



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE GIL HODGES SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22K193

PRINCIPAL: FRANK A. CIMINO

EMAIL: FCIMINO@SCHOOLS.NYC.GOV

SUPERINTENDENT: **DR. RHONDA FARKAS**

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
Frank A. Cimino	*Principal or Designee	
Christine Sam	*UFT Chapter Leader or Designee	
Louise Bogue/Michelle Moe	*PA/PTA President or Designated Co-President	
Pam Fuschetto	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Deborah Sisane	Member/PS 193	
Lisa Schatz	Member/PS 193	
Elizabeth LaForgia	Member/PS 193	
Annabell Corales	Member/PS 193	
Katherine Levine	Member/PA	
Charles Mister	Member/PA	
Denord Rerrie John O'Shea Ray Sitoris Stacia Wallfall	Member/PA Member/PA Member/PA Member/PA	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1 To see an increase in the measured progress of our students in grades 4 & 5 in mathematics achievement of 15% of our lowest third functioning students (based on the 2011-2012 Standardized Test scores) that will include our ELLs, Special Education, and Minority Students.

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- We want to address a need that was identified after studying the hard data from the previous year that indicated our students were not progressing enough in their mathematics achievement. This was especially true for these cohorts.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards. As we reviewed the results of the NYS Mathematics Standardized test, we drilled down into the various cohorts to see if there was a trend. We found that last year (and in fact looking at the previous year we had the same concerns) our students who were ELLs, S.E. and Minority students were comprised in the lowest quartile of the overall test results. Our Progress Report indicated this as well since we made no special gains in these three cohorts and received no additional credit. Quantitatively & Qualitatively, we discussed the results (with classroom teachers, AIS teachers and ESL Pull out Teachers) of classroom tests and class work in individual classrooms and found that the classroom teachers identified these cohorts as our weakest students. As a result, we set these cohorts as our priority groups and set the goal of moving 15% of these students as measured from one year to the next using the CCLS on the new standardized tests set for April 2013. We realize this is an ambitious goal to set since all of the CCLS will be addressed in a more rigorous test than was given last year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- 1) **We will use our extended day program as an academic intervention service. 5 students from each class (in grades 4 & 5) have been identified as at-risk based on the results from last year's NYS Mathematics test. We also utilized the results of beginning of the year math assessments to further identify children who are at-risk. The extended day program will provide 100 minutes of remediation per week for a group no bigger than five students and addressing approximately 40 children in the three identified cohorts.**
- 2) **We have a two-day-a-week AIS provider for math who will meet twice weekly for a period of thirty minutes. These students are our special education children in grades 4 & 5.**
- 3) **We have introduced a new more rigorous math program that addresses the new CCLS in math; it is Math in Focus. It had been introduced to our first and second grade teachers (and students) last year and this year our third and fourth grade teachers are using this program. Since this program is more aligned with the new CCLS in math, we expect to see progress in our fourth graders from last year.**
- 4) **Our math coach will provide professional development to staff in grade 4 in our new math program, Math In Focus to ensure the fidelity of the program is met and continuous.**
- 5) **Our teachers are also involved in direct professional development within our Network. Our teachers meet with other teachers on their grade from other schools and focus on the new program; its implementation, planning lessons, using materials, and of course assessing students.**
- 6) **The timeline for these activities began in mid-September and will go on for the entire school year.**
- 7) **We will begin an after school program for our ELLs in January that will assist the children with their literacy skills that will reinforce their mathematical skills since many of the new CCLS in math requires the children to read, deconstruct problems, and then set forth strategies for**

solving problems.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- We conduct several Parent Involvement evening meetings for parents. There are two that address this goal. One is designed to address the new CCLS in mathematics and the other addresses strategies parents can use at home to help prepare their child for the new standardized test. In addition, we conduct curriculum meetings for parents informing them of the new CCLS and what they can do to assist their child. We also conduct early morning workshops for parents that are hosted by our Parent Coordinator that address the new CCLS in mathematics. We have our Math Coach conduct these workshops for parents. We feel that these outreach workshops address the concerns of parents and helps to keep them intimately involved in their child's education.

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). The budget funds allow me to use personnel to provide the AIS to the at-risk kids. The Title I funds are used to help pay for our Math Coach who is integral this year (as last and next year) as we adopt the new and more rigorous math program, Math in Focus. The Title III funds permit us to conduct an after school component that will address ELLs in our fourth and fifth grade classes. FSF money is used to fund our extended day program since staff is all included in the program as they provide the AIS to identified youngsters in the three cohorts.

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: To see an increase in the measured progress of our lowest third primary grade students in reading literacy as measured by F & P in 15% of our students moving three reading levels (from September through May) as measured by F & P.

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- We want to address our struggling readers in the primary grades before they enter the testing grades that address the new CCLS with the more rigorous testing. This goal also ties in with our RtI initiative as we address those 15% of students (across all cohorts such as ELLs, S.E., minority students, and others) who are performing below grade level and who may eventually be candidate for special education services; we want to intervene before these children fall further behind and our true candidates for S.E. Our goal is to progress monitor these students more than the three times we slated everyone to be assessed so that we may offer intervention services, alter those intervention services should they not be working, and provide as many alternative services as possible within the confines of staff availability and funding sources.

Comprehensive needs assessment

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

We chose this goal based on several sources of data that are both quantifiable and qualitative assessments. We utilized the results of the beginning of the year reading assessment that identified our lowest third of primary students who are reading below grade level (anywhere from 4 months to almost two years). We also used the DRA2 results that were administered in June 2012 to help identify at-risk youngsters. Finally, we purchased a new Online program, IReady, that we administered to all of our students in grades 1-5; it is an assessment that identified youngsters below reading level as well, and we purchased the Instructional component for 250 children, in grades 1-5, who were identified as at-risk.

Instructional strategies/activities

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

As part of our RtI initiative, we want to address the 15% of our student body who are at risk. Within this group, we are drilling down to our primary grades, first and second grade, to identify students who are between 4 months and two years below grade level so that we may provide intervention services that will prevent further delays and possible special education referrals, evaluations, and placements. We have a reading teacher who will provide direct instruction (using leveled readers – F & P and leveled readers from RAZ Kids) three times a week for thirty minutes to a group of no more than three students (Title I Funding). I hired an AIS provider (FSF) to work with a small group of students, 5 per group, two times a week who will utilize basal readers as the instructional tool. We have purchased the IReady Online tool for every classroom and have identified several children who will receive this direct instructional and diagnostic tool that will focus on comprehension skills that are weak for each individual child. We have the extended day program that meets twice a week for a total of 100 minutes whereby a group of not more than 5 students works with a teacher on various identified weaknesses in literacy based on the DRA 2 and the informal assessments made by the classroom teacher. Conversations between the classroom teacher and this provider occur frequently so that adjustments can be made in the type of instruction (i.e. informational text for several weeks followed by skill specific strategy sessions followed by reading in a particular fiction genre such as fables or memoirs, etc.). We also have a component whereby children who have been identified as weak in the area of phonics will receive direct intervention by specifically trained

paraprofessionals (in Foundations) twice a week in a group of 1:2 (for 50 minutes each day) using the Foundations program. These programs have been implemented since the third week in September and will continue for the course of the school year. Progress monitoring will part of each intervention service and will be done anywhere from every two weeks to every four weeks depending on the frequency (meeting time of the students with their provider) for each program. Teachers previewed the IReady Online tool and found it very effective. They had the ability to request which students would be given this in-class service. As teachers use the DRA2 (which was a joint decision made two years ago to have this diagnostic tool for the entire school so that we have continuity across all grades) to assess their students, they use this information to form reading groups, to provide additional intervention services, and progress monitor their students for a minimum of three times a year.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- We have several Parent Workshops that run throughout the course of the year. We have a specific literacy evening workshop that addresses ways to help their child become better readers. We have a second evening workshop that addresses the CCLS in literacy. We have weekly workshops coordinated by our Parent Coordinator that feature guest speakers such as our reading teacher and some classroom teachers who provide strategies for parents to help their child become more proficient readers. At all workshops, we make every effort to bring in personnel who can provide some translation (and babysitting) services so that our parents of ELLs can understand what they can do at home.

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). We use a few funding services to meet this challenging goal so that various staff members can provide the services that are needed to meet the goal we set for the school. Part of the intervention services is given within the classroom by the classroom teacher (FSF and Title IIA) so that we can meet the requirements of Rtl, In other instances, we have personnel (Title I and Title III) to address specific cohorts (minority, poverty and special education and ELLs) during the school day and as part of our after school programs. All AIS providers converse with the students’ teachers to coordinate materials to be used, assessment results, and plans of actions to be taken. In addition, parents are kept abreast of all services that are given to address the child’s weaknesses. Classroom teachers are in contact with parents via phone calls, notices and letters, assessments that are sent home, and at face to face conferences.

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: To have 90% of all of our students participate in the Citywide Instructional Expectations (CIE) in literacy and mathematics.

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

This goal is an overarching goal that will help us to achieve our first two goals since they address literacy and mathematics as well. This specific goal will address the new CCLS in literacy and mathematics and help us to prepare our students for the challenges of the 21st century. Every child, from Pre Kindergarten through fifth grade will receive instruction that will address these new Instructional Units and our goal of having 90% of our students fully participate, while a lofty goal, is something that we hope to achieve.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- This need has been identified by the NYCDOE as a citywide goal to address the new CCLS. This year, every child will participate in learning that addresses the new CCLS and will be required to complete an end-of-unit task that requires the children to apply their knowledge in these four instructional units. Teachers have worked together in Teams to create, facilitate, and coordinate these new tasks that coincide with the instructional units created by the DOE. These units will be given over the course of the school year.

Instructional strategies/activities

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

The new CCLS in literacy and mathematics are quite challenging and require the children to learn a new set of skills and to be able to apply these new set of skills. In literacy, we have established a plan of action that addresses our Annual Science Fair while fulfilling the new CCLS. The children will do a research-based project (Informational; addressing the new CCLS for Reading & Writing) on a scientific topic that will require the children to choose a topic; prepare an outline; choose the resources; take notes and convert these into a cogent research-based paper that includes other features on information text such as a Table of Contents, Glossary, Index, and a Bibliography. For the children to be able to handle this task (in grades 1-5; kindergarten will do a class project learning about informational text and writing), they must learn how to accomplish this independently. As a result, each teacher will utilize a concept/topic in their social studies curriculum to use as a model. The class, together (in groups and individually) will create a research-based project that encompasses all of the steps and meets the requirements of the new CCLS (i.e. in grade 4, each class will research two Native American tribes and create the outline; choose the resources; use our method of taking notes called the "Read/Close/Think/Write Method to ensure that plagiarism is minimized); and create a class resource book. For mathematics, we are using a new mathematics program called Math in Focus which is a more rigorous program that addresses the new CCLS in mathematics. There are specific challenging tasks in each chapter of this program that requires the children to utilize all of their prior mathematical knowledge to solve a task that is multi-leveled. The task requires the children to include illustrations and or diagrams; the children have to write explanations of how the task is solved; and the task involves several steps to solve the problem (these are referred to as "Thinking Cap" problems). The teacher teams, with the guidance of our Math Coach and our Network Mathematics Support Coach will choose two of these tasks from different chapters to ensure that the standards in the new Common Core are addressed.

The timeline for implementation began in early November and should be completed by the end of May. In addition to each classroom teacher being integral to the success of meeting this goal, we will rely on our Math Coach and on our Network Mathematics Support Coach to help with the

implementation of these instructional units. In addition to these members of the staff, our Assistant Principal will be a key member in implementing these units via grade meetings and professional development sessions that we hold to ensure full compliance. Another avenue of professional development that will help the teachers to implement these instructional units takes place with our Network when a Math in Focus workshop is held (about every 6 weeks) for teacher teams; all teacher teams attend these worthwhile workshops.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parents have been notified of the policy of the NYCDOE that requires students to participate in these instructional units (or tasks) that address the new CCLS. We conduct parent evening workshops that address the new CCLS in both literacy and mathematics. We conduct a special evening and daytime parent meeting/workshop that addresses the research-based science project that each child must complete. Parents receive a series of notices that outline the steps required as well as the rubrics used to assess each child's project (one for the written report and one for the oral report; thus addressing the new CCLS in reading, writing and speaking).
- Parents have an opportunity to view the projects when they are displayed during Parent-Teacher Conferences.
- Translators are available for some languages during these workshops.
- Baby sitting service is offered as well to entice parents to attend these workshops.

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- All budget resources are used to facilitate this goal. Staff salaries include the above resources as well as materials and supplies and we address our Title I mandates using the funds to run parent involvement workshops and to meet the special needs of our poverty students.
- Our resources are our staff members. All staff members are virtually integral to achieving this goal because the new CCLS are being addressed in every facet of the school day (during and after school and during extended day).
- Parents are also integral to the success of the children learning the new CCLS because some of the work (i.e. reading nightly; doing homework; writing a research-based project; etc.) is done at home under the parents' supervision.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ol style="list-style-type: none"> 1) IReady Online Program 2) Reading Tr. Pullout 3) AIS Provider 4) Foundations 5) Extended Day 6) ELL Reading 	<ol style="list-style-type: none"> 1) Child is on computer (250 students in the classrooms). 2) 1:3 and 1:5 3) 1:5 4) 1:1 and 1:2 5) 1:1 and 1:5 6) Tutoring/Remediation 	<ol style="list-style-type: none"> 1) During the school day and extended day. 2) During the school day. 3) During the school day. 4) During Extended Day. 5) During Extended Day. 6) After School (Thursday & Friday).
Mathematics	<ol style="list-style-type: none"> 1) AIS Provider 2) Extended Day 	<ol style="list-style-type: none"> 1) 1:5 2) 1:1 and 1:5 	<ol style="list-style-type: none"> 1) During the school day. 2) Extended Day.
Science	<ol style="list-style-type: none"> 1) Additional and Repeated Readings 	<ol style="list-style-type: none"> 1) Remediation 	<ol style="list-style-type: none"> 1) During the school day.
Social Studies	NA		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1) Social Worker 2) Guidance Counselor 3) Psychologist 	<ol style="list-style-type: none"> 1) Small Group and 1:1 2) Small group and 1:1 3) 1:1 	<ol style="list-style-type: none"> 1) During the school day. 2) During the school day. 3) During the school day.

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- 1) There has been a hiring freeze for General Education Teachers. We have not had any vacancies for these types of positions because several teachers have returned from leaves of absence and so for any vacancy, it was filled by a teacher who was HQ.
- 2) For S.E. & ESL teachers who are hired, they must be fully licensed in their subject area. Those on staff are HQ.
- 3) We provide many hours of professional development throughout the school year in various formats. We have monthly grade conferences and faculty conferences in addition to our weekly Inquiry Teacher Team meetings. Each staff member receives a minimum of 20 hours of professional development per year.
- 4) We use our in-house experts; our Network Support Personnel; and outside agency speakers to address the professional development needs of staff.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

**PARENT INVOLVEMENT POLICY (PIP)
2012-2013**

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association 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 2012-2013

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado/Nancy Ramos	District 22	Borough Brooklyn	School Number 193
School Name The Gil Hodges School			

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

Principal Frank A. Cimino	Assistant Principal Annabell Corales
Coach Lori Sblano/Math	Coach None/ELA
ESL Teacher Larisa Beker	Guidance Counselor Patricia Pacheco
Teacher/Subject Area Effie Katehis/first grade	Parent Terri Cadet
Teacher/Subject Area Cynthia McGinty/Fourth grade	Parent Coordinator Kathy Rosenfeld
Related Service Provider Lisa Minichello/Speech	Other Caroline Tornabene/Speech
Network Leader	Other

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	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	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	909	Total Number of ELLs	109	ELLs as share of total student population (%)	11.99%
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Part II: ELL Identification Process

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

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

1)The ELL identification process is conducted by a trained pedagogue along with the PAS to ensure that all regulations are followed which is based on the review of the HLIS given out at registration to the parents in their preferred language by our staff members, Ms. Beker (ESL Specialist), a trained pedagogue (Ms. Biton) and our PAS, Ms. Realia. Then the informal interview is conducted by the ESL teacher, Ms. Beker or a trained pedagogue, Ms. Biton. At this point, the HLIS is reviewed by the certified ESL teacher who determines if the child is eligible for the initial formal assessment (LAB-R). As per state law, under CR-Part 154, the LAB-R is administered by the licensed and certified ESL teacher within ten days of initial enrollment. The ESL certified teacher will have a check-off list of all newcomers that will include date of registration and date LAB -R is administered to ensure that the LAB-R is completed within ten days of registration. The following reports, "RDGS" and "RLER" are used to identify students who are eligible to be served and tested annually (NYSESLAT). Based on the results of the NYSESLAT (using "RNMR" report) we determine the specific instructional plan for each ELL student. The NYSESLAT, all four parts, is given yearly to all ELLs following the testing guidelines. We use a double-checking system to make sure all students are tested. The ESL certified teacher, Ms. Beker, and the testing coordinator, Ms. Sblano, create the lists and each check off to ensure that all students take the 4-part exam. All students who are an ELL receive the 4-part assessment as directed either in a pullout situation or during class time (when given in our two self contained ESL classes, kindergarten and bridge 3/4).

2)A parent orientation meeting of newly enrolled ELLs is held at the beginning of each school year within ten days of admission and as new ELLs are admitted throughout the year. The invitation letters, in the parents' home language, to attend the parent orientation sessions, are sent to the parents of students who are entitled to ELL service based on the recorded hand score of the LAB-R. We place the date and time of this ESL parent meeting on our yard-bulletin board as well. An orientation is conducted by the ESL teacher, Ms. Beker, the assistant principal, Ms. Corales, parent coordinator, Ms. Rosenfeld, and the school social worker, Mr. Dunlop. The school schedules parent orientation sessions at times convenient for the parents (morning and in the afternoon). A Powerpoint presentation is made that explains all three programs available in NYC public schools. In addition four computers are set up so that parents may view the Parent connection presentation in their native language. Questions are answered by staff with assistance of translators when needed. We also have parent volunteers who assist at this time as interpreters in various languages to assist with understanding the three choices. The parents are given the parent survey and program selection forms in English and their native language asking them to make a selection based on the information they have received. If a parent(s) opts out of the Free Standing ESL Program and is interested in a TBE/DL program, we make available a listing of the schools that have these programs. If parents were unable to attend all scheduled orientation meetings (am and pm) the parent coordinator, Kathy Rosenfeld, will contact these parents in order to schedule individual meetings where the programs are explained and the parents make their program selection. A record is kept on file in the ESL office. Information that we received is available on the "ELPC" report in ATS.

3) After the LAB-R is administered and analyzed, all parents receive entitlement letters in English and in native language informing them that their child has been placed in a self-contained or pullout/push-in program for the entire school year. Parents of ELLs with continued entitlement based on the NYSESLAT scores are notified in writing that their child will continue to receive ESL services throughout the school year, 2011-2012. The Spring 2011 parent report for each ELL child was attached to the continued entitlement letter. The copies and signed receipts of placement and entitlement letters are kept in the ESL office. The parents of ELLs who have

attained proficiency as measured by LAB-R or NYSESLAT received non-entitlement letters.

4) All placement letters are kept in a central file and dated that is housed in our ESL Office under the supervision of our ESL specialist, Larisa Beker. All parent choices are honored; for those who opt in to free standing ESL, their child is enrolled in the program in our school. For those who opt out, their child is given services in the interim, the parents are assisted with locating schools that offer the TBE/DL program. If parent then decides that choice is not feasible, the child remains in our school in the free standing ESL program. If they have any concerns or questions regarding the ESL program, they may set up an appointment to confer with our ESL certified teachers. In our free standing ESL program, beginners and intermediate students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL instruction per week. We use LAB-R and NYSESLAT results and data analysis to group students.

5) The trend is clearly for a free-standing ESL Program. We monitor the number of returned responses every year. For the last ten years or so, out of all the responses we received, the most each year that we received opting out of a free standing ESL program are two responses. Clearly the overwhelming choice by our ESL population is for the free standing ESL program that we provide. Out of 26 newly admitted this school year, 100% returned the program selection forms. 24 of the 26 parents selected the free standing ESL program. The parents who chose the TBE program received a list of bilingual programs in New York City. If the parents choose not to enroll their child in another school for the TBE program, their child will remain in our school and receive ESL services.

6) Our program model is in alignment with parent request and success over the last several years.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	109	Newcomers (ELLs receiving service 0-3 years)	96	Special Education	18
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	96	0	11	13		7	0			109
Total	96	0	11	13	0	7	0	0	0	109

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	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	10	6	4	3	3								31
Chinese	0	0	0	0	0	0								0
Russian	1	1	4	1	2	0								9
Bengali	1	3	0	0	2	0								6
Urdu	10	5	4	7	5	6								37
Arabic	0	0	2	1	2	1								6
Haitian	3	2	2	1	1	1								10
French	0	1	1	0	3	0								5
Korean	0	0	0	0	0	0								0
Punjabi	0	1	0	0	0	0								1
Polish	0	0	0	0	0	0								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
Albanian	0	0	1	0	0	0								1
Other	2	0	0	0	1	0								3
TOTAL	22	23	20	14	19	11	0	109						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1) a) We have two self-contained and pushin-pullout models. There are two self-contained ESL classes taught by certified ESL teachers; one in kindergarten and one bridge class 3/4. The other ELLs are serviced with a pushin/pullout model by one ESL certified teacher.

1) b) The self-contained classes travel together and are taught as a class using the workshop model; small groups; differentiated instruction wherever possible. The ELLs who are pulled out are basically grouped homogeneously based on the NYSESLAT (Beginner, Intermediate, and Advanced).

2) The ELLs in a self-contained class receive the number of minutes as mandated. The ESL certified teacher creates a program that is approved by the principal to ensure that all other ELLs receive their mandated time of service over the course of the week; 360 minutes for beginners and intermediate and 180 minutes for advanced students. Instruction is aligned to classroom themes in Literacy, Math, Science, and Social Studies.

3) All instruction is in English. A multi-modality approach is always at the center of instruction. Smart Board technology (along with computers, overhead projectors, and tape recorders) are always used as part of instruction. Manipulatives are encouraged and used in math and science programs. In addition, we have several interactive software programs that the teachers use in consonance with instruction (i.e. Brain Pop, Reading A to Z, Writing A to Z) as well as with differentiated instruction. All ESL methodologies are employed by our fully certified and trained personnel. For newcomers, we use StarFall Phonics program. The instruction utilizes ESL strategies and methodologies to build comprehension, grammatical instruction in speaking and writing, TPR, pictures, realia, bilingual dictionaries, etc. to increase targeted academic vocabulary in content areas.

4) The Spanish LAB-R is administered to all entitled students with the Home Language Code "SP". For the NYSED standardized tests, we

A. Programming and Scheduling Information

order copies in various languages and we make an effort to have a staff member (and if not in this school, we poll other schools who can "lend" us a certified instructor in a foreign language) proctor the exam for the child in his/her native language. If the test is not available, we provide oral translation of the test given by the proctor.

5)a) There are no SIFE students in our school; however we do have an instructional plan in place. For SIFE students they will receive AIS in literacy and math and will be invited to attend our extended day program. In addition, the SIFE students will be placed in a small group to target individual needs based on analysis of the assessments (NYSESLAT and LAB-R). Differentiated instruction is a focus school-wide. We incorporate as many modalities and tools as possible to ensure that students' individual needs are met. Cooperative grouping is one methodology that is used. Based on various assessments (NYSESLAT, Standardized tests, DRA2, teacher-made assessments, Periodic assessments, etc.) grouping is found in all classrooms, ESL classrooms are no different. For our bridge 3/4 class, we have the science teacher teaching fourth grade science as the classroom teacher teaches third grade science so that all students receive the required number of science periods. In this same class, we have our Math Coach teach fourth grade math as the ESL classroom teacher teaches third grade math. Within all settings differentiation is made based on the students' abilities whether they are assigned center activities or interactive software (such as Brain Pop). All ELLs receive the same materials (in addition to the ESL materials that we can provide through FSF) and have access to the same programs as other students such as science, gym, social studies, etc. All ELLs are part of our Academic Intervention Service program. They partake (this will assist our medium - range ELLs of 4-6 years) in our extended day model for additional assistance in reading, writing, and math. Our instructional literacy plan includes the Balanced Literacy approach and for math we focus on the EDM Program but we have introduced the Math In Focus program and we will slowly be introducing this program to each grade over the next three years (right now grades 1 and 2 have been trained and all students in these classes are using this new program). They are also given additional instruction during the day in reading and writing and math. Differentiation of our ESL program is also based on students' results on NYSESLAT. Finally, when Title III takes effect in January 2012, a three-day -a-week certified ESL teacher will push in to our 3/4 bridge class and provide Academic Intervention Services to lower class size as well as to push in to a general education fifth grade class where there are approximately fifteen ELLs in need of additional support and remediation. We group children based on their level so that differentiation can be made in literacy and math (through the ESL methodology of instruction). We hired a part time math specialist to assist ELLs who have been in the program 4-6 years. These ELLs of 4-6 years, receive differentiation remediation with a reading and math teacher in addition to the classroom instruction. For newcomers (1-3 years), the Foundations Program is a basis for differentiation of instruction to help these students gain basic phonics skills. We place them in a self-contained ESL class or a general education class whereby ESL pullout services are given to these students. We also "buddy up" these students with students who speak the same language whenever possible in a general education class and self contained ESL class. Every effort is made to ensure a smooth transition into the new school system socially and academically. These students are grouped by ability for small group ESL instruction. Basic survival English is taught. Bilingual and Picture dictionaries are used to support students' comprehension. We also make available technology programs such as Star Fall, Brain Pop Jr. and Writing A-Z and Reading A-Z. We have no long term ELLs currently in our school, however we have an instructional plan that will meet their needs. This instructional plan includes ESL services either in a self contained ESL class or in a pullout/push in program. We have AIS small group instruction in literacy and math. These long-term ELLs will be mandated to attend the extended day program.

6) Instructional strategies for ELLs, for SWDs, and ELLs-SWD receive the same instruction as our general education population. We are training staff in Universal Design for Learning and so many lessons are modified with technology, manipulatives and address the multi-modality approach. Listening centers are key to group and independent work that addresses our focus on differentiation and independent and cooperative work. We utilize the Balanced Literacy Methodology so we use Fountas and Pinnell to drive reading instruction. We have also addressed the CCLS in literacy and so our "reading library" comprises 50% of non-fiction readers and these materials are used to drive instruction for our ELLs, and ELLs-SWDs. We have our IEP teacher, Richard Aizer, who works hand in hand with our ESL specialist, Larisa Beker, to make sure that all IEP mandates are in place. ESL instruction is provided in small groups with mainstreamed students. Paraprofessionals accompany their assigned students to ESL instruction. Instruction is differentiated based on their IEPs and abilities and special needs. These students also are in our extended day program taught by a licensed ESL teacher. A back-up plan utilizes our Case Manager, Dr. Ariane Schneider, psychologist, to make sure that our ELLs-SWDs are receiving their IEP mandates. All teachers who work with these ELLs-SWDs have copies of the IEPs, this includes related service providers, and they too ensure that all mandates are enforced. Our IEP teacher, Mr. Aizer in consultation with our psychologist-case manager, Dr. Schneider, meets biweekly with the Principal, Frank Cimino, to review IEPs to ensure that ELLs-SWD are receiving their services and that for those bilingual students, they have a bilingual para assigned to meet the mandate of the IEP (since there is no bilingual class in our school). We "share" all of our materials and support systems throughout the grades. Smart Board technology along with interactive software have been found to be very successful as part of daily instruction (mini lessons) and in differentiated instruction (small group and individual learning such as in learning centers using computers, programs, listening centers, etc.) In addition, we use the Simple Solutions Program which helps our ELLs learn the basic

A. Programming and Scheduling Information

writing conventions and many other aspects of the English language. Research and addressing the Writing and Reading CCLS standards has been a big part of our professional development and so the children receive exemplary instruction in these areas.

7) Scheduling is done in consultation with staff members to ensure the least disruption to learning and to maximize the effect on instruction. The ESL teacher, speech teacher, Ms. Tornabene, hearing teacher, Ms. Molina, and SETSS teacher, Mr. Aizer, meet at the beginning of the school year to organize scheduling to be least disruptive to the classroom instruction while meeting the IEP and ESL mandates of these students. The CCLS are addressed and we focus on the time of instruction for all curricular areas to meet the State standards. To assist with planning and professional development, we schedule three common planning preparation periods for each grade level so that all teachers, ESL teachers included, can plan curriculum maps, schedule their planning time as an "ESL cohort" and work out the time schedule for the AIS programs to provide maximum time of instruction. We mainstream students where appropriate and make sure that the curricula mandates are met for all students. ELLs-SWD are mainstreamed in many subjects such as science, social studies, physical education, math, and reading. ELLs-SWDs also share the lunchroom, recess, and all auditorium performances. All grade plays integrate our ELLs-SWD into the mainstream so that they have an equal role in all performances. ELLs-SWD are integrated in every area stated above as well as in pullout AIS programs, after school programs, and with specialties such as Glee Club.

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

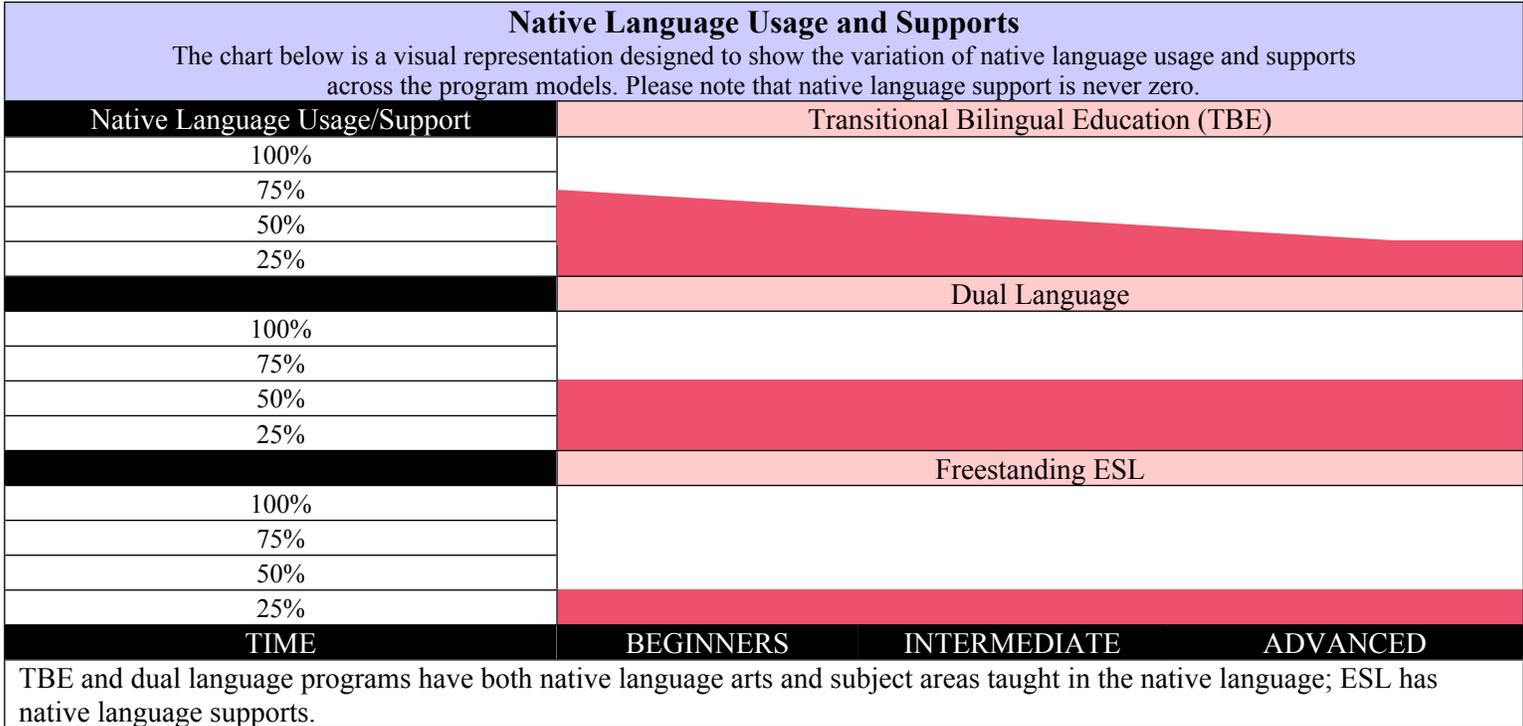
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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



B. Programming and Scheduling Information--Continued

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

8) We target ELL students based on an array of assessments that include NYSESLAT, NYSED Standardized test scores, DRA2, Math Pre assessments, and of course classroom assessments given by the classroom teacher. All of the assessments results are taken into consideration before assigning remediation to ELLs (and for any student in our school; it is the same procedure). The extended day is one program used for targeted assistance. The program is for two days, 50 minutes in length. Students are invited per the classroom teacher. Every child, SWD, ELLs, G.E., and G & T, are all candidates who receive this assistance for both math and literacy (reading and writing; one day each). We have a pullout reading specialist who targets students in need of remediation in grades 3-5; her focus is on reading and writing responses to critical thinking questions. A three day-a-week math teacher will target SWDs and ELLs in a pullout program using FSF. The students targeted are those in grades 3-5 who exhibit an overall weakness in mathematics. In January 2012, a certified ESL teacher will work three days a week to lower class size and work with small targeted groups of ELLs in grades 3 -5. Her focus will be both reading and math. The instruction is given in English. Where a student has a bilingual para, the para will be with that student to provide the support in that child's native language. We have two spanish bilingual paras who provide this service to ELLs-SWD. Our ESL program uses a variety of materials to support ELLs. To meet the CCLS in Literacy, our school is using "On Our Way to English" program, which is in alignment with ESL standards and helps to prepare our students for academic success, CCR. ELL teachers use different resources to support teaching and learning. These include Best Practices in Reading, which pairs fiction and nonfiction topics. For social studies, we use Strategies for Content Area Reading as well as Time For Kids and Easy English News. For science, we utilize a hands-on approach with FOSS.

9) For ELLs who reach proficiency, they will still receive remediation support in the extended day program, and in pullout math and reading programs. ELLs receive testing accommodations as per NYC standards and receive remedial support in extended day program.

10) CCLS in writing and reading. We have created writing rubrics for each grade and in each genre. All teachers, ESL included have these rubrics and teach the children how to use them to become better writers. ESL teachers meet with their teacher teams and with other ESL teachers to ensure that the CCLS in literacy are being met with their ELLs and ELLs-SWD students. We want to make sure that our writing calendar coincides with the Instructional Expectations. I am hiring a part time teacher to focus on SWDs and ELLs based on the results of our Accountability and Overview Report. As part of Title III, we will provide AIS pushin services with a certified ESL teacher, Ms. Stritzl, in grades 3, 4, and 5. The instruction will be aligned to the CCLS in literacy and math. Students will work in small groups that are ability-aligned. We are continuing with the Simple Solutions program because it really addresses many concepts of writing (and reading). Our professional development focus is on Danielson's Framework and so we are focused in on honing exemplary intrsuctional practices through a series of "Feedback Loops". We have found these so far to be successful. The principal has already conducted 60 "Feedback loops" to ensure ongoing professional development for all staff including our ESL teachers.

11) At this time we are not disbanding any of our programs for ELLs; we have found all that we have done to be successful.

12) ELLs have equal access to all specialty programs such as gym, science, social studies, art, and after school PA sponsored programs such as band, basketball, and dance. Letters are sent out to parents of children in the appropriate grades where the program is offered (and translated letters are sent home attached to the English version so that ELL parents can read and address the opportunities presented) ELLs participate in all schoolwide programs and specialties such as class plays, Glee Club, and Drum Corps. ELLs have the same access to all remedial programs such as reading, writing, and math. ELLs are involved in all aspects of the school day without any "identification" much the same way as our G & T students and SWDs are integrated into the school in a seamless fashion. In every program, you will find ELLs either by choice (such as joining an after school program or attending the extended day) or by the fact the teacher assigned the ELL for remediation purposes such as for math and literacy and these ELLs receive the support during the day in pullout/push in programs.

13) Smart Board technology is available in half of our classrooms and available to all classrooms since we have Smart Boards on every floor. We provide teacher team P.D. to help assist staff with knowledge on how to use this technology. Interactive software is available (Brain Pop, Reading A to Z, RAZ Kids, Writing A to Z, Write to Learn) to all staff members who want to utilize in their classroom (via small group or whole class instruction). We do utilize our bilingual paras to assist the students they are assigned to in all avenues of study. In math, manipulatives along with Smart Board technology is used. In Science, The Scientific Method with a preponderance of hands on experiments are parts of the core instruction. Aligned with UDL, the use of Brain Pop videos and off site trips enhance our study in both science and social studies. Finally, the grades put on class plays, once again addressing UDL, and the theme for each play is always based on a social studies or science concept. Big Books and trade books also help us to engage ELLs in fiction and non-fiction reading and writing. In our school library, we do have a section of native language library books that are available to ELLs. In addition, dictionaries are available in several languages for our students and each child has one for their personal use, in their native language.

14) When we send home report cards, we attach a copy in the native language. We utilize translation services via NYCDOE, parent volunteers, and other staff members who are bilingual. Native language dictionaries are provided to all students. Bilingual paras provide native services to their students. Students in grades 3, 4, and 5 may take content area state exams in their native language as per NYS regulations.

15) The children are taught appropriate curricula based on the NYCDOE and NYSED mandates. Teachers all have access to these mandates. All materials, methodologies, and resources that are used in the instructional program are all valuable and complement each other as the goal is to have every child make progress. The CCLS are being implemented in literacy. ELLs receive their mandated services and this is monitored by the ESL specialist, Ms. Beker, in conjunction with the IEP teacher, Mr. Aizer - for ELLs-SWDs, and with the principal, Mr. Cimino. All related services such as speech, OT, PT, and Guidance are provided by the service provider. Their schedule reflects the time and day of service and is reviewed by the principal.

16) We do have "Kindergarten Parent Night" in June to welcome all new students, including ELLs to our school.

17) Does not apply because we are an elementary school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

- 1) a) Danielson's Framework for Teaching. This will enhance all instructional practices for staff.
 - b) Webb's DOK - to enhance questioning skills especially training staff to ask the "HOT" (Higher Order Thinking") questions.
 - c) CCLS - Writing and Reading. Continuing our work on writing rubrics for each genre per grade.
 - d) Professional Development Sessions - with Network ESL resources is ongoing for the school year.
 - 2) ELLs are invited with parents to "Middle School Night" where they are given information as to the new JHS and have the opportunity to ask questions. The parent coordinator in conjunction with the assistant principal, guidance counselor, and ESL specialist provide parent meetings in addition to "Middle School Night" to help with completion of admission forms, with explanations of various programs; and a description of the various schools that are available. Open House flyers are translated by staff into native languages so that parents are informed and can attend junior high school information sessions.
 - 3) Staff is given an opportunity to attend professional development training to enhance their instructional abilities as mandated by the Jose P. decision. All staff, administration, classroom teachers, cluster teachers, special education and related service providers (OT/PT/Speech/Guidance/SBST), parent coordinator and ancillary personnel receive training on how to service ELLs. These sessions vary throughout the year and are given during faculty conferences, grade conferences, professional development days, and during Inquiry sessions. The calendar of dates are:
 - 1) November 8, 2011
 - 2) January 26, 2012
 - 3) February 29, 2012
 - 4) April 25, 2012
 - 5) June 11, 2012
 - 4) ESL training for non certified ESL teachers includes the following:
 - a) ESL Standards and Approaches for ESL Instruction
 - b) Levels of English Literacy Development & Language Analysis
 - c) Test Taking Strategies
 - d) ELL Mathematics and Content Area Vocabulary
 - e) Developing Reading & Writing Proficiency
- Attendance sheets and agendas are kept for all training sessions and housed in the ESL office with Ms. Beker.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

- 1) a) Parents, including ELLs, are invited to all PA meetings.
 b) Parents, including ELLs, are invited to attend the 8 Parent/Family Evening Workshops.
 c) Parents, including ELLs, are invited to weekly parent workshops with our Parent Coordinator.
 d) ELL parent workshop on the implementation of NYSESLAT.
 e) An ESL and Technology Workshop: Exploring ELL websites.
 f) Translation Services are available through our Translation Team consisting of staff members such as school social worker, Mr. Dunlop, the assistant principal, Ms. Corales, ESL teacher, Ms. Beker, Paras, Ms. Cesar and Ms. Morales, and parent volunteers who are fluent in their native language. If there is a need of a language that is not available in our school, we use translation and interpretation unit from the NYCDOE to assist us with communication for non-English speaking parents and family members.
- 2) No.
- 3) a) Parent Questionnaires from the (Learning Environment Surveys), SLT and from our Parent Coordinator are sent home asking parents to identify areas where they would like workshops. We translate these letters into several native languages. We also use the results and analysis of the Environmental Learning Surveys as our main focus.
 b) The Parent Coordinator holds bi-weekly parent workshops in the morning to address various parent issues. She has planned several to address our ESL parents that address middle school applications; newly arrived to our school, a "Meet and Greet" session with the Parents' Association; parent translators will be available along with school staff who are bilingual.
- 4) The activities that are planned are a direct outcome from parent input and suggestions via the questionnaires and surveys. These included homework help; completing and use of the reading log, and services available to ESL parents and children. Translation services are offered by specific parent volunteers of the PA.

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)	5	13	3	1	3	3								28
Intermediate(I)	4	8	6	5	10	3								36
Advanced (A)	12	2	11	8	6	6								45
Total	21	23	20	14	19	12	0	0	0	0	0	0	0	109

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P	7	11	13	8	12	6							
READING/ WRITING	B	11	2	0	3	3	0							
	I	7	7	5	6	6	1							
	A	2	11	8	5	6	1							
	P	1	8	5	2	8	6							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	4	2	0	9
4	7	11	1	0	19
5	1	5	1	0	7
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	7	0	5	0	0	0	12
4	4	1	14	1	2	0	0	0	22
5	1	0	3	0	5	0	0	0	9
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	4	0	11	1	2	0	21
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

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

6. Describe how you evaluate the success of your programs for ELLs.

1) We use several assessments. First, all of our students are given the DRA2. Then during the school year we use F & P. We reassess with DRA in January and June (to prepare for the next year). Through frequent assessing we are able to progress monitor and make adjustments with instruction and academic intervention services. Our assessments, along with NYSESLAT and LAB-R prove each year that the comprehension and writing are the two areas that are in need of improvement. As a result, in the primary grades we have instituted and continue to use Foundations as a support phonics program. In addition, sight word vocabulary helps to develop each student's reading fluency abilities. Through the CCLS in writing we have seen that our children need structure in writing and familiarity with the rules of grammar, spelling, etc. and so the Simple Solutions program is used to address these concerns. We have also instituted a new research plan in science whereby the children are taught the research process using our method of research ("Read, Close, Think, Write") to avoid issues of plagiarism; we have found huge success with this methodology. In addition, to address the verbal skills (and poise and knowledge) the children give an oral report as well. In studying the results of our ELLs we saw that having the students write a report and to give an oral presentation was something that needed to be addressed. We also give beginning of the year assessments in math. This drives instruction as far as setting up math groups for differentiation.

2) The data, LAB-R, reveals that all newly enrolled students in grades 1-4 are non-English speakers so ESL teachers will plan instruction focusing on four modalities while newly enrolled kindergarten students showed better verbal skills (speaking) and instruction will be focused on developing listening, reading, and writing skills. Based on our analysis, our ELLs need additional support in vocabulary development in the content areas. As a result, vocabulary development is a school-wide goal to help our ELLs become more proficient in this area. The assessments that were given in addition to the NYSESLAT, which illustrated these trends, are backed up when we give our pre-assessments in September along with the DRA2.

3) We will focus on reading and writing in our academic intervention service plan. The specialty personnel will include our reading teacher, Ms. Biton, our math coach, Ms. Sblano, and our AIS part time teachers for math and literacy, Ms. Stritzl, the certified ESL teacher and Ms. Glaser. The patterns we analyzed based on the results of the NYSESLAT clearly indicates that listening and speaking modalities are acquired faster than reading and writing across all grades and proficiency levels, hence the reason for AIS focusing on reading and writing instruction. These results assist us with planning instruction for each ELL.

4a)The data reveals that the children who are in our free standing ESL program longer improve the most over time. The data in the assessments indicates that over several years there is growth and progress as opposed to children who are in our school for two years or less. The majority of our ELLs and FELLs who took the NYS Standardized Tests have shown academic growth. Data reveals that majority of ELLs scored at Levels 2 & 3 (36 students in math; 5 ELLs scored at Level 1). Most of our ELLs took ELA (for the first time many children who have IEPs showed growth) last year, and the data reveals that advanced and intermediate ELLs scored at levels 2 & 3. (24 students in ELA; while beginners and low intermediate scored at Level 1; 11 are these). In science for our fourth grade ELLs, out of 21 students, 2 students scored at Level 4, 12 students scored at Level 3, and 4 students scored at Level 2, and three students scored at Level 1. Two students took the assessments in their native language; others opted to take the assessments in English. As far as proficiency and progress, many of the students who are in the intermediate level progress at a faster rate to proficiency than the students in the beginner level progress to the intermediate level. We believe this is due to the fact that additional time in our school allows each child the time to acquire the English language and to become more at ease with the new language. In addition, since we have many more services for the children in grades 3-5, the testing grades, we see the combination of service with length of time being in the school beneficial. We look at the Periodic assessments along with our progress monitoring assessments that include DRA2 and classroom assessments to monitor progress and student growth. Long range assessments used are the NYS Standardized tests, NYSESLAT, and beginning of the year

assessments. We look at the results in reading and math to see the trends of how students progress. Students who receive the additional remediation in school such as our reading and math push in and pullout services (using Title III Funding and FSF and Title I funding) have progressed more rapidly in both core subjects than students who do not receive these services. As stated, these services are given to our intermediate grades because these are our testing grades and so the growth that is seen reflects the children who are in the intermediate and advanced levels of proficiency. The staff members involved, Ms. Biton (Reading Specialist), Ms. Glaser (Math Specialist), Ms. Stritzl (ESL Specialist, Title III), Ms. Sblano (Math Coach), and Ms. Beker (ESL Specialist) confer with the principal, Mr. Cimino, and Ms. Corales, the assistant principal, to study the progress of the ELLs who receive the additional support. Comparisons are made to our primary students who are ELLs as they are addressed by the classroom teacher and the ESL specialist.

b) The ELL students take the Periodic Assessments and the results mirror what we see in the classroom and on teacher-made assessments and the DRA 2 and of course with F & P. When we, the principal, assistant principal, ESL specialist, math coach, and reading specialist, meet to look at the results of the Periodic Assessments we discuss the cohorts such as SWDs and ELLs, and we focus on what additional services can be utilized to help the children, in this case, ELLs, move and progress. After studying the data, the plan that we put in place is believed to be most effective to see change and growth.

5) NA.

6) Success is measured the same way with our ELLs as it is measured with our SWDs and our G & T children and with our general education population, on growth and progress. We look at our Annual Progress Report and we see if we addressed our ELL population by making significant progress to earn extra bonus points as compared to our Peer Schools and the city. We look at our Accountability and Overview Report and analyze the results we made with our ELLs and make sure that we make our AYP. We analyze the data we retrieve from the NYSESLAT and break it down into the four categories so that we can make an individual plan of action for each student to address weaknesses and to plan methods and strategies to assist each child with learning per the Universal Design for Learning Framework. We analyze the results from all of the assessments we use to ensure getting the best possible picture of each student and then setting an action plan that is created by the classroom teacher with input from other resources (such as the ESL pullout teacher, principal, guidance counselor, psychologist, reading teacher, and math coach).

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: PS 193/The Gil Hodges School

School DBN: 22K193

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frank A. Cimino	Principal		10/15/11
Annabell Corales	Assistant Principal		10/15/11
Kathy Rosenfeld	Parent Coordinator		10/15/11
Larisa Beker	ESL Teacher		10/15/11

School Name: PS 193/The Gil Hodges School

School DBN: 22K193

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Terri Cadet	Parent		10/15/11
Effie Katehis	Teacher/Subject Area		10/15/11
Cynthia McGinty	Teacher/Subject Area		10/15/11
Lori Sblano	Coach		10/15/11
	Coach		1/1/01
Patricia Pacheco	Guidance Counselor		10/15/11
	Network Leader		10/15/11
Lisa Minichello	Other <u>Speech</u>		10/15/11
Caroline Tornabene	Other <u>Speech</u>		10/15/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 22k193 **School Name:** The Gil Hodges School

Cluster: 5 **Network:** 533

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

Part A: Needs Assessment Findings

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

We have a population of ELL students that comprises about 12% of the school population. In addition, many of our parents speak only native languages and little or no English. We have families who speak at least nine foreign languages. This information was culled from our Language Allocation Policy, cumulative records (HLIS), parents' preferred language forms, and from ATS. As we reviewed our Learning Survey as another one of our tools, the data analysis reveals that about 25% (our parent participation rate of our ELL and non-English speaking parents on the Learning Survey is quite low) of parents request written translation of school notices. We make every effort to provide translation services to our parents using in-house interpreters, such as bilingual paraprofessionals and teachers, bilingual parents and the NYC Office of Translation and Interpretation Unit to assist us in our endeavors. When we send home report cards, which are critical documents that inform parents of their child's strengths, weaknesses, and recommendations, we attach a translated version to ensure full comprehension by the parent. On all communiques sent to parents, we include a boiler plate whereby ELL parents and FELL parents are informed who to call to help receive translation services within our school. As our ELL population increases, the need of written/oral translation and interpretation has increased as well.

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.

We believe that we understand the special needs of our ELL and FELL parents and that we are addressing their needs to the fullest extent possible. We know that parental communication and support is critical to the education of every child in our school. The plan (which includes, oral translators in the school, both school staff and parent volunteers; boiler plate message in many languages on all communiques informing parents where they can get the necessary translation, and use of the NYC Office of Translation & Interpretation Unit) that we have in place clearly establishes our desire to meet the needs of non-speaking English parents and to be all inclusive in all school functions. This in fact carries over during our Family Night Workshops where we offer translation services and during Parent Teacher Conferences where we utilize

the NYC Office of Translation and Interpretation, as well as paying per session for bilingual paraprofessionals to return in the evening to serve as translators, and engaging parent volunteers who are bilingual to assist during these crucial conversations between the ELL and FELL parents and the classroom teacher. The data indicates an overwhelming need for oral interpreters during registration, orientation, and in individual parent meetings. These findings were reported to our SLT and these findings are posted in our entry way. In addition to the boiler plate translated version as well as several foreign languages, we have requested the NYC Off. of I. & T. Unit to translate these findings so that ELL and FELL parents are fully aware of the services that are at their disposal (This will go home in a translated letter to parents as well).

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.

On all communiques, a boiler plate will be added that addresses many languages in our school indicating to our non-speaking English parents where they may call to get assistance with translation. In addition, several staff members, teachers and paraprofessionals, are bilingual and they will be translating these letters into the parents' native languages (Spanish, Haitian Creole, Russian, and Mandarin). We will also utilize the services of parent volunteers to assist with written translations where feasible. Finally, we will contact the NYC Office of Translation & Interpretation Unit via fax requesting important matters to be translated as well. We will make every attempt to anticipate the timeliness of all communiques when we request the services of the Office of T & I Unit. We have posted translated signs for our ELL and FELL parents to enable them to move about school to locate the general office, the rest rooms, and availability of translated resources. We will not be utilizing an outside vendor in any of these scenarios. We will tap into our school and community resources as well as those offered to us by the NYCDOE. Through these steps, our ELL and FELL parents will be kept informed of all matters of importance regarding their child in particular as well as the school community at large.

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 translations will include the use of school staff; we have several staff members who speak (Haitian Creole, Russian, Spanish, and Mandarin) a variety of foreign languages that meet the needs of ELL parents. These members of the staff will be available during the school day, every day to assist with oral translations when necessary. In addition, oral translation is provided during registration, orientation and during Parent-Teacher Conferences by our in-house translation team. The team includes teachers and paraprofessionals who will receive per session payment for returning to the school at night to serve as oral translators. We also will utilize our Parents' Association members in all of our endeavors. We have many parents who are bilingual who have offered their services to assist with oral translations when parents may need them to discuss their child's progress with the classroom teacher or to assist newly arrived parents who are registering their child for the first time. Finally, we will utilize the services of bilingual students should all else fail to assist with oral translations (however, the student will not be asked to do any interpretations with conversations that are related to student achievement and/or student conduct, per the Chancellor's Regulation A-663) since the timing is the critical issue. We never want any parent to feel that we did not make every effort to be welcoming as well as accommodating when it comes to face to face discussions (again whether it be for the first time entering our school or for a discussion with the child's teacher). It should be noted that based on our analysis of the needs assessments, we decided to purchase and distribute bilingual dictionaries to all of our ELL students/parents (we do this during our ESL Parent Workshops in addition to the classroom) so that the child along with the parent can have a resource that will aid them in translation both for written communications and in oral conversations. Furthermore, we have bilingual dictionaries in our classrooms to service our ELL and FELL populations.

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

We are fully aware of the Chancellor's Regulations A-663, and in particular Section VII, that pertains to our school's responsibilities and requirements when it comes to notification of parents in their primary language, the Bill of Rights and Responsibilities. This translated version was indeed sent to all ELL parents in their native language in September when we sent the English version home to students as well. We have many translated signs (and illustrations that assist parents with identifying the fact that the parent may speak only a foreign language) displayed in the general office as well as in our school vestibule upon entry into the building. The signage clearly indicates that there is availability to each ELL and FELL parent that there are interpretation services to ensure that the parent understands all of their rights and privileges as well as the availability of oral translator services to assist with conversations and written translations. Our School Safety Plan also contains procedures for parental notification and assistance should a parent or parents require to be in contact with our administrative offices. As per the Chancellor's Regulation A-663, the data indicates an overwhelming need for written translation during registration, orientation, parent-teacher conferences, parent workshops, and all handouts that are distributed during these special events. Translation is not only provided for ELL parents but for the entire school population that includes our FELL parents. It is important to note that with availability of these services, the parent involvement, understanding, and participation has increased over time.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Gil Hodges School	DBN: 22K193
Cluster Leader: Debra Maldonado	Network Leader: Nancy Ramos
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 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 type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We want to address our Intermediate and Advanced students in an after school program to see if this intervention can boost the number of students who will score Proficient on the NYSESLAT exam as well as to see the number of ELLs progress vis-à-vis in their growth %/proficiency. This will also effect our Progress Report since this is a cohort whereby we need to address based on the lack of progress made by these students (on this year's Progress Report). We also checked the data in our Title III AMAO to see which area we were deficient and this data supported our other data (see above) in that our students did not make the AMAO2 target for achieving proficiency. We will focus on grades 4 & 5 first; no more than 12 students (Advanced then Intermediate students). The instructional focus will be on improving comprehension and writing skills. Students will receive additional instruction in academic vocabulary using various materials including Journey Into Reading: Strategies for Comprehension with Vocabulary; alternate text sets, and other pertinent materials that we have available in the school (i.e. bilingual dictionaries, listening centers, etc.) We will begin In November and two Common Branch teachers will run the after school program which will run on Thursday and Friday from 2:20-4:00pm. The certified ESL teacher will be a continued resource to these teachers as the sessions progress along in the school year. This literacy program ends in May 2013. We will have one certified ESL teacher coming on board to teach as well beginning in January. They will be using Journey to Reading Materials (Literacy).

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: We will provide three additional professional development days per certified ESL teacher to work as a team with our Network ESL Specialist. We will focus on our literacy program that will encompass writing skills, responding to literature, and address the CCLS within the CIE instructional units (Task Bundles). Ms. Randy Soderman and/or Ms. Mildred Cordova will be our trainers during the three day seminar that will begin sometime In January (we are planning one per month; January, February and March). The certified ESL teacher will hold a two-hour professional development workshop to prepare and discuss skills and strategies on how to utilize ESL methodologies and strategies in the after school program with the two Common Branch teachers. During the run of the program, the certified ESL teacher will confer and assist and be a resource to these teachers as they implement the program.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: We will provide evening Parent Workshops as part of our Title I Schoolwide Projects Parent Involvement Program. We will focus on Literacy and how to address integrating writing skills into every subject area. Students will work in a small group on units of study that incorporate academic language development and test preparation. Ms. Larisa Beker will be the presenter for this evening workshop of two and a half hours. The invitation letters will be sent in the parents' home languages as well as in English to attend the parent workshop. We will also advertise this important workshop in our school Newsletter and on our school yard bulletin board.

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		