



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 181 THE JOHN L. STEPTOE SCHOOL OF THE 21ST CENTURY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K181

PRINCIPAL: DR. LOWELL COLEMAN

EMAIL: LCOLEMAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: Ms. BUFFIE SIMMONS

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
Dr. Lowell Coleman	*Principal or Designee	
Mr. Pedro Pizarro	*UFT Chapter Leader or Designee	
Ms. Elizabeth Davis	*PA/PTA President or Designated Co-President	
Ms. Juanita Cruz	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	
Ms. Rolda Nurse	Member/Grades Pre-K-2	
Ms. Annette Adams	Member/Grades 3 & 4	
Ms. Adria Simmons	Member/Grades 5 & 6	
Mr. Michael George	Member/Grades 7 & 8	
Ms. Kimberly Clinton	Member/Special Ed. SBST	
Ms. Charmaine Rickman	Member/Funded	
Mr. Patrick Verwayne	Member/Parent	
Mr. Carl Benoit	Member/Parent	
Ms. Monica Placido	Member/Parent	

Ms. Monique Williams	Member/Parent	
Ms. Jeanette Deas	Member/Parent	
Ms. Desiree S. Hamilton	Member/Parent	
Ms. Maritza Naranjo	Member/Parent	
Ms. Nadia Spencer	Member/Parent	
Ms. Kerry McQuilkin	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013, there will be a 5-10% increase in the number of students in the subgroups with disabilities and LEP scoring at proficiency levels in Mathematics as evidenced by students' performance in ITA, teacher made assessments, formative assessments and summative assessments.

Comprehensive needs assessment

- NY Start indicates that SWD & LEP did not meet AYP in this area
- This math goal was designed to target our SED and LEP populations, our two groups that continue to struggle to meet AYP goals.
- Furthermore, it captures the ongoing assessment data provided by the NYSESLAT and Acuity ITAs.

Instructional strategies/activities

Responsible staff members include: Classroom teachers, special education teachers, ESL Teachers, administrators, math intervention teachers and paraprofessionals:

- Utilizing collaborative Inquiry Teams to examine math data from NYS Exams, Acuity Interim Assessments and Student work to identify student strengths, deficiencies and make calculated recommendations for differentiated instruction. Teacher teams will meet every Thursday from 3-3:27 ½ pm.
- Utilizing more targeted instruction based on performance levels
- Creating math curriculum maps that are aligned to the CCLS (Grades 3-8). These maps will be utilized to drive instruction across grade levels
- Increasing collaboration between cluster teachers, ESL teacher and classroom teachers in order to ensure targeted and focused instruction. During September 2012 through June 2013, there will be planned Professional Development on Effective Strategies to Increase Student Performance in Math. Participants will include: ESL, Special Education, Out-of Classroom teachers, Support Staff, as well as Administrators. Lead Math teachers will participate in the Math Ambassador Program coordinated by CFN 602. Participants will turn key the information to colleagues.
- Increasing amount of time that SWD and students with LEP spend in a mainstream classroom setting.

Strategies to increase parental involvement

P.S. 181 provides many opportunities for parents to become involved and informed about the education of their child. In addition we will:

- Provide materials and training to help parents work with their children to improve their achievement level
- Build the parents' capacity for strong parental involvement in order to ensure effective involvement of parents
- Provide written information, available in the major languages spoken at the school
- Conduct workshops specifically geared to helping parents understand upcoming state-wide standardized test, and explain how parents can help prepare their child to do their best in school, and on these exams

Strategies for attracting Highly Qualified Teachers (HQT)

- Partnerships with Brooklyn College, Medgar Evers College and Hofstra University. These institutions provide student observers and student teachers who often merge with our faculty.
- Creating a collegial atmosphere which provides a high level of support for all teachers
- Attend job fairs
- Utilize Teacher Finder on the NYCDOE network
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation

- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

Service and program coordination

- Title I and Title III funding supports a variety of programs at P.S. 181. Funding is conceptually consolidated so that under the auspices of the Administration and School Leadership Team so our key programs can be supported
- CFN instructional support team will host professional development opportunities for effective instructional practices for SWD's
- Our AIS providers, reduced class size teachers, ELL teachers and Sp Ed teachers are all supported from a combination of funds provided by our Title I and Title III funding

Budget and resources alignment

- Resources include: Classroom teachers, special education teachers, ESL Teachers, administrators, math intervention teachers and paraprofessionals
- Allocate money to purchase materials for Teachers' Resource Room particularly for small group instruction and extended day sessions

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, 100% of students will engage in at least two rigorous ELA and Math Performance tasks that are supported by units of study, as evidenced by students work samples scored against a CCLS aligned rubric.

Comprehensive needs assessment

- In order to meet the Chancellors 2012-2013 initiatives, students will engage in two ELA tasks to show progress in their communication skills and engage in rigorous debate. The students will also engage in two Math tasks which will enable them to, demonstrate competency in analytical thinking, problem-solving and algebraic skills as aligned with the CCLS.

Instructional strategies/activities

The target population for the creation of the two performance tasks in ELA and Math is the entire pedagogical staff. The pedagogical staff will:

- Collaborate with teacher teams to develop CCLS aligned curriculum maps in the following content areas: ELA, Math and Science
- Participate in professional development that is being provided by our network, CFN 602, in support of the Common Core State Standards and the alignment of the performance tasks. Teachers will work in collaboration with the instructional coach to unpack and plan for the bundles. The instructional team will meet regularly to discuss and support colleagues in meaningful implementation of the Instructional Expectations for the 2011-2012 school year.
- Work in teams to look closely at current student work utilizing CCLS aligned rubrics and Depth of Knowledge Model to identify the steps needed to reach the level of performance that the Common Core State Standards demand and beyond.
- Engage all students in rigorous Common Core-Aligned tasks, embedded in well-crafted instructional units in English Language Arts and Math using a variety of instructional material including DOK, Universal Design for Learning, tasks-specific supports for English Language Learners and students with disabilities.
- Become familiar with descriptive features required of all performance tasks. They will acquire and plan for the scaffolds needed to strategically teach specific skills and language.
- Use culminating performance tasks guided around the use of Universal Design for Learning principles for each task as to create multiple access points which will lead to curriculum access points for all students.
- Analyze in a continual cycle of inquiry, the resulting student work embedded in the units of study
- Work collaboratively to develop the rigorous assessment tasks
- Demonstrate evidence of this goal via teacher teaming, classroom observations, use of rubrics and scoring guides, student work, and student performance.
- Teacher teams will analyze student work through utilizing CCLS aligned rubrics which inform instructional practices (Make adjustments to improve student performance levels. See attached sheet)
- Create performance tasks and incorporate them into the curriculum by the Winter of 2012
- Design one cognitively demanding task which will be completed and administered by January 2013. The second task will be completed and administered by April 2013
- Make adjustments based on student needs and performance levels

Strategies to increase parental involvement

P.S. 181 provides many opportunities for parents/guardians to become involved and informed about the education of their child. In addition we 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
- 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

Strategies for attracting Highly Qualified Teachers (HQT)

- New teachers will be informed of New Teacher Mentoring Program and School Instructional Support Team
- Attend job fairs
- Creating a collegial atmosphere which provides a high level of support for teachers
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

Service and program coordination

Title I and Title III funding supports a variety of programs at P.S. 181. Funding is conceptually consolidated so that under the auspices of the Administration and School Leadership Team our keys program can be supported. In addition:

- CFN instructional support team will host professional development opportunities for teachers on how to examine and create rigorous performance assessment tasks
- Teachers will engage in inter-visitations among each other and offer feedback and create action plans
- CFN instructional support team will host professional development opportunities for effective instructional practices for SWD's.

Budget and resources alignment

Resources include school instructional coaches, CFN Instructional Support and administrative team

- Per session for pedagogical staff is being funded by Tax Levy Fair Student Funding
- Materials and supplies are being funded by Tax Levy NYSTL funds
- Textbooks are being funded by NYSTL funds
- Develop grand writing committees to submit proposals for resources and services

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 August 2013, parental involvement will improve by 10 – 20% measured on the school progress report, attendance sheets from parent conferences and other parent meetings.

Comprehensive needs assessment

- This goal was designed to increase the amount of parents and students completing the Progress Report Card.

Instructional strategies/activities

- The Parent Coordinator will sponsor Family Literacy workshops, CCLS-Chew and Chat Parent sessions. The school will also hold such school wide events as Turn Off the T.V. Night (**Drop Everything And Read**). The Parent Coordinator and The Community Assistant will sponsor Parent-Teacher-Student book clubs.
- Provide more incentives for teachers to complete surveys in a positive light by planning such activities as Teacher Appreciation Week, Teacher of the Month and more staff celebrations
- Provide more incentives for students and parents/guardians to complete surveys by increasing the number of student activities such as clubs, school performances and extra curricular activities
- Provide more opportunities for all members of the learning community to collaborate, plan and implement more school wide activities aimed at improving staff and student morale
- Utilize a more effective means of communication between teachers, students and parents to monitor students' progress

Time line: From September 2012-2013

Strategies to increase parental involvement

- 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
- Schedule mandated time set aside for parental involvement
- Plan workshops, webinars, seminars and conferences to empower parents with the knowledge they need to help their children succeed
- Increase the amount of informative sessions with students, staff and parents to clearly communicate school's goals, visions and mission statements
- 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

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers will be encouraged to send regular positive communication home, in the form of newsletters, bulletins and memorandums
- Community outreach
- At least one interview question for new teachers will revolve around parental involvement and communication
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-

based applicable feedback to ensure that teachers know what effective teaching looks like

Service and program coordination

- Effectively employ the parent coordinator, family worker and community assistant to provide peer intervention for students who are experiencing attendance and punctuality issues
- Utilize the services of the parent coordinator, community assistant, and family worker in planning more family oriented events aimed at improving parental involvement and foster a better school climate
- Staff members will engage students in activities which will enhance their social skills

Budget and resources alignment

- Community Assistant will work toward building capacity in the Learning Community with parents, students and administrators by contacting community organizations such as Girl Scouts, Legal Lives, Penny Harvest, Camba and Beacon
- C4E money for intervention aimed at improving the quality of teachers and learning

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, there will be an increase in the number of all students including LEP and SWD, scoring at proficiency levels in ELA by 5-10% as measured by the ITA's, teacher made assessments, and summative assessments.

Comprehensive needs assessment

- Although the percentage of students scoring a level 3 on the ELA increased by 7.1% from 2010 to 2011, the percentage of students scoring a level 4 decreased by .8% from 2010 to 2011.

Instructional strategies/activities

- More detailed and comprehensive lesson plans which reflect on student data to drive instruction
- A more meticulous use of Interim Assessment, Acuity/ARIS
- Teacher teams will conduct data analysis of results from formative and summative assessments
- More academic rigor in the classroom
- More focused use of differentiated instruction, especially during small group and extended day sessions
- More effective use of the workshop model in ELA/Balanced Literacy / Workshop Model, CCSS aligned unit and lesson planning resulting in Performance Tasks
- By utilizing the Universal Design for Learning teachers will create multiple access points of entry into the curriculum for SWD and LEP students
- Ongoing CCLS aligned Literacy Curriculum Map as well as the use of standards based rubrics and the Depth of Knowledge model will provide all children sequential and systematic rigorous literacy instruction across the grades.
- Differentiation of instruction by utilizing CCLS to surface gaps in instruction, analyzing student work in relation to the CCLS aligned rubrics and infusing technology where appropriate.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observations to increase rigor and effectiveness of instruction

Time line: From Sept 2012- June 2013

Strategies to increase parental involvement

- Providing parents/guardians 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
- Conducting 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
- Hosting the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act

Strategies for attracting Highly Qualified Teachers (HQT)

- Attend job fairs
- Partnerships with Brooklyn College, Medgar Evers College and Hofstra University. These institutions provide student observers and student teachers who often merge with our faculty
- Incorporate at least one interview question for new teachers which will focus on using data to inform instruction
- Utilize a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observations
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

Service and program coordination

- Title I and Title III funding support a variety of programs at P.S. 181. Funding is conceptually consolidated so that under the auspices of the Administration and School Leadership Team our key program can be supported
- CFN instructional support team will host professional development opportunities for effective instructional practices in ELA
- Our AIS providers, reduced class sizes teachers and ELL teachers are all supported from a combination of funds provided by our Title I and Title III funding

Budget and resources alignment

- Resources include: Classroom teachers, special education teachers, ESL Teachers, administrators, ELA intervention teachers, Literacy Coach and paraprofessionals
- Allocate money to purchase materials for Teachers' Resource Room particularly for small group instruction and extended day sessions

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

By June 2013, 100% of the teachers will improve teacher effectiveness to accelerate the quality of instruction and overall student performance by developing a shared knowledge of best instructional practices using a research based framework on teacher effectiveness.

Comprehensive needs assessment

- Based on data reports and formal and informal classroom observations/walkthroughs in combination with student performance/output, a need for increased teacher/staff effectiveness in indicated areas
- In order to meet the Chancellors' 2012-2013 initiatives, a research based framework for teacher effectiveness will be used to enhance professional practice

Instructional strategies/activities

- Attend Network provided professional development to support the implementation of a research based framework for enhancing professional practice
- Turnkey information by administrators
- Provide on-going professional development that engages teachers in reflecting on best practices and strategies to support maximal student performance
- Employ the research based framework to reflect on best professional practices
- Utilize a research based template for the collection of low inference data which will be used to enhance the quality of instruction
- Create and follow a schedule for teacher observations and feedback using a research-based rubric (administrative initiative)
- Provide constructive feedback will be provided to assist teachers in support of increasing student engagement.
- Analyze the data collected so that, the administration will provide opportunities for professional development to meet the needs of all teachers.
- Reflective practice will be developed through the monitoring instructional outcomes and expectations based upon student achievement especially for our students with special needs and our English Language Learners.
- Utilize cycles of observations to refine and strengthen current teaching practices during the school year.
- Conduct short and intensive walk-throughs to assess the quality of learning environments, quality of instruction and student engagement
- Review contracts for PD360 and PD observation to improve teacher performance and student learning
- Emphasize a more focused use of differentiated instruction, particularly during small group and extended day sessions
- Plan grade conferences, webinars, Lunch & Learns and workshops which solidify the teacher's knowledge of the Common Core Learning Standards

Time line: From September 2012- June 2013

From September 2012 to December 2012 there will be a 50% increase in-house Professional Development opportunities to improve teacher effectiveness in the school community. From January 2013 to June 2013, there will be a 50% increase in participation in the added component of PD 360 called, The Teacher Effectiveness Program.

Strategies to increase parental involvement

- Providing assistance to parents in understanding City, State and Federal standards and assessments
- Improving the communication level between the school and the parent body by ensuring that all constituents in the school community are informed of all school related events/activities. The school will utilize all components of the translation services to achieve this endeavor.
- 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

Strategies for attracting Highly Qualified Teachers (HQT)

- Principal has formed partnerships with Columbia University, NYU and Fordham University. We will continue to partner with Brooklyn College, Medgar Evers Colleges.
- Creating a collegial atmosphere which provides a high level of support for all teachers
- Attend job fairs (Teachers along with Principals)
- Utilize Teacher Finder on the NYCDOE network
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

Service and program coordination

- Title I and Title III funding supports a variety of programs at P.S. 181. Funding is conceptually consolidated so that under the auspices of the Administration and School Leadership Team so our key programs can be supported
- CFN instructional support team will host professional development opportunities for effective instructional practices

There will be an allocation in Galaxy of a minimum of 4% of the school's budget for Professional Development. This allocation will primarily come from Fair Student. Additionally, Title I and Title III funds will be used to support Afterschool/Saturday programs and Collaborative Team Teaching meetings. AIS staff will work directly with classroom teachers to provide intervention for the at-risk student population. Fair-student funding will also support Afterschool Regents classes in Math and Science.

Budget and resources alignment

Resources include school instructional coaches, CFN Instructional Support and administrative team

- Per session for pedagogical staff is being funded by Tax Levy Fair Student Funding
- Materials and supplies are being funded by Tax Levy NYSTL funds
- Textbooks are being funded by NYSTL funds
- Develop grand writing committees to submit proposals for resources and services

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	28	28	N/A	N/A	1	0	0	0
1	75	75	N/A	N/A	10	0	5	0
2	79	79	N/A	N/A	4	1	3	0
3	47	43	N/A	N/A	15	3	3	0
4	42	38	45	40	10	4	2	3
5	33	22	62	63	9	1	0	0
6	13	16	18	22	6	1	1	0
7	17	16	18	22	8	1	1	1
8	16	17	26	27	12	3	0	0
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA Words Their Way, Foundations, Wilson, Fountas & Pinnell Leveled Intervention Program, Reading Street , Technology: Skills Tutor (3 rd -5 th grades)	Depending on the needs of the students, these intervention programs remediate the following academic strands: phonics, phonemic awareness, decoding, and fluency, comprehension, listening, speaking and writing skills. The services are provided during school and after school
Mathematics Small group instruction, push in/pull out program by funded math teacher, Technology: Skills Tutor (3 rd -5 th grades), Math Steps (2 nd -5 th grades)	Depending on the needs of the students, these intervention strategies will be used to remediate the following academic strands: problem solving, measurement, geometry, numbers and numeration, data interpretation. The services are provided during and after school.
Science Small group instruction extended day, peer tutoring	Depending on the needs of the students, these science inquiry skills from the NYS MST Standards 1,2,6, and 7 will be the basis for intervention strategies: classifying, communicating, comparing and contrasting, creating models, gathering and organizing data, identifying variables, interpreting data, measuring, observing, predicting and manipulating materials. The services are provided during school and after school.
Social Studies Small group instruction extended day, peer tutoring	Depending on the needs of the students, these Social Studies skills and strategies will be reinforced: evaluating and using information, formulating questions, showing an awareness of current events, showing respect for the ideas of others, utilizing primary and secondary resources to find answers to questions, making connections to prior knowledge, drawing conclusions about a main idea, working collaboratively. The services are provided during school and after school.
At-risk Services provided by the Guidance Counselor Group Counseling, SAVE Room teacher, Dean, Conflict Resolution Team, Parent Coordinator , School Psychologist	Provide group counseling sessions for at-risk students. Offer behavioral management techniques and character development support as needed: once per week: fifty minute sessions during the school day.
At-risk Services provided by the School Psychologist: Play therapy, verbal counseling, Interpersonal/Inter Social Skill Development	One-on-one sessions for at-risk students: once per week; twenty-five minute sessions
At-risk Services provided by the Social Worker and Nurse's Aides: Verbal counseling by referral	One-on-one sessions for at risk students; once per week: fifty minute sessions

At-risk Health-related Services Medical department staff referrals, Physical/Occupational Therapy, Vision Services, Visual and Auditory Services, FM-Units/Radio Frequency Services (to support students with Hearing Impairment)	Nurse and health aides will attend to the physical needs of the students to ensure that there are no barriers to student learning (i.e. hearing, speech and other medical conditions that may adversely affect their ability to perform).
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 21st 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 relating to school and parent programs, meetings and other activities in a format and to the extent practicable in a language that parents/guardians can understand; especially ELLs.
- 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/guardians;
- 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/guardians during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments promptly;
- follow all school rules including the Chancellor's code of discipline ;
- show respect for himself/herself and all people and property; at all times
- resolve disagreements or conflicts peacefully;
- make conscientious efforts to excel in all areas

Public School 181
The John L. Steptoe School of the 21st Century
1023 New York Avenue
Tel. # (718) 462-5298 Fax # (718) 284-5053

Dr. Lowell Coleman, Principal

Ms. Karen Hodnett, Assistant Principal
Ms. Crystal Smalls, Assistant Principal
Mr. Richard Thomas, Assistant Principal

December 3, 2012

Dear Parents,

At a recent meeting of the Parents' Advisory Council, The Parent Involvement Policy and Parent School Compact was adopted. Both documents will be distributed to Title I Parents at our Title I Meeting on Friday, December 14, 2012. The Parents' Advisory Council strongly urges every parent to share these documents with their child(ren) and discuss their importance.

Yours truly,

Ms. Kerri McQuilkin
Parent Advisory Council

Parent Involvement Policy

The Parent Involvement Policy of P.S. 181 as agreed upon in conjunction with the parents incorporates the following:

- An annual meeting will convene on December 14, 2012.
- Subsequent meetings have been held and/or scheduled for January 12, 2013, January 18, 2013, February 9, 2013, February 15, 2013, March 9, 2013, March 15, 2013, April 13, 2013, April 19, 2013, May 11, 2013, May 17, 2013, June 8, 2013 and June 14, 2013.
- Parents will be involved in an organized, ongoing planning, review and improvement of the Title I/PCEN programs.
- Parents will be involved in the joint development of school-wide program plans through participation on a school-based planning and decision-making committees.
- Parents will be actively involved at PTA meetings and School Leadership Teams. Constructive feedback will be provided by the parents to all appropriate constituencies of the Learning Communities.
- Parents will be provided with timely information about programs, including school performance profiles: their child's individual student assessment results: a description of the curriculum, forms of assessment of New York State Standards; opportunities for regular meetings to formulate suggestions and share experiences: and timely responses to their suggestions.
- The parents and school have jointly developed a School-Parent Compact (attached hereto) that outlines how parents, staff and students will share responsibilities for improved student achievement and explains how they will work as partners to enable participating students to achieve the high standards.
- Assure that parents may participate in parent workshop development activities if the school determines that it is appropriate, i.e. Literacy class, workshops on reading strategies and math.
- As per needs assessment the school may implement appropriate parent workshops such as literacy, reading, math, technology and writing, which are geared toward increasing student teaching and learning.

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 Jose Ruiz/Julia Bove	District 17	Borough Brooklyn	School Number 181
School Name John Steptoe School of the 21st Century			

B. Language Allocation Policy Team Composition

Principal Dr. Lowell Coleman	Assistant Principal Karen Hodnett
Coach type here	Coach type here
ESL Teacher Loyda E. Irizarry	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mr. Keith Grady
Related Service Provider type here	Other type here
Network Leader type here	Other type here

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

D. School Demographics

Total number of students in school	1175	Total Number of ELLs	103	ELLs as share of total student population (%)	8.77%
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Part II: ELL Identification Process

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

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

PART II: ELL IDENTIFICATION PROCESS

1. Initially, new Ell's are identified during the registration process.
 - Parents/guardians are interviewed by an ESL teacher, or other pedagogue who speaks the same language as the parent or guardian.
 - As part of the registration process parents are given the HLIS form in their native language. Interviewing the parent and child, looking at the HLIS form, and doing an informal assessment indicate what language the child speaks, understands, reads, and writes. This tells us if the student needs to have the LAB-R/Spanish LAB administered. In addition, students who have Spanish as a Native Language are tested with Spanish LAB to measure the level of their native language.
 - Students who are identified as possible ELL's take the LAB-R and Spanish LAB, if their language is Spanish, within the first 10 days of registering in our school. Letters, in the parent's native language, are sent home informing parents of this assessment. Initially, the LAB-R is hand scored in the school and if the students qualify for ESL services.
 - Parents are informed of the results of their child's LAB-R and Spanish LAB, and invited to a Parent Orientation meeting at our school. These meetings are held at different times during the day, to accommodate working parent's schedules. We try to incorporate pedagogues who speak the parent's native language at these parent orientation meetings. After parents view the video, and choose their preferred program for their child, students are placed in the parental choice indicated in the form they filled out. If the parent's choice is not available at our school because of an insufficient amount of students at two contiguous grade levels to form a bilingual program, parents are informed of nearby schools that offer these programs.
2. To ensure that parents understand all three program choices for their children, we:
 - Invite parents to a Parent Orientation Meeting. We send parent's invitation to these meetings in French, Haitian Creole, Spanish and Arabic. Also, at the end of the day when children are picked up the ESL and classroom teachers remind parents of the upcoming meeting. Moreover, pedagogues speaking the home native language call the homes the night before the meetings to remind them. These meetings are held three times a year twice a day.
 - A meeting is held in the morning, and another one in the evening, to accommodate working parents. We also hold Parent Orientation Meetings during Parent Teacher's Conference, and any other time throughout the year, on our preps, when newcomers are registered.
 - These Parent Orientation Meetings are held in some of the predominant home languages. We have pedagogues who speak French, Spanish, Haitian Creole, and Arabic. In addition, the paperwork parent's fill out is in their Native Language.
3. There are cases where parents do not come to these Parent Orientation Meetings. When this occurs, we:
 - Pedagogues who speak the home's native language call the home and explain the program to them. Then an Option letter is sent home. If the parent still does not select a program, the child is placed in a Transitional Bilingual Education Program at our school if available, or in a mainstream class with ESL services and parent is notified of a bilingual program at a another site nearby.

4. At the Parent Orientation Meetings we inform parents of the choices they have for their child's education. After watching the Orientation Video for Parents of ELLs, in their Native Language, parents are informed of the various educational options available to their children at our school. To make sure that all parents understand their options for their child's education, translation is provided by pedagogues who speak Spanish, Hatian Creole, Fench, and Arabic to. If a parent doesn't attend the orientation meeting, respond to our calls, or return the letter within two weeks after the letter is sent home, the child is then placed in a bi-lingual program, if available. If at that time, a selected program is not possible at our school, due to lack of sufficient students in two consecutive grades (15), then we find another school nearby which offers the parent's preferred choice. Also, the parent is informed of the possibility of beginning a dual language program or a transitional bilingual program if we have 15 students speaking the same language in two contiguous grades, if the parents have selected this option.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice in our school, for the past several years has been for Free-Standing ESL. Although parents are informed of the positive outcomes of a Bi-lingual education, most of them reject it and ask for English only for their children's education. Approximately 10 out of 100 selections are for bi-lingual education, the rest are for Free Standing ESL.

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6. The program models offered at our school are aligned with parental requests. Most parents choose Free-Standing ESL. However, parents are informed of the possibility of opening a bi-lingual program if we get 15 requests for bi-lingual in two consecutive grades. The steps underway to begin a bi-lingual program, if it is chosen by parents, would be to hire a bi-lingual licensed teacher, and equip and prepare a classroom with the necessary materials, books, audio, technology, and manipulative for the success of these students.

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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0													0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In														0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	126	Newcomers (ELLs receiving service 0-3 years)	80	Special Education
SIFE	7	ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)
				12

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. [i](#)

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
Dual Language										0
ESL	80	4		46	3		12	0		138
Total	80	4	0	46	3	0	12	0	0	138

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	5	7	2	9	6	4	4	2					41
Chinese														0
Russian														0
Bengali						1								1
Urdu														0
Arabic			4	3	1	2	1							11
Haitian	0	2	6	14	12	11	5	5	9					64
French		1			2			1						4
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other				2	1	1			6					10
TOTAL	2	8	17	21	25	21	10	10	17	0	0	0	0	131

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?

PART IV; ELL PROGRAMMING A. PROGRAMMING AND SCHEDULING INFORMATION:

1. How is instruction delivered?

Students who are identified as ELLs, and tested with the LAB-R or NYSESLAT, are placed in their parent's program of choice. We build alignment between parent choice and the programs available at our school, while at the same time complying with City/Sate Laws and NCLB. Due to the fact that most parents want students in monolingual classes with ESL services, we have an insufficient amount of students (20) in one language, to form a bilingual class in our school. As a result, we place them in mainstream self-contained classes. These students receive services from certified ESL pedagogues in the free standing-ESL pull out program. We provide the freestanding ESL Pull-Out model.

a) Our organizational model is free-standing ESL. Students are picked up by the ESL teachers from their different classrooms. We have a large amount of ELL's at varying grades and levels of language acquisition stages. Consequently, in order to service them all with the mandated time, ESL teachers pull them out, grouping beginners with intermediate, and intermediate with advanced, and graded and ungraded groups. Therefore groups are heterogeneous. Mostly we service students in blocks. When combining intermediate and advanced groups, the intermediate leveled students receive ESL services for 360 minutes a week. After a teacher presents a topic on a content area, students work together collaborately to complete assigned class work, such as make minibooks, compare and contrast, complete a graphic

A. Programming and Scheduling Information

organizer, or a thinking map, taking turns reading aloud together to find main ideas or answer questions. They also work together in small groups of two or three to complete research projects on content areas. These research projects involve using different leveled books on the same subject, surfing the internet, going to assigned websites, such as pbs kids or national geographic, and scholastic among others. For some projects students are taken to the National Museum of Art and the Museum of National History. After these projects are completed students do presentations to further enhance their listening and speaking skills.

2. Our instructional staff ensures that students receive the mandated number of instructional minutes in ESL by grouping students in the same NYSESLAT or LAB-R level together, as much as possible. Students who are at a beginner's level are grouped together. Students who are at an intermediate level are also grouped together. Advanced students are grouped together, also. In order to service all students, sometimes we group advanced with high intermediates, and high beginners with intermediates, to be able to service all students.

- These heterogeneous ESL groups vary in size from 18 to 23 in each group. And are grouped in a range of 1-2 or 2-3 consecutive grades.
- They are serviced for 360 minutes if they scored at a Beginners' or Intermediate level.
- Advanced students are serviced for 180 minute in two period blocks, twice weekly.
- Beginning and Intermediate students are pulled-out in two period blocks four times a week.

2.a) 360 or 180 instructional minutes are explicitly delivered through the development of student's ESL Language Acquisition skills. At the beginning stages of a student's language acquisition we focus mostly in developing the students BICS (basic interpersonal communication skills), and progressively bring the students to the CALP stage, until reaching proficiency. This is done through teaching all classes through content areas of Math, ELA/Reading, Science, and Social Studies. All these content area subjects are incorporated in the ESL lessons to prepare students to acquire the vocabulary and content necessary to succeed in their mainstream classrooms, while also increasing their listening, speaking, reading, and writing skills. Each class is taught using scaffolding methodologies, integrating academic language, and content appropriate vocabulary and concepts according to the grade curriculum. These are delivered daily for 360 minutes or 180 minutes depending on their ESL scores.

3. a) Esl classes are aligned with the state and city standards. ESL students are taught through the core academic content areas, in English. ESL teachers and mainstream teachers meet once a week during their common preps to prepare lessons in the content areas, and facilitate the learning of academic language and content through the use of activating schema, scaffolding, differentiated instruction, interactive computer work, visuals, use of varied leveled texts, and plenty of audio, chants, games, realia, over head projectors, manipulatives, group work, group research and presentations, accountable talk, and hands-on activities. Students are pulled out from their mainstream classrooms and serviced in two period blocks and grouped by level in one or two consecutive grades. Classes are taught in English, but students are paired with other students of the same Native language to assist in content comprehension, as needed. Also, bi-lingual dictionaries, and a varied amount of texts in several of our students Native languages are available to the students in our classroom library for their use.

3. b) Content area is delivered through ESL instruction in English. We teach academic vocabulary using visuals, through internet interactive activities, and peer tutoring among others. Students work in cooperative groups to complete assignments and projects. Our goal is for students' language to grow simultaneously with academic growth.

4. We ensure that ELLs are appropriately evaluated in their native languages during the registration process by having one of our pedagogues who speak the child's native language takes part of the interview. During this interview the person doing the interview reviews student's school records from his native country. The person doing the interview will then assessed child in math and reading in his/her native language. In addition to this, if the child is Spanish speaking the LAB test is administered to ensure that these ELLs are appropriately evaluated in their native language.

5. a) Students with interrupted formal education (SIFE) are given additional support in reading, Science, Social Studies, and Math. Our targeted intervention programs for ELLs in ELA, Math, Science, and Math as follows: they participate in our 27 ½ minutes of extended day, our Title III after-school programs, and our Saturday Math Academy. In the extended day program teachers meet with a small group of students who need additional help in understanding class work in the subject areas. Teachers go over, and scaffold lessons taught in class to ensure that students comprehend the lessons taught in class that day. The Title III after-school offers 3 classes: one

A. Programming and Scheduling Information

beginner/newcomer class for grades 3 through 8th grades, one intermediate-advanced class from 4th through 5th, and one intermediate-advanced class from 6th to 8th grades. This program focuses on developing listening, speaking and reading skills through the use of content area materials and use different leveled texts, technology, audio and visuals, graphic organizer, hands on activities, and chants among others. The Math Academy is given by a bilingual Haitian-Creole teacher and offers the student the opportunity to work in leveled groups with manipulatives, interactive math CD-ROMS, math table games, graphs, and direct teacher instruction. In all cases, teachers scaffold their lessons, use manipulatives, visuals, technology, leveled texts, offer extra practice materials, and group student with a bi-lingual NL

peer. Our goal is to have these SIFE students bridge the gap, and with our additional support and help, reach grade level performance. SIFE students are encouraged to attend extended day, After-school programs, and Saturday Academies to help them gain the additional knowledge they need in the core subject areas. All additional supporting is taught in English with the assistance of bi-lingual peers, bi-lingual educational assistants, or bi-lingual pedagogues, when available.

5. b) Newcomers are pulled out for 360 minutes and are surrounded by an abundant amount of audio, aural, and visual support as well as content area instruction using scaffolding and differentiated instruction methodologies. Also newcomers are offered and encouraged to attend the entire additional program available to the regular student body. They are invited to attend our after-school program 5 days a week from 3:00-6:00 where homework help, sports, and participation in dance, games with peers will facilitate the acculturation process. In addition they attend our Title III After-school program where they get additional help in phonics development, listening, speaking, reading, and writing, in the content areas. Mainstream classroom teachers work collaborately with the ESL teachers to facilitate the assimilation of classroom content material, concentrating on academic language and rigor, utilizing visuals, computer interactive websites and programs, peer grouping, and peer collaboration, to aid in the learning process, acculturation, and language development. Moreover, Newcomers participate in all reading, math, social studies, and science test-practices given by classroom teachers and or Kaplan, in preparation for state and city assessments. High expectations and academic rigor are held for all students, including ELL's . Participation in class assignments, homework, projects and presentations are equally expected from ELLs as well as from the rest of the classroom. The ESL teacher is actively involved in providing additional materials, computer inter active activities, and in scaffolding content to meet the academic demands of the classroom. Moreover, classroom teachers encourage and request communication with parents, either by phone or in person, of ELLs so that the home becomes involved in the academic rigor, demands of the school, and the academic and language progress and needs of the student. Translators/interpreters are used to facilitate parent/teacher communication.

5. c) Ells who have been in a U.S. school from four to six years are encouraged to attend any extra academic support programs offered in the school, such as the 27 ½ minutes extended day program, the After-School program offered daily from 3:00PM to 6:00PM, our Title III after-school content area reading program, and our Title III Saturday Academy. They receive additional academic support, at varying degrees of difficulty, from the ESL teacher to help them bridge the language and content gap and achieve academically as well as their classroom peers. Also, the mainstream classroom teacher works collaborately with the ESL teacher to prepare same content lessons when the ELL student is pulled out for ESL. Additional scaffolding and support is given for the continued development of reading comprehension and writing activities.

5. d) Long term ELLs are serviced by the ESL teacher according to their NYSESLAT, State and City test result levels. ESL teachers use the same textbooks as mainstream classroom teachers to teach content area and academic vocabulary, in addition to supplementary materials in the same context. ESL instruction focuses on the building of reading comprehension and developing writing skills within the content area. Differentiated instruction and scaffolding methodologies are always incorporated, as well as hands on activities and the use of technology and group work to give the necessary additional support the Long Term Ell needs to complete assignments and become more proficient in the content areas, and linguistically. These ELLs are taught in small groups through activities such as identifying and highlighting the main idea, inference, defining vocabulary through context, re-reading, reading aloud for fluency development, using decoding strategies such as phonics, blending, syllabification (if needed), and teaching them techniques to strengthen their higher order thinking skills according to Blooms Taxonomy. They read and research current events on-line and in newspapers. They work in groups and are taught to use thinking maps to break down and summarize facts and details in current events and in the content area subjects. In addition to teaching them step-by step essay writing using graphic organizers, outlines, thesis statement development, body paragraphs and conclusions. Classroom teachers and ESL teachers work together diligently to move the Long-Term ELLs to reach full proficiency by providing the extra support needed by the student in class and out of class, in the after-school programs, Kaplan instruction test prep is provided in school, and Saturday Academies, as well as continuous communication with the home to create a nurturing environment in both settings

A. Programming and Scheduling Information

6. Ells having special needs are grouped with ELLs with the same NYSESLAT levels. They are given additional hands on, manipulatives, realia, visuals, aural and oral, music, chanting, art, and interactive computer activities. ESL methodologies, scaffolding, and differentiated instruction are widely used. Games such as memory, matching, sequencing, and kinesthetic activities, among others are incorporated in every lesson. If their IEP stipulates it, the child is given, and are taught to use, thinking maps to break down and summarize facts and details in current events and in content area subjects. In addition to teaching them step-by step essay writing using graphic organizers, outlines, thesis statements, body paragraphs and conclusions. Classroom teachers and ESL teachers work together diligently to move the Long-Term ELLs to reach full proficiency by providing the extra support needed by the student in class and out of class, in after school programs, Kaplan instruction test prep provided in school, and Saturday Academies, as well as continuous communication with the home to create a nurturing environment in both settings.

Instruction for subgroups is differentiated by assigning class work at different levels of complexity. Work is divided in Tiers I, II, III, and IV. Tiers progress in difficulty as the Tier levels rise. After the initial lesson, students work collaborately on the same topic to complete work at the different centers assigned to them each day. Each center has work in varied tiers at different levels of complexity. These tiers are color coded. Centers include technology: research/CD-ROMs/ Award Reading, Skills Tutor, interactive Math programs, among others. The other centers are: Listening Center, Reading Center (in content areas), Math Center, and Writing Center.

7. All staff providing services to students with disabilities and or IEP's, meet to schedule teaching programs where we all get to service the student according to what's stipulated on his/her IEP. In the ESL classroom, these students work collaborately with mainstream ELLs. In addition, SWD enjoy lunchtime and recess with the whole school in the gym or outside in the schoolyard..

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

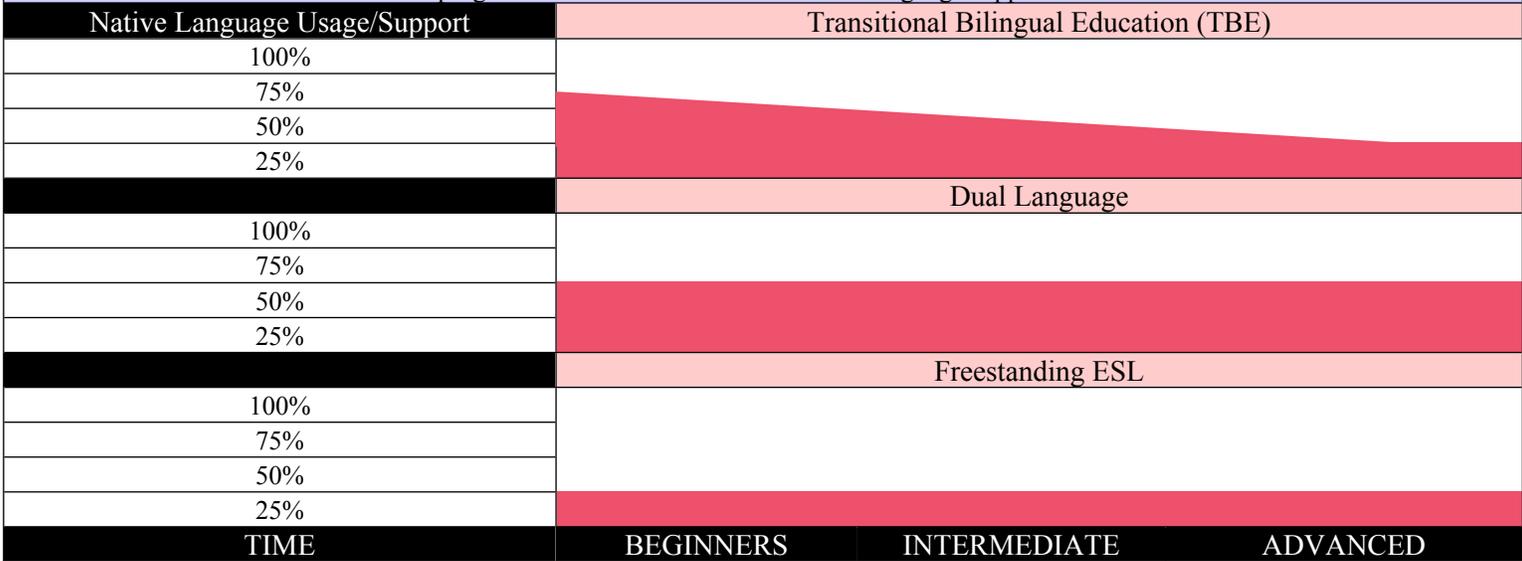
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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?

Paste response to questions 8-17 here

8. Our targeted intervention programs are taught in ELA, Math, Science, and Social Studies and ELA are taught in class, and are as follows: Newcomers and Long Term ELL's who need additional help in these subjects participate in our 27 ½ minutes of extended day, our Title III after-school programs, and our Saturday Math Academy. In addition, the Seventh grade and 6th grade Math teachers provide tutoring to these students for 40 minutes in the mornings before classes begin. In the extended day program teachers meet with a small group of students who have been held over, and ELL's needing additional help in their content areas. During these extended day sessions and the Title III Afterschool programs, teachers re-teach, review, and scaffold these to ensure that students comprehend the lessons taught in class that day.

The Title III after-school program offers 3 classes: one beginner/bvnewcomer class ungraded, one intermediate-advanced class from 4th through 5th, and one intermediate-advanced class from 4th through 5th, and another intermediate-advanced class from 6th to 8th grades. These classes are taught in English, and the program focuses on developing academic language through the content area. These are taught through the development of listening, speaking, and reading skills. Students use a varied selection of different leveled texts in the same content area theme. They also use interactive DVD computer programs, and research the internet to complete projects. Students also work in the listening centers listening to stories on CD's, music books, phonic games, and memory games to develop their listening and speaking skills. All our classes involve the use of manipulatives, realia or visuals, graphic organizers, and thinking maps.

Our Title III Saturday Math Academy is given by a bilingual Haitian-Creole Math teacher, and offers the student the opportunity to work in leveled groups with manipulatives, interactive math CD-ROMS, Math table games, graphs, and direct teacher instruction. In all cases, teachers scaffold their lessons, use manipulatives, visuals, technology, leveled texts, offer extra practice materials, and group students with a bi-lingual NL peer. The Title III After-school program is designed to provide intervention too our ELLs by teaching them content area subjects and academic language necessary for them to succeed in their mainstream classes. Our Saturday Math academy is ungraded and unleveled. There are five subgroups 2-4 grade, 5-6 grade, and 7-8th grade. The teacher is multi-lingual in English, French and Haitian Creole. Also during the months of January and February we have a team of professionals from Kaplan who teach Math and Language Arts test preparation skills to students. We have a math specialist who goes into the classroom and teaches math several periods a week, as well as an ELA specialist who also goes into the classroom to teach Language Arts. We also have Beacon Program which provides all students, including ELL's with homework help, and recreational activities, such as sports, drama, and dancing. These meet in small groups of 15-18 students by grade.

9. Students who have reached proficiency continue to receive services from the ESL teacher as long as they need it. These students, although not mandated, are encouraged to visit the ESL classroom at least once a week or more if needed, to complete projects, do research, get supplemental materials, and any additional support necessary for their success in the mainstream classroom. Moreover, if they're within the state mandated two years of reaching proficiency, they receive extended time for state and city tests as mandated. In addition, they receive services from our support Math and Reading specialists, and counselors in the school.

10. We have seen positive results and academic growth with the after-school programs, and Saturday Academies our students

participate in. Therefore, we will continue with these programs and are sure our students will continue to grow emotionally, socially, linguistically, and academically. Last year, we added an additional teacher to our Title III after school program, for a total of 3 teachers, so that more students could participate in this after school program. Again, this year we will offer this additional teacher. At the present time, we have no other new programs or improvements.

11. None of the programs for ELLs will be discontinued. Our students will continue to be serviced for 360 minutes in NYSESLAT-LAB levels B and I, or 180 minutes for level A. Our Title III after-school program will stay in effect for Reading in content, and Math development.

12. Our ELLs are always afforded equal access to all school programs offered in the school. When a support program is initiated, letters in the main languages of English, Haitian Creole, and sent home. These support programs are After-School Title III program, Title I, Beacon After-School Homework Help program, and our Saturday Academies and other weekend programs. Our after school and supplemental services offered to ELLs in our building are: The Beacon Homework Help program which runs weekdays from 3PM to 6PM. This program offers services to students who help with their homework. ELL's are also included in our 27 ½ minute extended day, The Title III After-School, Title III Saturday Math Academy, Saturday Sports programs, including individual girls and boys basketball, boy and girl scouts, dance and art classes. We use all means available to reach parents and to disseminate information to them in their native language in written form, over the phone, through the ESL Orientation Meetings, on Title I Day, During Parent Teacher Conference, During PTA Meetings, and at the end of the school day when parents pick up their children from school.

In addition to the educational programs offered above, we have two math coaches, a reading intervention teacher, and an ELA coach.. If space is available, ESL students receive additional help from these coaches in small group settings. They are pulled out of their classroom for 45 minutes for small group instruction in these areas. We also have 3 speech specialists and 3 occupational therapists. When the IEP specifies, students receive these additional services within the school day.

13. The instructional materials used for our Newcomers in the ESL classroom are: books with audio CD's/tapes, mini-books, poems, and songs on cd's, Lakeshore son Bank, Reading Rod's with reading machine, ELL's Listen Chant and Sing set, Phonics Reading Program Scholastic, Award Reading Program, this includes readers and interactive DVD program, multilevel English, Haitian Creole, and Spanish reading library, interactive CD-Rom books from River Deep, Santillana Intensive English, Access Newcomers Building Literacy Through Learning, Starfall, Raz Kidz computer reading program, Skills-tutor Reading and Math programs. In addition students listen and sing to an array of music CD;s and Tapes to develop listening and speaking skills such as Chants by Carolyn Graham, Picture Dictionaries with tapes/CDs interactive computer math programs at different levels, crossword puzzles, memory games and other activities to re-enforce vocabulary. We incorporate kinesthetic activities which involve student movement, such as hands on activities and learning centers, role play, vocabulary games, and matching words with illustrations. We also use Writing Activity Standards Based books Levels 3b, Skills tutor computer activities by grade level, High Point Hampton-Brown Success in Language, Literature, Content. Saddleback Publishing Writing Levels 1 through 2 which include grammar work, building vocabulary through the use of synonyms, homonyms, antonyms, developing reading strategies, reading fiction and non-fiction in different genres, content based readings and current event articles, language arts, poetry practice, writing activities, paraphrasing, editing (story starters, writing prompts) and methodologies, Thomson and Heinle adapted versions of classic readers: 80 days Around the World, Aesop's Fables, Biography of Benjamin Franklin, The Call of the Wild, Frankenstein, Alice in Wonderland, among others. The materials used with each group of students vary according to the NYSESLAT level or LAB-R levels of language proficiency.

Content materials: Visions Language, Literature, Content in levels: Basic, Introductory, and Advanced texts, workbooks with audio CD. Cosmic Geometry interactive CD, Number Heroes by River Deep interactive CD, River Deep interactive science CD, Living Book's interactive animated stories; Stellaruna, and Arthur's Birthday. Reading Options for Achievement (science, social studies, and language arts) Levels A through H. Pearson Learning & Core Knowledge History & Geography sets. Student desk maps and class globes, Shining Star texts and workbooks by Longman, ESL Accelerating English Language Learning by Scott Foresman levels 1-5. These materials are supplementary to classroom textbooks which are also used in the ESL classroom. United States History and New York History by Holt MacDoughal, High Point by Hampton and Brown levels A&B. Math Options Books in levels 1 through 6, Approach and Connect Math strategies with problem solving and assessment levels A-H by Options Publishers. Writer's Thesaurus and Dictionaries in English and Haitian Creole and Spanish, curriculum associates and other publishers, and 3b Standards based reading and activity books. In addition to these materials, we use supplemental resources in the internet, and multitude of books in the content areas, from scholastic, curriculum associates and other publishers. Measuring UP to the New York State Learning Standards Level D, Level D Science. For ELA we use

Saddleback High Interest Reading Comprehension in levels 3-5, Opening Doors Reading and Writing Activity Standards Based books level 3b, Skill's tutor computer activities by grade level in reading and math, High Point Hampton and Brown Success in Language, Literature and Content. Saddleback Publishing Levels 1-2 which include grammar, building vocabulary through the use of synonyms, homonyms, developing reading strategies, reading fiction and non-fiction in different genres, content based readings and current event articles, language arts, poetry practice, writing activities, paraphrasing, editing (story starters, writing prompts) and methodologies. Thomson and Heinle adapted versions of classic readers: 80 Days Around the World, Aesop's Fables, Biography of Benjamin Franklin, The Call of the Wild, Frankenstein, Alice in Wonderland, among others. The materials used with each group of student vary according to the NYSESLAT level or LAB-R levels of language proficiency.

14. Native language support is delivered by placing students with a NL bilingual teacher in a mainstream class, sitting a student with a peer speaking the same NL, receiving NL, receiving NL support from an educational assistant speaking the same language, guiding students through researching themes on line in child's native language or having them do it independently, using NL texts workbooks, tapes, or CDs in the content areas. Also Spanish and Haitian Creole books and dictionaries are available in the ESL classroom.

15. Required services support and resources correspond to ELL's ages and grade levels, but more importantly to their language and academic levels also. Our varied libraries and technology support go on, below and beyond their grade levels and content levels to bridge the gap, if any, and make content comprehensible for them.

16. Newly enrolled ELL's attend our summer ESL program offered at our school or are encouraged to attend a nearby school that is offering an ESL program for Newcomers. In addition, these students are given a list of websites that they can access at home or at the public library to help them develop their listening and speaking skills.

17. We have a licensed Spanish/English bi-lingual teacher in our school teaching Spanish as an additional language

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

This school does not have a Dual Language Program.

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.

Paste response to questions 1-3 here D. Professional Development and Support for School Staff

1. ESL teachers attend monthly professional development offered by the, BETAC, HABETAC or NYCDOE. Common Branches teachers servicing ELLs receive monthly professional development during common preps from licensed ESL teachers in our school. Staff development includes training such as creating manipulatives, visuals, hands on activities, scaffolding, activating schema, the use of realia, technology, differentiating instruction for ELL's, teaching academic language, the use of anchor charts and thinking maps/graphic organizers, TPR, BICS, CALP, levels of language acquisition, collaborative groups, peer teaching, among others.

2. The school leadership supports staff working with ELL's by inviting them to attend to workshops that deal with the ELL's in the content area in which they teach. Also, when needed, our guidance counselors assist teachers and students in issues such as the acculturation process, dealing with peer pressure, homesickness, stress, frustration, step-parenting issues, among others. When issues arise, such as the ones mentioned above, the classroom teachers, assistant principals, ESL teacher, counselor, and parent coordinator meet with students, and parents to provide them with the necessary support to deal with such difficulties. If deemed necessary, parents may be recommended to go to an outside agency for family therapy and support.

All staff receives ESL Specialist's support. Materials in the ESL classroom are used by; mainstream teachers to supplement their libraries and content materials. We also have guidance counselors, and a school psychiatrist, who speak the dominant NL of students to provide support to teachers, students and or parents in the transition from elementary to middle school, as well as the parent coordinator who mediates between the school and home. The parent coordinator and guidance counselors provide professional development to teachers and parents on how to deal with the difficulties of acculturation, depression, and peer pressure, gangs, bullying, and other issues ELLs and other student's face during Staff Development Days.

3. All new teachers to our school receive the recommended 7.5 hours of ELL training at our school. During these Staff development ESL workshops Assistant Principals, Parent Coordinators, and school counselors attend these trainings such as: Culture Shock, Acculturation Process, homesickness, Peer Pressure, Low Self Esteem, the importance of using manipulatives, visuals, hands on activities, realia, scaffolding lessons, activating schema, the use of the internet, thinking maps, graphic organizers, and technology to differentiate instruction. Preparing the lessons so that the focus is on academic language and content. The stages of TPR, BICs and CALP, Levels of Language Acquisition, using technology and interactive computer activities, collaborative group, peer teaching, teaching phonics and grammar through content, using graphic organizers and thinking maps to teach academic language and content, having high expectations for all, among others.

The following is a schedule of our PD for classroom teachers and content area teachers:

Staff Dev. Dates	Topics
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Friday Sept. 23

ESL students identification process, Developing listening skills, (TAPR), speaking skills, Educational strategies for beginning ELS and newcomers; resources available to teachers, internet educational programs for ELLs.

Friday Oct. 21

Reading comprehension development (visuals, technology, differentiated instruction)
Vocabulary Development, Content area strategies and Methodologies, (Thinking Maps)

Friday Nov. 18

ESL strategies and methodologies, language acquisition process
Using formal and informal assessment data to drive instruction

Friday Dec. 16

Writing development strategies and rubrics for ELLs

Friday Jan. 21
QTEL models & activities

Friday Feb. 11
Using Technology to enhance content learning

Friday March 24
NYSESLAT and LAB-R assessments

Friday, April 27
Applying Multiple intelligences Theory to Instructional Practices

Friday May 18
Portfolio Assessments for ELLs

Agendas, handouts, and attendance for these workshops are maintained by the ESL teacher providing these workshops.

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?

Paste response to questions 1-4 here

1. P.S. 181 strongly believes that parent involvement in their child's education brings the school and family closer, consequently improving parent participation in their child's studies and a higher performance in student's work. At the beginning of the year, parents are invited to attend ELL Parent Orientation meetings that inform them on the programs available for their child to improve language acquisition, content vocabulary and concepts, and improve their grades a whole. After viewing The Title III Parental Choice video in the Parent's language, they get the opportunity to select a program of their choice for their child. The Parent coordinator, ESL teachers, and Assistant Principals participate at the ELL Parent Orientation meeting and inform parents of the various programs available for their children at our school and other schools closed to their home. In addition, they become familiar with programs within the school pertinent to their children's success in this academic year. They also have an opportunity to view their child's previous year's test scores, and interpret them. They are informed of how they can help their child at home, and receive help within the school and out of the school to improve weak areas. Oral translators participate at each meeting to translate to parents who do not understand English.

2. CAMBA is invited to our school several times a year to hold workshops and training to parents of ELL's and the Caribbean. Some of the workshops they hold are on immigration, citizenship, and others depending on parent requests. We also have Learning Leaders train parents who want to be school volunteers.

3. The Parent Coordinator sends home a general survey asking parents what types of workshops they'd like to have, and what type of information would they like to know and receive training in. Parent needs are evaluated through this general survey sent home in English, Spanish, English, Haitian Creole and Arabic, which are the dominant languages in our school. This survey asks them specifically what types of workshops or training they'd like the school to offer. Also, during our PTA meetings the Parent Coordinator asks parents which types of workshops they'd like to receive so that they may plan on providing these to them. In addition, every year in the month of April, the school sends home a School Environment Survey to get information on how parents feel about our school environment and feedback on what they'd like for our school.

According to parent feedback and the survey responses the following workshops:

Mediation workshops to acclimate parents. Fair Housing Workshops which address parent's rights as tenants, Nutrition Workshop, Caribbean Women's Health Workshops; Hepatitis C, HIV, Diabetes., Training Parents on ARIS Workshops, Informing Parents on services such as Medicare, Food Stamps, family therapy, GED, ESL classes, ACS-Children's Services how to, discipline, manage bullying, gangs, peer pressure, ESL coordinator, acculturation, culture shock, peer pressure, low self esteem, language acquisition stages.

All workshops have staff available for translation in Spanish, Haitian Creole, French and Arabic.

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)	7	7	9	4	6	2	1	1	1					38

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)			5	9	6	4	0	3	3					30
Advanced (A)			2	4	10	6	4	4	3					33
Total	7	7	16	17	22	12	5	8	7	0	0	0	0	101

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	0	0	0	8
4	4	11	2	0	17
5	4	6	1	0	11
6	3	2	0	0	5
7	3	4	0	0	7
8	0	6	0	0	6
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	8	0	0	0	0	0	0	0	8
4	3	0	8	5	4	0	0	0	20
5	3	0	7	0	1	1	0	0	12
6	1	0	4	0	1	0	1	0	7
7	0	0	4	0	1	0	0	0	5
8	0	0	1	0	5	0	0	0	6
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	2	1	8	3	1	3			18
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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.

Paste response to questions 1-6 here

1. At P.S. 181 we utilize Fountas and Pinnell, and ECLAS-2 to assess students in the 1st and 2nd primary grades. The results of these assessments help us plan and to drive instruction. It also enables us to use differentiated instruction strategies as needed. These results tell us if the children have the basic reading and math skills necessary to be successful in the classroom setting. And it enables us to prepare lessons to strengthen their weaker areas, as they also acquire language. The test results from these assessment tools enable teachers to determine if there was any prior schooling in the student's native country prior to entering the U.S., ELL's English listening, speaking, reading levels, critical thinking, and comprehension skills abilities. These results help teachers to prepare differentiated instruction which meets student's specific needs such as more time at the listening center, computer activities, one to one instruction, peer mediation, among others.

The data patterns across proficiency levels on the LAB-R and NYSESLAT reveals that ELL's language proficiency in the areas of Listening and Speaking increase with each year the child is enrolled in our school system. However, although reading scores also gradually increase as students go from grade to grade, they do not rise as rapidly as the listening and speaking, which is acquired first. In the writing part of these tests students tend to take longer to reach higher levels of writing proficiency due to the fact that they must master the language first in the other three areas.

2. After looking at the data on the LAB-R, across the grades, we have found that the grand majority of these students are at a beginning level of English Language Acquisition, and need substantial support in developing their speaking, listening, reading and writing abilities, regardless of their grade level. The majority of the students tested with the LAB-R, who enter the U.S. from non-English speaking countries, score at a beginning level. For the most part, they are not able to answer any questions when tested with the LAB-R. This indicates that they had no prior English instruction in those countries. These data helps the school's instructional plan address the needs of these ELL's by providing support services for them, such as: providing listening centers, and technology access in each classroom, audio readers with lots of visuals tapes and cds, peer tutoring, Bilingual Paras, Saturday Math Academy, Title III afterschool program, participation in our daily Beacon afterschool program, Math and ELA tutoring before school hours, sports activities on Saturdays, among others.

3. The patterns across the NYSESLAT modalities of Reading/writing and listening/speaking indicate there's a need for additional support in developing ELL's listening, speaking, phonics development, reading skills, and writing skills throughout the time they're ELL's. The results of the NYSESLAT varies for each student depending on their grade levels, if they're SIFE students, and how many years of English language instruction they've had. After taking into consideration their past history and looking at the data, we concluded that most students show a faster growth in the listening and speaking sections of the NYSESLAT, but need to develop their reading skills further. These include, developing and enhancing their vocabulary to improve reading comprehension, which consequently transfer to their writing skills. Moreover, after looking at the NYSESLAT data, we found that as students progress in their language acquisition stages to an Advanced level, they need additional support in their writing skills.

To give these students the additional support they need in their weak areas, according to the modalities of the NYSESLAT assessment, ESL teachers group students according to grade levels, and NYSESLAT scores. Instruction focuses around student's

weaknesses, to strengthen these so that they continue to grow both in their English language acquisition, and across the curriculum. This data is discussed with the school's administration and with classroom teachers, who service ELLs, at the beginning of the school year, and at our monthly grade conferences. The NYSESLAT results help teachers and administration become aware of ELL's strengths and needs, and help teachers make informed decisions in their lesson planning, and to develop differentiated instruction for them. These include, utilizing graphic organizers, thinking maps, listening centers, scaffolding lessons, activating schema, integrating technology within lessons, the use of visuals, different leveled books, re-inforcing vocabulary through games, and learning activities, the use of realia, hands on activities, sitting students in heterogeneous groups with same native language peers, one-to one instruction, peer tutoring, and after-school and before-school programs. Lesson planning will focus on strengthening the weakest areas, and continuing to develop their stronger areas through the use of differentiated instruction, listening centers, interactive technology programs, and varied teaching strategies to meet their individual needs according to the results of the NYSESLAT modalities.

4. a(1) After looking at the data across proficiencies and grades, we found that the trends for ELL's, as they go from grade to grade is: initially, their listening and speaking skills increase faster than their reading and writing skills. Because students enter our school system with varying degrees of experiences, and formal education, progress for each child varies. The patterns across grades varies with a student's prior knowledge, and prior formal education. Analyzing the NYSESLAT modalities reading/writing, and listening/speaking informs us that reading and writing scores improve during the Advanced stages of language acquisition, which is approximately 3 year to 5 years after they enter our school system. Analyzing this data, aids us, the administration, classroom teachers, school counselors, and ESL teachers in deciding what measures we should take, and which tools we need to utilize to bring them up the ladder in their language acquisition stages, while they simultaneously, acquire content and academic language.

The patterns across NYSESLAT modalities reading/writing, and listening/speaking affect instructional decisions. Student's prior educational history also have an effect on instructional decisions and student's needs.

- If students have been exposed to a formal education, they will acquire the language quicker since they already have the phonics and other content area concepts. The use of videos, technology, academic language, graphic organizers thinking maps, games, hands on activities, visuals, manipulatives will facilitate learning in a new language and transfer prior knowledge.
- SIFE students take longer to make the transition from beginner to intermediate due to the fact that they lack the basic reading, math, and other content area knowledge and skills in their own language to transfer this information in the new language. Students need an array of listening skills, phonics instruction embedded in content area subjects and literature, hands on activities, visuals, chanting, songs, while acquiring academic language.

4.a (2) After looking at the data in tests taken in English, and tests taken in their native language, such as: ELA, Math, and Science tests, ELL's who are at the Beginning levels to Intermediate levels of ESL don't score as high as they do when tests were taken in their native language. However, because our school is not a dual language school, we can only give ELL's these tests in their Native Language during the Newcomer's first year of being admitted to our school. Therefore, we cannot compare the two groups as they transition into other grades. However, looking at the results of the tests they take in Math, and Science in their Native Language the first year, and comparing it to the results of these tests taken in English the following year, there is a substantial decrease in their results. We assume this is due to the lack of sufficient English vocabulary, and comprehension skills to fully understand the articles, texts, and word problems in these tests. However, the trend is that as students move from grade to grade, and progress into an advanced ESL level and reach proficiency, these scores increase and eventually their scores may be comparable to Native English born.

4.b The school leadership such as grade leaders, assistant principals, guidance counselors, after school teachers, reading and math specialists, classroom teachers, and ESL teachers meet at the beginning of the school year and once a month during grade conferences to discuss student's progress and needs. They share and discuss the results of the NYSESLAT assessments to plan, drive, and guide instruction by implementing strategies, methodologies, using resources, materials, and delivering specific instruction which targets their weakest areas, and reinforces their strengths. Teachers use resources available in the school library, technology lab, and ESL classrooms to plan and differentiate instruction for these students.

4.c (1) From these periodic, our school is learning that ELL's are continuously acquiring language, and that it's a never ending process. We are able to measure their growth periodically and see where these students are making progress and where they need additional help. As a team, the ESL teacher and classroom teachers meet at the monthly grade conferences and discuss ways, tools, materials, and strategies, in

which we can assist these students in their weakest areas. These data also tells us, that some ELL's such as (SIFE) are in dire need of additional educational support, resources, and exposure to educational institutions such as museums, technology, listening centers, peer tutoring, specific phonics instruction, extended day instruction, participation in all afterschool programs and Saturday academies to continue to develop academic language, improve their reading and writing skills development, Math skills, which are all key to their academic success.

4.c (2) The use of native language is used by students through the use of bilingual dictionaries, the use of Merriam Webster's ESL/bilingual online dictionary, NL peer tutoring, bilingual one to one educational assistants, bilingual teacher translation, our bilingual libraries, cd's, and music.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Lowell Coleman	Principal		
Ms. Karen Hodnett	Assistant Principal		
Mr. Grady	Parent Coordinator		
Loyda Irizarry	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Guidance Counselor		
	Network Leader		
	Other		

Appendix 3: Language Translation and Interpretation

P.S 181, 1023 New York Ave., Bklyn., NY 11203

Goal: To communicate whenever feasible with non-English speaking parents in their native 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.

Initially, at registration, the school conducts an oral interview with the student's parents or caretakers. This interview is performed by a pedagogue or counselors who speak the parent's native language. In addition to the interview, student records, such as the HLIS, or data from student's biography inform us of parent or guardian's language preference. This information allows us to send letters home in the parent's native languages. Languages other than English, such as Haitian Creole, Arabic, and Spanish are more predominant in our school. If other language translations are needed we seek the aid of the translation department at the board of education, to ensure that all documents, parent notices, bulletins and other documents go home in a language the parent's understand. We also communicate with parents through the phone with a Native Language speaker, when needed. Below is a list of all letters sent home in the various predominant languages at P.S. 181.

- HLIS (Home Language Survey)
- The RHLA report
- PTA Meetings
- Parent Workshops
- Parent Orientation meetings
- Parent Teacher Conference
- H.O. notices
- Graduation notices
- Assessment notices
- Kindergarten Applications

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 HLIS, oral interviews, and student's biography tells us in which language parent's prefer communication, be it in written or oral form. In addition, the blue card specifically asks parents to write down which language they prefer spoken or written communication sent. Because of the diverse language preferences and needs, ESL

pedagogues communicate parents' language preference to classroom teachers, and offer translation services when needed. Teachers receive a written list of pedagogues available for translation. When meeting with, calling, or sending any written information home to parents or guardians these pedagogues are easily reachable.

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.

Fortunately, our school has pedagogues, counselors, psychologists, and occupational therapists that speak and write the parent's predominant languages. These staff members are available to do oral translations at Parent Teacher conferences, informal parent-teacher meetings, during registration, during nurse visits, oral disciplinary meetings, with parents, dean, Assistant Principals, and school Principal.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor or in-house by school staff or parent volunteers.

Oral interpretation services in our school will be conducted in-house. Again, there is staff in the building who bilingual in the dominant languages of our community. During formal and informal meetings a pedagogue, school counselor, school psychologist, or occupational therapists who speak in Haitian Creole, French, Spanish and Arabic is present for bilingual parents.

3. If applicable, indicate any barriers to the school's ability to address identified language translation and interpretation needs, and the steps the school will take (including outside support the school may seek) to overcome barriers.

Up to the present time we have had no barriers with translation or interpretation. When a person speaks a language for which we have no translators, comes to our office or meetings, the have brought a person with them to do the interpretation for them. In a case where no one is available, then we call the interpretation unit to interpret for the parent.

Part C: Action Plan-Language Translation and Interpretation

Goal: To be able to communicate with non-English speaking parents in their Native 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.

ACTION STEP-WHAT NEEDS TO BE DONE TO ACCOMPLISH GOAL.

We have in-house staff, teachers, secretaries, occupational therapists, and members of the SBS team such as the counselors, and psychologists, who are bilingual in the dominant languages at our school. Haitian Creole, Spanish, and Arabic translation is usually, readily, available at our school.

When:

Throughout the year 2011-12 the implementation of these services is immediate. English language documents that need to go out to parents are translated by our translating unit and sent out on the same day the English documents do. Letters are translated as often as needed during the school year. It usually takes a few hours after school to produce a translated version by our translating unit.

BY WHOM:

Our translating Unit is composed of bilingual pedagogues, school psychologist, occupational therapists, and school counselors. The unit includes a Haitian Creole/French speaking licensed ESL teacher, a licensed ESL Spanish- speaking teacher, a Spanish teacher, a Haitian Creole Math teacher, and an Arabic Occupational Therapist.

INDICATORS OF SUCCESS AND/or accomplishment – How will we know our strategies are working?

It is evident that oral translation and the translation of documents work based on parent and student feedback, parent participation, and attendance at meetings. Documents such as:

- The Discipline Code
- Fire and Safety Code
- Lunchroom Code
- Parent's Bill of Rights
- Health Bulletins
- Trip letters
- Hold Over Letters
- PTA Meetings
- Parent Workshops
- Parent/teacher meetings
- Graduation Letters
- Kindergarten/Pre-K Applications

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>P.S. /M.S. 181</u> <u>1</u>	DBN: <u>17</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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 rationale for offering after school services and a Saturday Math Academy at P. S. 181 is to ensure that our long term ELL's have an opportunity to excel in their academic performance, and reach proficiency in the NYSESLAT. We also provide services to newcomers to aid in the development of their listening, speaking, and phonics skills, as well as helping them through the difficult time of culture shock, and becoming acculturated. In the past years we've seen an improvement in the Math, ELA, Science, Social Studies, and NYSESLAT state assessments. We believe that giving ELL's additional time after school and on weekends, and working in small groups, helps them to perform better in their mainstream classrooms and subsequently in the yearly assessments.

Our Title III After School Program will have the following subgroups: _____ Services will be Provided by:

<u>3rd-8th grade beginner ELL's</u>	<u>6th -8th grade beginners ELL's</u>	<u>3rd & 8th grade newcomers ELL's</u>	<u>Licensed ESL Instructor</u>
<u>3rd & 4th grade Intermediate ELL's</u>	<u>5th grade Intermediate-Advanced ELL's</u>	<u>3rd & 4th grade Advanced</u>	<u>Bilingual Common Branches Instructor</u>
<u>6th-8th grade Intermediate ELL's</u>	<u>6th grade Advanced</u>	<u>7 & 8th grade</u>	<u>Licensed Common Branches Common Branches Instructor</u>

This after-school Title III program will run two days a week, on Monday and Wednesday from 3:30-6:00 pm for 24 days. The language of instruction will be English, except where necessary, peers can assist other students who are less language proficient in their native language. Also bi-lingual dictionaries will be available.

Materials:

- Options Let's Read Reading Options for Achievement levels C through H
- Options Language for Learning (Building Content Area Academic Vocabulary) Levels C-G
- CD's and CDRoms, phonics internet programs, music, AWARD Interactive Reading program
CrossWalk Coach for the Common Core Standards Grades, 3 through 8th.

Our Saturday Academy will be composed of: _____ (Math provided by a licensed Math Bilingual Instructor)

- 3rd-4th grade students in Math levels 1-2 _____
- 5th-6th grade students in Math levels 1-2 _____
- 7th-8th grade students in Math levels 1-2 _____

Part B: Direct Instruction Supplemental Program Information

Our Saturday Math Academy will run from 10:00 AM to 2:00PM. The language used for instruction will be mainly English, but French and Haitian Creole may be used by the bilingual teacher if there's a need. In addition, NLA peers can help each other in their own language, if necessary.

- Students who scored levels 1-2 in their Math State Assessments
- Students meet in groups of four to work with manipulatives, and math games.
- Students will use the internet in groups of two for interactive learning activities.
- Students will work collaborately to solve problems.

The Title III program at P.S. 181 is supplemental to our regular school day Part 154 program. Our Title III ESL/ELL After School Program will have an after-school Reading and Language Development Program in the targeted language (English), and aid in the comprehension of abstract concepts through the students' native languages with peers of the same NL background. Students work in small subgroups depending on their grade, ELA, Math, LAB-R, and NYSESLAT levels. Students work collaborately to develop the academic language necessary to become proficient in English, as well as in the core curriculum subject areas. Lessons are differentiated and teachers use scaffolding methodologies, according to student's individual needs. Hands on activities, research projects through the use of multi leveled books and internet use, manipulatives, accountable talk, use of bilingual dictionaries, are all part of each lesson, project, and activity in the classroom.

Push in services are provided for the 6th, 7th and 8th grade classes, twice a week for a double period, in ELA and Science. The ESL teacher and classroom teachers plan the lessons collaborately. Powerpoint, hands-on activities, accountable talk, visuals, graphic organizers, anchor charts, and technology are incorporated in every lesson. These activities enable ELL's to acquire academic language, and academic vocabulary, allowing ELL's to have a better understanding of the content area subject being taught by the mainstream teacher.

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: Teachers who provide services to ELL's in our Title III After-School program receive high quality professional development from our ESL licensed teacher and also, through workshops they have attended in the past. Two of our teachers have dual-licences in Bilingual Education and are fully bilingual pedagogues. The rationale for our Title III teachers to receiving additional ESL professional development, is to prepare them with the skills and strategies necessary to prepare differentiated instructions to help students acquire their new language in a non-threatening environment where they can work collaborately with each other and use accountable talk, academic vocabulary, do research, as they develop their speaking, reading and writing skills.

Part C: Professional Development

High Quality Professional Development

1st meeting: before Title III program begins: • Analyzing Student’s LAB-R/NYSESLAT, Math, and ELA s scores. Grouping of ELL’s according to individual needs and grade levels.

2nd meeting: before program begins: • Reading comprehension, academic language development, Math terms and concepts through the use of; activating schema, visuals, technology use, differentiated instruction, scaffolding, hands on activities, realia, audio/aural, phonics.

• Vocabulary Development, Content area Strategies, & Methods: (Thinking Maps) Graphic organizers, Writing Rubrics.

3rd meeting: 1 week after program begins: • QTEL model

• Using technology to enhance understanding of core curriculum topics and develop academic language.

• America’s Choice Model/Think Write Pair Share methods by Kate Kinsella.

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 Engagement:

P.S. 181 strongly believes that involving the parents in their child’s education brings the school, and family closer, and is key to students’ academic success. Consequently, it improves parents’ participation in their child’s studies, and a higher performance in students’ work. Parents’ are invited to form part of their children’s after-school program, which enables them to see how their children are learning, and encourages the parent’s themselves to learn the English language, and to be able to assist their children with school work at home. The Beacon Program at out school offers ESL and GED classes to parents and adults in our community. Notices, and information is sent home in the parents language preference, as selected in the HLIS forms. Moreover, staff communicate with them through telephone calls, or personally when they pick up their children after-school.

Part D: Parental Engagement Activities

Moreover, parents are invited to attend parent workshops scheduled by the parent coordinator. Letters are sent home in the student's native languages such as Arabic, Spanish, and Haitian Creole. Some of these workshops involve citizenship information and education, COBRA consultants present parent workshops several times throughout the year, which discuss issues such as domestic violence, food stamps, childcare, dental and Medicaid agencies, family and individual counseling etc. Some of these workshops address students' acculturation process, and the difficulties their children may experience when new to the country, such as culture shock, and to help parents get a deeper understanding of other behaviors and changes that occur in adolescence. Ultimately our goal is to empower parents to take part of all school activities and become an active part in their child's education, and give them the necessary tools to cope with adolescence peer pressure, their own English language development, and other needs parents may request during these meetings.

Part E: Budget

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

Allocation Amount: \$

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

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.
Travel		
Other		
TOTAL		