support in reading and math
- Former ELLs may be invited to the Title III Afterschool Program. This program offers support in ELA, Math and Science
- Academic Intervention Services during the school day.
- 37.5 minutes

Transitional students are given testing modifications including extended time. Services offered to transitional students are individualized based on each student's need. Students are removed from the transitional program when they perform at or above Level 3 on State Standardized Assessments.

10. As an improvement for this school year, the school has purchased a literacy reading series to support our balanced literacy program, a component of this program supports ELLs. We will continue to provide ELLs scheduling a "pull-out" model for ELL "newcomers" while maintaining the "push-in" model for all other ESL instruction. Under this model, the ESL teacher and classroom teacher collaborate to provide language acquisition and vocabulary support. They will support the ELLs working in small groups, retaining content instruction and differentiating. This model helps to lower the student-teacher ratio.

11. We do not plan on discontinuing any programs for our ELLs.

12. ELLs are afforded equal access to all school programs in the following ways: The school has begun to implement the New York State Common Core Learning Standards and continues to follow New York City's Core Curriculum for all subject areas. All students including ELLs are exposed to the same curriculum and are afforded equal access. ELA is taught through the Balanced Literacy model. Mathematics instruction centers around Everyday Math in Kindergarten, grades 1 and 2. Houghton Mifflin Math is taught in grades three through five. Science and Social Studies instruction follows the New York City Scope and Sequence. Extra-curricular programs include partnerships with BAC, Brooklyn Arts Council, Inside Broadway, and the afterschool program designed specifically to help the ELL population funded by Title III. There are two after school programs supported by a community based organizations in our school The Italian American Federation Program and the Chinese American Planning Council. Our ELL students are invited and encouraged to attend and may also attend both the Title III program and the Community Based Organization programs. ELLs are afforded equal access to all school programs and actively participate in all activities.

13. ELL students have equal access to all instructional materials, including core curriculum materials. Each classroom is also equipped with a fully stocked classroom library with a wide variety of reading materials designed to support the individual needs of ELL students as they begin to acquire and develop their skills in English. Everything that is purchased for all students including ELLs is purchased on their grade-level. ELLs also have access to a wide array of technological tools including laptop computers and SMARTBoards.

14. Native language support is delivered in a variety of ways. We provide glossaries to our students in their native languages so that they can more easily develop their academic knowledge. We pair our students with a "buddy" who speaks their native language in their class. The "buddy" will sit with them in class and help support them throughout the class day until that student is able to be independent. We also have teachers and paraprofessionals who speak a wide variety of languages, should the need arise, they will translate to assist our students.

15. Every student is given required services to support them at their grade level and age appropriate material. The school utilizes the "push in" model of ESL instruction. Instruction is content-based and centers on the Workshop Model. Curriculum mapping has been produced across the grades so that all out of classroom providers can service students consistently. The ESL teacher supports the classroom teacher and collaboratively, they conduct whole class read alouds and shared readings to promote reading comprehension, reading skills and strategies and to expand vocabulary. Standards-based activities include a variety of genres to enhance and promote student interest using a broad spectrum of reading materials. Phonemic awareness, phonics, sequential decoding and sight word recognition assist in developing a solid foundation for young readers. Author studies are used to compare and contrast various writing styles. Writing activities are based on classroom reading selections and are tailored to meet the writing standards. The writing process is taught through Guided Writing, Shared Writing, Interactive Writing and Writers Workshop. Essay writing, interviewing, responding to literature, and narrative procedures and accounts are samples of the writing genres that are explored with the ESL students. Everything that is purchased supports the ELLs on their grade level.

16. At the beginning of the school year there is a Parent Welcome Meeting, a Orientation Meeting for Pre-Kindergarten Students and Parent Teas given for the parents. All are invited and translators are available should the their be a need.

17. Currently there are no language electives offered to our students

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

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

1. Professional development for the entire staff, including all teachers (ELL, classroom, special education, cluster, subject area, and support staff) paraprofessionals, guidance counselors, and Assistant Principals, continues to be a focus for the school. The ESL teachers attend a wide variety of professional development workshops through BETAC and implement ELL methodologies at the school. They also attended Catherine Brown's Sheltered Instruction for ELLs, offered by our Network, CFN 409. Teachers of ELLs include instructional approaches and methods (Sheltered English) in their classroom that are designed to make content comprehensible to ELLs while enriching language instruction as well. We also have lead teachers that mentor our teachers. Teachers participate regularly in professional development based on their needs.

2. The staff is supported in transitioning ELLs to middle school. During grade meetings, they discuss the 6th grade curriculum as well as the appropriate skills expected in the middle school. Every effort is made to prepare the students for the transition. In addition, we host a "Middle School Night" where children transitioning to middle school as well as their parents attend.

3. All staff that require 7.5 hours of ELL training as per Jose P. are trained during regular scheduled grade meetings and also plan together with the ELL teachers that service their ELL classes. Topics covered include Stages of Language Acquisition, Scaffolding Instruction for ELLs, Using Sheltered Instruction in the classroom. Teachers also collaborate about skills and strategies they use with their ELL students. Teachers of classrooms as well as the support teachers for that grade attend the meetings.

## 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 is an essential part of our school. Historically, parents of ELLs tend to be less involved in their children's education. In an effort to strengthen parent involvement for our ELLs and facilitate increased interactions between school and home for these students, we offer supportive and informative workshops. We have translators for high incidence languages at all of our PTA meetings, as well as other important parent meetings. Specific parent involvement activities include the following: Family Fun Nights, Science Night, and other workshops designed to strengthen the home-school connection as well as to make parents aware of the curriculum in all content areas.

2. We partner with local community based organizations that offer resources and provide services to all of our families, including ELLs. These partnerships, the Italian American Federation and Chinese American Planning Council (CPC), sponsor after school programs and also assist families in navigating city agencies and ensures that families are afforded every resource available.

3. We evaluate the needs of the parents in several ways. Our teachers are in direct contact with many families and can assist us in determining the needs of our ELL families. We also provide parent surveys, translated in several high incidence languages, that gives parents the opportunity to express their needs. The Parent Coordinator is responsible for overseeing this outreach effort.

4. As a result of our outreach efforts, our parent involvement activities are designed around the needs of the parents. We regularly evaluate the effectiveness of our activities and redesign as needed. Our goal is to have all of our parents involved in school based activities and work to ensure that it occurs. Some specific activities include Family Fun Nights, and Science Nights.

# 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)	9	18	4	5	2	5	0	0	0	0	0	0	0	43
Intermediate(I)	2	13	6	18	5	5	0	0	0	0	0	0	0	49
Advanced (A)	20	6	16	9	17	9	0	0	0	0	0	0	0	77
Total	31	37	26	32	24	19	0	0	0	0	0	0	0	169

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		3	0	0	0	3	0						
	I		6	3	5	0	1	2						
	A		10	11	11	4	6	15						
	P		15	10	12	19	8	17						
READING/ WRITING	B		15	3	4	1	4	1						
	I		13	7	18	5	5	7						
	A		6	11	6	17	8	7						
	P		0	3	0	0	1	19						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	11	9	0	28
4	1	11	5	0	17
5	10	14	9	0	33
6				1	1
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	5		11		12		1		29
4	0		6		13		1		20
5	0		16		16		2		34
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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. Our school uses ECLAS-2 and DRA-2 to assess the early literacy skills of all students, including our ELLs. Our analysis of the data shows that ELLs typically score lower than their English speaking peers in most literacy strands. As a result, we have put in place initiatives that seek to close that gap. For example, the ELL component of our classes are homogenously grouped for continuity of instruction, ie. our beginners and intermediate ELLs are placed in the same class. Our teachers implement phonics and phonemic awareness activities into their daily literacy blocks. They also provide ELLs with differentiated, small group instruction based on their individual needs.

2. 2011 NYSESLAT results show that most students scored in the advanced category, indicating significant growth. Students generally enter the ELL program by scoring in the Beginner category. A further breakdown of those results by skill indicate that ELLs scored lower in the Reading/Writing subtests than the Listening/Speaking subtests. The LAB-R data shows that most students score in the Beginner/Intermediate categories. Further analysis shows that the Reading/Writing subtests are the weaker areas.

3. Most students scored in the advanced/proficient category for the Listening/Speaking subtest. The data for the Reading/Writing subtest reveals that students in grades 2 and 4 scored higher in the Reading/Writing subtest than students in grades 1, and 3. We have implemented a rigorous, common core aligned supplement, Journeys, to our Balanced Literacy instructional block. The program includes support for ELL students.

4.a. A schoolwide analysis of student assessment results by the Data Inquiry Team as well as the ESL teachers demonstrates that for 2011, approximately 70% of our ELLs scored a Level 2 or below in ELA. In Mathematics, 44% of ELLs scored a Level 2 or below. The academic performance of ELLs is of particular concern as the group represents a disproportionately high percentage of below level scores, specifically in ELA. They are scoring below their english speaking peers on the ELA test and the Math test.

SASS analysis demonstrates that the school has met its Annual Yearly Progress (AYP) target in Grade 4 Reading, Math, and Science. Our State Accountability status for the 2010-2011 school year is Title 1 School in Good Standing.

4.b & c. Not applicable

5. Not Applicable

6. The success of the ELL program will be evaluated regularly by the Instructional Team, in conjunction with the ESL teachers. Further, the Inquiry Team will conduct a thorough examination of all data as it becomes available. They will use the NYSESLAT results to evaluate the success of the ELL program. See charts included for relevant data. Instructional decisions will be made based on that data.

## 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:** The Highlawn School

**School DBN:** 21K097

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kristine Mustillo	Principal		11/30/11
Miriam A. Bachman	Assistant Principal		11/30/11
	Parent Coordinator		1/1/01
Christina Smoudianis	ESL Teacher		11/30/11
	Parent		1/1/01
Amy Lee/ESL	Teacher/Subject Area		11/30/11
Katarina Zajacova/ESL	Teacher/Subject Area		11/30/11
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Linda Goldenberg	Other <u>IEP/Special Ed</u>		11/30/11
Michelle Cheung	Other <u>Related Service/OT</u>		11/30/11
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 21K097      **School Name:** Highlawn School

**Cluster:** 04      **Network:** CFN409

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

**Part A: Needs Assessment Findings**

---

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

The primary language of the parents can be determined through the use of the current Blue Emergency Contact card and from the Adult Preferred Language Report (ATS). This report summarizes what was originally obtained from the Home Language Survey upon admission of the student. This was indicated by the parent for their preference. It will be used to provide parents with appropriate and timely information in the language they can understand.

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 major findings of PS 97's written and oral interpretation needs have been determined to be at least nine different languages represented at the school. Our high incidence languages are Chinese with dialects of Mandarin, Cantonese, also Taiwanese. Other languages represented are Spanish, Russian, Arabic, Bengali, Urdu, Albanian, Slovak, Greek and Italian. We have shared these findings at staff conferences and PTA meetings.

## Part B: Strategies and Activities

---

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

PS 97's in-house staff will provide written translation, Ms.Lee,(Chinese), Ms.Rybalova,(Russian), Ms.Goldenberg(Spanish). We utilize our in house staff to insure information is translated ina timely manner.Our larger documents will be sent to the Department of Education's Translation Unit for languages that are 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.

The school will provide oral translation through in-house staff, Ms.Lee, Ms. Cheung and Ms.Duong (Chinese), Ms. Goldenberg, Ms.Benvenuto, Ms.Arias(Spanish), Ms.Rybalova (Russian), Mr.Abdelsayed (Arabic), Ms.Bhatia (Urdu),Ms.Smoudianis (Greek). Ms.Benvenuto and Ms.Agrusa (Italian), Ms.Zajacova (Slovakian). There are always staff members available throughout the day, at Parent-Teacher Meetings, PTA meetings as well as Family Involvement Nights. Our psychologist, Ms.Maldonda and our Social Worker, Ms.Colon-Garcia both speak Spanish. If there is a time where we do not have a staff member who speaks the language that is needed we do call the Translation Unit.

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>.

PS 97 will fulfill the Chancellor's Regulation A-663 by the following:

As part of the admission process for new arrivals the school will determine the oral and written language preferences of the parents/guardians of each student and determine the language needs of the school population.

Each parent/guardian will be provided with written notification of their rights regarding translation and interpretation services, and instructions on how to obtain these services. These notices are available in 9 covered languages, provided by the Department of Education.

Parents will be made aware of the Department of Education's website and how to access the website in order to get the information concerning their rights about translation and interpretation.

The school will post in a conspicuous location, at the primary entrance, a sign in each of the covered languages indicating where a copy of the written notification can be obtained.

The School Safety Plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administration due to language barriers.

## 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 or contact your ELL Compliance and Performance Specialist.

#### Part A: School Information

Name of School: The Highlawn School

DBN: 21K097

Cluster Leader: Christopher Groll

Network Leader: Neal Opromalla

This school is (check one):  conceptually consolidated (skip part E below)  
 NOT conceptually consolidated (must complete part E below)

#### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school       After school       Saturday academy       Other:

Total # of ELLs to be served: 66

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 5

# of certified ESL/Bilingual teachers: 3

# of content area teachers: 2

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The goal of PS 97's Title III program is to provide a rigorous, standards-based, data driven supplemental program for ELL students that will enable them to meet or exceed City and State performance standards and increase in the number of ELLs testing out and/or making adequate yearly gains in English on the NYSESLAT.

A review of standardized test scores, including the State ELA and Math exams and the NYSESLAT, demonstrate that ELL students are scoring below their English-speaking peers in Reading and Writing. ELLs have also lagged behind their peers on the NYS content area Science.

Based on student need, PS 97 will offer an after school supplemental program for ESL students in grades 1-5 that covers a wide range of content area support. The program will be taught by content area specialists with training in ESL methodologies. It will be taught in English, with native language support as necessary, and includes the following:

- Eighteen week ELL Academics Academy (Literacy/Mathematics) for students in grade 2 - 5. The Academy will meet 3 hours per week from October 16, 2012 through February 28, 2013.
- Eight week NYSESLAT Academy for students in grades 1 – 5. The Academy will meet 3 hours per week from March 5, 2013 through April 30, 2013.

The program will support the following personnel:

There will be five teaching positions. Teachers will use a variety of ESL strategies to differentiate instruction and accommodate various learning styles while supporting students in the content areas.

### Part C: Professional Development

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

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

Begin description here: Well-planned, ongoing professional development sessions will support language development for all students throughout the 2012-2013 schoolyear. This will be of no cost to the Title III

### Part C: Professional Development

program. Professional development will be targeted to meet the needs of the teachers and students. In an effort to maximize resources and maximize personnel exposed to learning experiences designed to improve teaching and learning for all ELLs, ELL professional development sessions will be part of the school's regularly scheduled program.

Topics to be covered include:

ESL -The "Push-In" Model

Writing and Analyzing Student Work

Distinguishing Between Language Acquisition and Learning Disabilities

New York State Common Core Curriculum and ELLs

Name of provider

NYC Department of Education Office of ELLs

CFN 409

### 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:

Parent involvement is an essential part of our school. Historically, parents of ELLs tend to be less involved in their children's education. In an effort to strengthen parent involvement for our ELLs and facilitate increased interactions between school and home for these students, we offer supportive and informative workshops. We have translators for high incidence languages at all of our PTA meetings, as well as other important parent meetings. Specific parent involvement activities include the following: Family Fun Nights, several times throughout the schoolyear, Science Night, and other workshops. As a component of our afterschool literacy academy we plan to use Reader's Theater. Students will be reading and taking part in plays in different genres. We hope to have parents take an active part in participating in these plays or be a part of the audience. We will have notices sent to parents in high incidence languages. These activities and workshops are designed to strengthen the home-school connection as well as to make parents aware of the curriculum in all content areas.

### Part E: Budget

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

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