Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: P.S. 204 – VINCE LOMBARDI SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K204

PRINCIPAL: NANCY TOMASUOLO EMAIL: NTOMASU@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA COSTANTINO

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
Nancy Tomasuolo	*Principal or Designee	
Michele Ferraro	*UFT Chapter Leader or Designee	
Andrea Repole	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Jessica Michaelidis	Member/Assistant Principal	
Michele Bennett	Member/Assistant Principal	
Peter Fazio	Member/Teacher	
Laura Bonomolo	Member/Teacher	
Maria Forde	Member/Parent	
Michelle Ngai	Member/Parent	
Maria Rosa Alonge	Member/Parent	
Dina Vallaro	Member/Parent	
Lambrina Gournelos	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013 100% of administrators and teachers will strengthen the use of common language and understanding of what quality teaching looks like. We will accomplish this by deepening our school community's comprehension of Danielson's Framework for Teaching as administrators conduct at least six informal observations for each teacher with a focus on three Danielson Competencies (1e, 3b, 3d) and provide teachers with formative feedback.

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.

Based on the Citywide Instructional Expectations for the 2011-2012 school year, we introduced teachers to Danielson's Framework for Teaching as we closely examined six Danielson competencies. Informal observations were conducted in six week cycles and teachers were given valuable feedback. To further develop our understanding of best teaching practices, we are continuing to examine Danielson's Framework this year. As per the Citywide Instructional Expectations for the 2012-2013 school year and our reflection on last year's informal observations, we are focusing on three Danielson competencies this year. We identified a need to focus on 1e – Designing Coherent Instruction, 3b – Using Questioning and Discussion Techniques, and 3d – Using Assessment in Instruction. This is based on the increased rigor of the Common Core Learning Standards. In order to help students achieve these higher standards we need to ensure that we have coherent units of study with assessments that measure student progress.

Instructional strategies/activities

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

- In September teachers will identify individual and grade professional goals based on the Danielson Framework
- Administrators will conduct six informal observations of each teacher from September to June and provide actionable feedback
- Ongoing professional development for all teachers will be provided by administrators and a curriculum coach to engage teachers in professional learning as they explore the Danielson Framework for Teaching
- Monthly grade conferences will be conducted by assistant principals to highlight best practices observed throughout the building
- Administrators will use the Teach Boost web-based observation recording system to document Danielson visits and provide data on school wide observation trends
- Teachers will reflect on feedback and make shifts in daily practice and planning based on feedback

Strategies to increase parental involvement

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

Parents will be introduced to the Danielson Framework for Teaching and selected competencies while Citywide Instructional Expectations are addressed at Leadership Team meetings and PTA Executive Board meetings

Budget and resources alignment

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

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

_X_____ Tax Levy _____ Title I _X_____ 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).

- Use Tax Levy funds to purchase Teach Boost system
- Use Title IIA funds to fund curriculum coach and teacher salaries

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, 100% of classroom teachers will align at least 2 units of study in both Math and ELA to prepare students to meet grade level standards and the demands of the NYS ELA and Math exams as evidenced by curriculum units, classroom observations and teacher team evaluations.

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.

For the past three years we have been working to align our curriculum with the Common Core Learning Standards. Initially, this involved examining our existing curriculum and identifying gaps. Where gaps existed, we worked to develop lessons to address the CCLS. Last year each grade implemented an embedded task in both literacy and math that was aligned to CCLS. This year we will implement two additional common core aligned units of study on each grade level for a total of four common core aligned units of study. By developing and implementing common core aligned units of study we will prepare students to meet grade level standards and the demands of the NYS ELA and Math exams.

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,
    - f) key personnel and other resources used to implement these strategies/activities,
    - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - h) timeline for implementation.

- Administrators and curriculum coach will provide ongoing professional development to teachers about the instructional shifts required by the Common Core Learning Standards
- Lead teachers will attend Network professional development sessions and turn key information to staff
- Instructional team, which consists of lead teachers, will meet once or twice per month to evaluate school-wide curriculum changes and make decisions regarding revisions to the existing curriculum calendar
- Collaborative teacher teams at each grade level will upgrade existing units where possible and develop and implement new Common Core aligned units to include baseline, formative, and culminating assessments – at least two units of study will be implemented before January 2013 and at least two more units will be implemented by May 2013
- Collaborative teacher teams will engage in inquiry cycles to look closely at student work to make adjustments to curriculum, assessment, and instruction
- Teachers will reorganize math content to teach fewer topics and allow for more time to focus on the major work of the grade
- Teachers will improve literacy instruction across content areas making sure to provide more opportunities for students to read and respond to a combination of literary and informational texts
- Teachers will ensure that each Common Core aligned unit of study provides points of entry for all students and addresses a minimum of three Common Core Learning Standards

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.

- Administrators will provide information at PTA meetings to parents regarding Common Core Learning Standards and the necessary instructional shifts
- Provide opportunities for parents to help them understand the accountability systems including student proficiency levels, standardized assessments, ARIS, Acuity, rubrics, grading policies
- Provide information to parents about materials needed to align curriculum to Common Core Learning Standards
- Conduct parent workshops on topics to include Citywide Instructional Expectations, grade level curriculum, instructional shifts demanded by Common Core Learning standards, changing demands of the ELA and Math NYS tests
- Provide parents with opportunities to share their suggestions on the implementation of school wide curricular changes

Budget and resources alignment

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

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

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

If other is selected describe here: NYSTL funds

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).

- Use Tax Levy funds for teacher salaries
- Use NYSTL funds to purchase non-fiction books to support new Common Core aligned units of study
- Use NYSTL funds to purchase test preparation books for NYS ELA and Math exams that mirror new test format
- Use Title IIA funds to design schedules for curriculum coach and cluster teachers that allow for lead teachers to meet once or twice per month for the purpose of curriculum planning/writing and to attend Instructional Team meetings once or twice per month

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, 85% of students will demonstrate improved reading skills in the areas of fluency, accuracy and comprehension as evidenced by the increase of three or more reading levels on the Teachers College Reading Assessment.

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.

After conducting a multi-year trend analysis of student performance on the Teachers College Assessment and NYS ELA exam we determined that while our data reflects a rise in the number of students performing at high levels in the area of reading, we need to demonstrate progress in this area. This was particularly evident in our Progress Report.

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.

- Teachers will continue to implement the Teachers College Reading and Writing units of study throughout the school year
- Teachers will develop Common Core aligned units of study that include a balance of literary and informational texts and prepare students for the new demands of the ELA exam
- An upper grade 12:1:1 class with very low level readers will pilot the SPIRE Program, which is an Orton-Gillingham based program, to improve the students' decoding skills
- Kindergarten teachers will continue to implement the Wilson Voyager Phonics Program to teach letter sound correspondence to students
- First and second grade teachers will pilot the Chall-Pop Phonics Program to improve students' decoding skills
- We will continue to provide struggling students with AIS services (Extended Day, push in remediation, pull out remediation) to improve their skill deficiencies
- Administrators and curriculum coach will provided ongoing professional development to teachers on guided reading, differentiation, and best reading instructional practices
- Teachers will set measurable unit goals for students and utilize pre-tests and post-tests to measure progress
- We will continue to evaluate and purchase supplementary reading programs for AIS and special education students
- We will continue to search for supplementary reading materials which provide multiple entry points to support our at-risk students and SWDs.
- Curriculum coach will teach two literacy cluster periods for each Integrated Co-Teaching class in the school by designing lessons to target identified needs

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.

- Classroom teachers will conduct class conferences to communicate with parents about the curricular demands and instructional shifts required by Common Core Learning standards
- Workshops will be offered to parents by parent coordinator and curriculum coach on literacy topics throughout the year
- Family Literacy Night will be held in the spring
- Teachers will communicate with parents about students' individual reading goals and reading levels
- Teachers College Independent Reading Level Benchmarks will be shared with parents on report cards and during parent teacher conferences
- Parent coordinator will train parents on how to use ARIS Parent Link to access student data
- Data specialist will conduct workshops on ELA test demands and how to use ACUITY to access performance data and instructional resources

Budget and resources alignment

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

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

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

If other is selected describe here: NYSTL funds

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).

- Use Tax Levy funds for teacher salaries and general supplies
- Use NYSTL funds to purchase SPIRE materials
- Use NYSTL funds to purchase supplemental literacy materials
- Use Title IIA funds for teacher and curriculum coach salaries

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.

By June 2013, with the implementation of a Response to Intervention program, there will be a 5% decrease in the number of students referred for AIS services as evidenced by Tier 1 interventions in curriculum plans and classroom observations.

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.

After revisiting our school's implementation practices for AIS and reviewing the Citywide Instructional Expectations for the 2012-13 school year, we felt it was necessary to formalize our existing systems for identifying students in need of AIS services. We want to ensure that classroom teachers are developing plans for helping struggling students meet standards, documenting the interventions they're implementing, and monitoring student response to intervention. For students who do not demonstrate progress with Tier 1 interventions, we want to make sure they receive the next level of support through Tier 2 services.

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.

- Classroom teachers will be provided with ongoing professional development about what constitutes a multi-tiered RtI system
- Monthly RtI/PPT meetings will be held to discuss student progress and needs, make decisions about instruction, intervention, and referrals for special education
- Classroom teachers and AIS providers will analyze data to inform instruction, identify appropriate interventions, and document student progress
- Teachers College Reading Assessment will be administered and utilized as a universal screening tool to determine which students are not meeting benchmarks
- Classroom teachers will develop plans for implementing Tier 1 interventions for students who are not meeting benchmarks and response to these interventions will be documented
- A Tier 2 AIS Request Form will be developed for classroom teacher use as a way to document Tier 1 interventions attempted and communicate lack of progress to RtI Team
- RtI Team members/AIS providers will create goals for students on their caseload and monitor progress
- Teachers will provide documentation of interventions given to students before students are referred to the next tier.

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.

- Parent coordinator and data specialist will provide parent workshops about how to access Teachers College Assessment results from the ARIS Parent Link
- Teachers will communicate student goals through monthly correspondence, as well as, report cards and conversations at Parent Teacher conferences
- Letters will go home to parents notifying them if their child is mandated to attend the Extended Day program or recommended to receive AIS
- AIS providers will complete progress reports for all students on their caseloads
-

Budget and resources alignment

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

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

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

If other is selected describe here: NYSTL funds

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).

- Use Title IIA funds for teacher salaries
- Use Tax Levy funds to pay salaries of classroom teachers and AIS providers, as well as, general supplies
- Use NYSTL funds to purchase books, computers, software

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	Push-in literacy remediation Pull-out literacy remediation Literacy Enrichment Program for ELLs	Small group Small group Small group	During the school day During the school day After School
Mathematics	At-risk SETSS Extended Day Program	Small group Small group	During the school day Before school
Science	Extended Day Program	Small group	Before school
Social Studies	Extended Day Program	Small group	Before school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling by Guidance Counselor and Social Worker	Small group and/or one-to-one	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.

We work collaboratively with several colleges and universities to develop and implement superior student teaching programs. Many student teachers that have participated in our professional development have joined our faculty upon completion of their certification.

When vacancies arise we utilize the Open Market Hiring System to identify highly qualified candidates.

To ensure that all current staff members are highly qualified, support to teachers is provided through professional development which is provided by CFN staff, administrators, and curriculum coach. Mentors are assigned to support struggling and new teachers.

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- 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;
- 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;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g. 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 Jose Ruiz/Debra Van Nostrand	District 20	Borough Brooklyn	School Number 204
School Name The Vince Lombardi School			

B. Language Allocation Policy Team Composition ⓘ

Principal Nancy Tomasuolo	Assistant Principal Jessica Horgan
Coach N/A	Coach N/A
ESL Teacher Caterina Terruso	Guidance Counselor Alison Harris
Teacher/Subject Area Janet Bova - AIS	Parent Teri Faicco
Teacher/Subject Area Maureen Spellman-Moore - IEP	Parent Coordinator Jody Logosso
Related Service Provider Joy Macko - Speech	Other Ju Liu - ESL Teacher
Network Leader	Other type here

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	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	1076	Total Number of ELLs	111	ELLs as share of total student population (%)	10.32%

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. Upon entering PS 204 as a new admit to the NYC school system, we take several steps to identify those students who may possibly be ELLs. The pupil accounting secretary, Mrs. Catalano, calls upon one of our two ESL teachers, Mrs. Terruso or Mrs. Liu, to come to the counter in the main office to administer the Home Language Identification Survey (HLIS), which includes the informal oral interview in English and the native language. Mrs. Terruso is able to speak Spanish and Italian and Mrs. Liu is able to speak Chinese. If Mrs. Terruso and Mrs. Liu are unavailable, we have two other teachers who are trained to administer the HLIS, Mrs. Bova (AIS teacher) and Mrs. Spellman-Moore (IEP teacher), who the pupil acounting secretary calls upon to administer the HILS. When necessary, the trained pedagogues ask for assistance from our bilingual paraprofessionals, who speak Spanish (Ms. Rodriguez or Ms.Curo), Urdu (Ms. Siddique, Ms. Khaleel, Ms. Chowdhury), Bengali (Ms. Siddique, Ms. Khaleel, Ms. Chowdhury), and Arabic (Ms. Andrawis), Polish (Mrs. Chobor), and Chinese (Ms. Tong) to interpret information during the informal interview with the parent. We make use of DOE's over-the phone-interpretation services to conduct the interview if we do not have a staff member who can communicate effectively with the parent in their native language. We do this by calling 718-752-7373 ext. 4. Once the HLIS is administered, one of the trained pedagouges analyzes the results and instructs the pupil accounting secretary to enter the appropriate Home Language code in ATS. If the child is eligible for LAB-R testing based upon the HLIS, one of our ESL teachers administers the LAB-R to the student within the first ten days of registration at our school. It typically takes place on the day of registration or the very next day. Students who have a home language of Spanish are also tested using the Spanish LAB if they are found to be eligible based on results of the LAB-R. All test scores are then used to determine a child's level of English language proficiency and whether or not the child is eligible for service in our ELL program. From that point forward, ELLs are tested annually each spring using the NYSESLAT to determine their level of English language proficiency and their continued entitlement to service.

2. There are three program choices available to ELLs – a transitional bilingual program, a dual language program, and a freestanding ESL program. We have structures in place at our school to ensure that parents understand all three program choices. Our ESL teachers and one of our Assistant Principals continuously review LAB-R test results of new admits to determine who is entitled to service. The ESL teachers prepare entitlement letters and written invitations to a parent orientation meeting and these are sent home to parents in their native language. The parent orientation meeting takes place annually during the last week of September and on an on-going basis throughout the year as new admits arrive at our school. The staff member who sets up these orientations is our parent coordinaor, Mrs. Logosso. At these orientations, parents are welcomed into the school community and presented with a video in their native language describing the language instruction programs available to their children.

3. After attending an orientation meeting, parents are able to make informed decisions for their children as they fill out and return the Parent Surveys and Program Selection Forms. Typically, parents receive these forms at the parent orientation meeting and submit them to our ESL teachers before leaving the meeting. If the Parent Surveys and Program Selection Forms are not returned, one of our ESL teachers or the Parent Coordinator does outreach by phone and sends home another copy of each document until we receive them back.

4. After reviewing the documents submitted by our parents, we determine the appropriate instructional program for our ELLs and we

place them in classes appropriately. We use over-the-phone interpretation services to communicate with parents in their native language when we place students in instructional programs. We also send home the Program Placement Form in the parents' native languages.

5. The trend for the past few years is that our parents overwhelmingly select a freestanding ESL program for their children. To reflect that choice, only a freestanding ESL program has been implemented and we do not currently have a transitional bilingual program or a dual language program. However, if 15 parents with the same home language in the same grade or consecutive grades selected a program other than the freestanding ESL program, we would open the class for our students.

6. Our program model is aligned with parent requests. At this time it is not necessary to build alignment between parent choice and program offerings because we are already fully aligned. If, however, parents started indicating a preference for a program we didn't offer we would take the necessary steps to create the program and hire appropriately certified teachers.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K**☒ **1**☒ **2**☒ **3**☒ **4**☒ **5**☒ **6**☐ **7**☐ **8**☐ **9**☐ **10**☐ **11**☐ **12**☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	111	**Newcomers (ELLs receiving service 0-3 years)**	82	**Special Education**	27
SIFE	0	**ELLs receiving service 4-6 years**	27	**Long-Term (completed 6 years)**	2

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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	82	0	19	27	0	8	2	0	0	111
Total	**82**	**0**	**19**	**27**	**0**	**8**	**2**	**0**	**0**	111
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	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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

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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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	8	4	4	4	5								**30**
Chinese	13	6	5	14	7	14								**59**
Russian	1	1	1	0	1	0								**4**
Bengali	0	0	0	0	0	1								**1**
Urdu	0	0	0	2	1	0								**3**
Arabic	1	1	0	0	4	1								**7**
Haitian	0	0	0	0	0	0								**0**
French	0	0	0	0	0	0								**0**
Korean	0	0	0	0	0	0								**0**
Punjabi	0	0	0	0	0	0								**0**
Polish	0	0	0	0	0	1								**1**
Albanian	0	2	0	0	0	0								**2**
Other	1	1	0	0	2	0								**4**
TOTAL	**21**	**19**	**10**	**20**	**19**	**22**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**111**

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. Instruction is delivered in a freestanding ESL program using a pull-out model. We provide a comprehensive language program for students in kindergarten through grade five in accordance with CR Part 154 guidelines. Two full-time ESL teachers each teach five periods per day, allocating correct time periods to students based upon their English language proficiency levels, as well as, any IEP mandates for special education students in the ESL program. Our ESL classes are graded and heterogeneous with mixed proficiency levels.

2. Students at the Beginning and Intermediate levels of language proficiency receive 360 minutes (8 forty-five minute instructional periods) of ESL instruction per week. Students at the Advanced level of language proficiency receive 180 minutes (4 forty-five minute instructional periods) of ESL instruction per week in addition to 180 minutes of English Language Arts instruction per week in the general classroom. One of the ESL teachers services students in kindergarten through grade two and the other ESL teacher services students in grade three through grade five. Explicit ESL and ELA instructional minutes are delivered as per CR Part 154 because we carefully schedule each grade level's ESL periods taking into consideration the time of day classroom teachers are delivering ELA instruction. Students at the Beginning and Intermediate levels of language proficiency receive their ESL instruction in double period sessions while classroom teachers are teaching ELA. Students at the Advanced level of language proficiency receive their ESL instruction in single period sessions so they still receive 180 minutes of ELA instruction with their classroom teachers.

3. All four modalities of listening, speaking, reading, and writing are incorporated into ESL lessons. Our ESL teachers work to make content comprehensible to enrich the language development of our ELLs. We use a workshop model of instruction in which teachers conduct a mini-lesson with a clearly stated teaching point. During the mini-lesson teachers model a specific strategy and then students are given an opportunity to apply that strategy individually and/or in small groups with varying degrees of support from the teachers depending on student ability. Students are actively engaged in lessons and participate fully. Instruction is differentiated for ELL subgroups as described in the following paragraphs.

4. We ensure that ELLs are appropriately evaluated in their native language by doing a needs assessment of our ELL caseload. Through

the needs assessment, we determine which students in grades 3, 4, and 5 need to have the NYS Math and NYS Science tests administered in their native languages. For those students, we make sure they receive both an English and an alternative language edition of the test simultaneously. This is available in Spanish, Chinese, Russian, Haitian Creole, and Korean. If we have students who need assessments in languages other than these, we seek out bilingual staff members or hire translators from DOE's contracted vendor so they can provide oral, direct translations of the English edition of the tests.

5. We differentiate instruction for ELL subgroups in the following ways:

a. We do not currently have any Students with Interrupted Formal Education (SIFE), but if we did, we would implement a program designed to maximize learning by taking into consideration the student's level of academic performance. After assessing the student's current skill levels, instruction would be tailored to fill in the language regression gap that was caused by interrupted schooling. The ESL teachers would work with SIFE students to systematically build foundational language skills.

b. For ELLs in U.S. schools less than three years, we implement a program of study that addresses their specific needs. We work to establish a language foundation through vocabulary-building activities that incorporate listening and speaking. We model correct English language usage and expose students to appropriately leveled literacy materials. We have created two Extended Day classes for lower and upper grade newcomers to emphasize the development of beginner phonics skills that will lead to further developments in reading and writing. We also use the Wilson Fundations program for all of our kindergarten newcomers to build letter sound correspondence and sound blending skills. Since NCLB now requires ELA testing for ELLs after one year, we have implemented an instructional program to prepare them for the demands of this test. Students engage in listening activities and are taught how to take notes that aid in constructing written responses to questions about the stories that are read aloud to them. Students are also taught comprehension strategies to support their ability to correctly answer multiple choice and constructed response questions after reading grade level passages.

c. For ELLs receiving service for four to six years we analyze the available NYSESLAT data to identify which modalities need to be stressed during instruction. In all cases we have found that students perform better on the listening and speaking subtests than they do on the reading and writing subtests. As a result, we provide instruction to remediate this deficiency. Students are engaged in lessons that are designed to teach reading and writing strategies during their ESL periods, general classroom literacy periods, and additional Academic Intervention Service (AIS) periods. These students get every available support to help them achieve grade level standards and demonstrate English language proficiency.

d. For Long-Term ELLs who have completed six years of ESL instruction, we again analyze their NYSESLAT results to determine strenghts and areas in need of improvement. We then tailor a program to meet their instructional needs. The two long-term ELLs we have on caseolad are students who have been hold over to repeat a grade. We find that they struggle in both reading and writing so these areas are emphasized in both the ESL program and the general classroom.

6. For our ELLs identified as having special needs, we follow Individual Education Program (IEP) mandates to ensure that student learning goals are met. Our special education teachers, general education teachers, and ESL teachers collaborate to design effective instructional programs for these students so that their English language skills improve while their disabilities are taken into consideration. They use research based strategies, such as scaffolding, to meet ELL-SWDs where they are and build upon existing skill sets. They also design instructional activities to increase vocabulary development, improve listening skills, and refine oral and written language abilities. They do this while ensuring that ELL-SWDs have access to academic content areas while working to accelerate their English language development. Teachers use the appropriate grade level curricular materials including "Everyday Math," "Teachers College Reading and Writing," and "On Our Way to English." In addition, they use an abundance of supplementary materials that are appropriate to the students' skill levels to make sure deficiencies are remediated.

7. We use curricular, instructional, and scheduling flexibiity to meet the diverse needs of ELL-SWDs within the least restrictive environment. ELLs in both ICT and 12:1:1 special education programs are all pulled out during one block of time, which is the last one or two periods of the day depending on English proficiency level. This is to make sure that these students receive the necessary English Language Arts and Math instruction in their special education programs to meet IEP goals, while still allowing time throughout the school day for other IEP-mandated pull-out services of Speech/Language, OT, PT, and/or APE. By having all ELL-SWDs receive ESL instruction at the same time each day, IEP-driven instruction is more easily scheduled and implemented. Monitoring that students receive

A. Programming and Scheduling Information

services in the least restrictive environment is crucial and we accomplish this by strictly adhering to IEP guidelines.

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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

B. Programming and Scheduling Information--Continued

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

8. We have targeted intervention programs for ELLs in ELA and math. One of our approaches to intervention is a push-in model, where AIS providers come into the general classroom and work with small groups of students to provide instruction tailored to meet their learning needs. The other approach is a pull-out model, where AIS providers work with groups of students in a separate setting to provide instruction tailored to meet their learning needs. Students are assessed to determine those needs and lessons are developed by the providers. AIS services are provided in English.

9. In addition to our current ELLs, we also provide these targeted intervention services to ELLs reaching who have reached proficiency on the NYSESLAT to continue giving transitional support for at least two years after testing out. These students receive AIS push-in or pull-out services in ELA and math so they can continue progressing academically. The former ELLs are also given testing accommodations for up to two years after testing out on the NYSESLAT. These testing accommodations include separate location, extended time (time and a half), use of bilingual glossaries, and simultaneous use of English and alternative language test editions.

10. Each year we review NYSESLAT results and consider using different programs or making improvements to existing programs in order to help our ELLs reach English language proficiency. Two of the new programs we have implemented are "Wilson Fundations," which is a multi-sensory phonics program for young students, and "Newcomer Phonics," which is a phonics program for older student who are just learning English. Instruction through these programs will give students much needed support with learning the essential sound-symbol relationships that build the foundation for reading fluently.

11. We do not plan to discontinue the use of any programs or services for our ELLs because we have determined they are making successful gains. As a result, we will continue to use our existing programs and materials.

12. ELLs are afforded equal access to all school programs. Parents are notified about all programs in their native languages. We have a community-based NIA after-school program that provides homework help and enrichment activities for approximately 200 students, many of which are ELLs. We also invite our ELLs to participate in the Title III after-school program, which provides supplemental language and literacy instruction.

13. We use a variety of instructional programs and materials to support our ELLs including "On Our Way to English" program, "Avenues" program, "Comprehension Strategies That Work" kit, "Text Talk" kit, "Wilson Fundations" kit, "Kaplan Advantage" workbooks, "Coach ELA & Math" workbooks, "TOPS" program, "Empire State NYSESLAT" workbooks, "Newcomer Phonics" program, "Month by Month Phonics" program, leveled libraries with fiction and non-fiction trade books, shared reading charts and posters, CDs, tapes, Chinese and Spanish versions of familiar picture books, Teachers College Reading and Writing Units of Study, "Everyday Mathematics" program, "Math Steps" workbooks, "Let's Sing About It" shared reading kit, and "Let's Talk About It" writing kit.

14. In our ESL program, native language support is delivered through use of bilingual libraries. We have purchased familiar trade books in English, Spanish, and Chinese so students can refer to the translated version while reading the English version. Students are also encouraged to speak and write in their native language while developing English language skills.

15. Our resources correspond to the ages, grade levels, and English proficiency levels of our ELLs. We are careful to appropriately match materials to each of our student groups. We do this by ordering materials at a variety of difficulty levels so that all needs can be met. We have materials for students at the beginning, intermediate, and advanced levels of English language proficiency at all age and grade levels. We accomplish this by reviewing the RNMR report from ATS, as well as, analyzing other sources of formal and informal data. We provide instruction that meets students at their current level of functioning and helps build upon the skills they already possess. This approach is called scaffolding and in order to successfully implement it we have to draw upon resources that correspond to our ELLs' ages, grade levels, and proficiency levels.

16. Being an elementary school, we do not know who our new admits will be prior to the beginning of the school year. As a result, we are unable to plan activities to assist newly enrolled ELLs before the beginning of the school year.

17. Being an elementary school, we do not offer any language electives to our students.

C. Schools with Dual Language Programs

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

At this time we do not have any dual language programs so this section is not applicable.

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. Ongoing professional development for teachers is a priority at our school. Our two ESL teachers will attend the following professional development workshops being offered by our ELL Network Support Specialist:

November 2011 – Demands of Common Core Learning Standards for ELLs
January 2012 – Writing Responses on the NYSESLAT & ELA
June 2012 – Effective Strategies in Literacy Instruction for ELLs

In addition, our ESL teachers, AIS teachers, general and special education classroom teachers, alternate placement paraprofessionals, and related service providers will attend monthly common prep meetings here at our school for the purpose of professional development. Topics of these meetings will include differentiation of instruction, using data to drive instruction, setting individual and group learning goals for students, using ELL standards to plan instruction, preparing students for success on the NYSESLAT, implementing effective guided reading lessons, improving writing instruction, and using progress reports to communicate with parents. All personnel who work with ELLs are included in professional development sessions so they can more effectively meet the needs of our ELLs.

2. We also provide support to staff so they can assist ELLs as they transition from elementary school to middle school. We work closely with our ESL teachers and our fifth grade teachers to ensure that student needs are met and accurate records are kept of student progress. Our teachers create a student portfolio that we pass on to the middle school. This portfolio documents the goals we have set for students and they progress they have made toward reaching those goals. The portfolio also includes assessments and data with an analysis of student strengths and areas in need of improvement so that the teachers at the middle school level are able to gauge a starting point for instruction that build upon the work we did with our ELLs in elementary school. Our assistant principal, our parent coordinator, and our teachers also reach out to the parents of our ELLs and encourage them to attend Middle School Open Houses so they can be better prepared to enter middle school after graduating from P.S. 204.

3. As per Jose P., we have worked to ensure that all of our teaching staff has the required 7.5 hours of ELL training. In April of 2007 we hired consultants from Americas Choice to come to our school and do a series of five full day workshops for all staff members entitled "Essential Practices for Working with ELLs."

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. We have a very actively involved parent population at P.S. 204, which includes our parents of ELLs. When available, invitations to all meetings and school functions are sent home in languages preferred by parents so they can understand and participate fully. Many of our parents attend monthly PTA meetings, as well as, other school-wide events. Parents attend class plays, Student of the Month Assemblies, Honors Assembly, Giftsharing Assembly, Family Literacy Night, and Family Math Night.

2. We have developed relationships with staff from a variety of Community Based Organizations such as the Neighborhood Improvement Association (NIA), the Brooklyn Chinese Association (BCA), and Arab American Association of New York (AAANY). These organizations provide services to our ELL parents on an as needed basis. Either our parent coordinator or our guidance counselor facilitate the referral to these CBOs and assist our parents in obtaining the assistance they need. The services offered by these organizations include such things as English language lessons, homework help, and counseling.

3. We evaluate the needs of our parents through conversations parents have with our teaching staff, our parent coordinator, and our administration. We also use the information from the Home Language Survey and the Learning Environment Survey.

4. We plan and implement a large variety of parental involvement activities to address the needs of our parents. In addition to the Parent Orientation Meetings for ELL parents, we have monthly Parent Teacher Association Meetings with invited guests who give presentations about a range of topics that are important to our parents. We have had doctors, nurses, and dentists come to meetings to talk about health care for children. We have also had police officers and firefighters come to meetings to talk about safety issues. In addition, we have had teachers do presentations about curriculum, instruction, and language acquisition. We work hard to address the needs of our parents using information we get from them.

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)	20	6	4	3	9	6								48
Intermediate(I)	0	6	2	9	2	5								24
Advanced (A)	1	7	4	8	8	11								39
Total	21	19	10	20	19	22	0	0	0	0	0	0	0	111

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	8	5	0	18
4	2	5	5	0	12
5	5	9	4	0	18
6					0
7					0
8					0
NYSAA Bilingual Spe Ed				1	1

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	3	0	8	1	6	1	1	0	20
4	0	3	4	1	6	3	2	0	19
5	3	0	8	1	5	1	2	1	21
6									0
7									0
8									0
NYSAA Bilingual Spe Ed							1	0	1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	2	2	4	5	1	3	0	19
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

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

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

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

1. We use the TCRWP Reading Assesement to assess the early literacy skills of our ELLs. Analysis of this data shows that most ELLs in the lower grades need to improve their phonics, phonemic awareness, and other decoding skills. Being that English is new for these students and they need to learn about letter sound correspondence, it makes sense that they would show deficiencies in these areas. Our TCRWP data also reveals that our ELLs in the lower grades need to improve their sight word knowledge. This will help students read more fluently and accurately. Teachers use this information to group students for differentiated instruction. They also conduct guided reading lessons based upon students' reading levels on the TCRWP assessment.

2. Patterns have emerged through data analysis. Our LAB-R results indicate that most new admits across all grades enter our school at the Beginning or Intermediate level of English language proficiency. NYSESLAT results vary by grade. On the 2011 NYSESLAT, 12 of our 20 kindergarten ELLs moved up at least one level and 7 of those students scored at the proficient level, which means they no longer need ESL service. Similarly, 16 of our 19 first grade ELLs moved up at least one level and 10 of those students scored at the proficient level. Of our 10 second grade ELLs, 7 moved up at least one level with 2 of them scoring at the proficient level. Of our 20 third grade ELLs, 10 of them moved up at least one level with 3 of them scoring at the proficient level. Of our 19 fourth grade ELLs, 14 of them moved up at least one level with 6 of them scoring at the proficient level. Of our 22 fifth grade ELLs, 14 of them moved up at least one level with 8 of them scoring at the proficient level. When our returning ELLs are combined with our new admits who are entitled to ESL service, grades K to two have approximately 75% of its ELLs at the Beginning or Intermediate level of English language proficiency and the other 25% at the Advanced level. On the upper grades from grade 3 to 5, approximately half of the ELLs are at the Beginning or Intermediate level of English proficiency and the other half are at the Advanced level.

3. Further NYSESLAT data analysis has shown patterns across the modalities. Many of our first graders are scoring at the Advanced level in the areas of listening and speaking, but at the Beginning or Intermediate levels in the areas of reading and writing. These students need concentrated instruction in reading and writing in order to progress and demonstrate proficiency. Similarly, most of our second graders are already at the Advanced or Proficient level in the areas of listening and speaking. Their instruction also needs to emphasize reading and writing because they underperformed in that area. The same is true of third, fourth, and fifth graders who scored at the Proficient or Advanced levels in listening and speaking, but at the Beginning and Intermediate levels in reading and writing. Instructional decisions are based on this data. We tailor our ESL instruction to meet student needs. Resources are purchased and utilized in a way that is aligned with the needs of our students. Our ultimate goal, of course, is to help our students reach English language proficiency. We do this by providing instruction in all four modalities, but emphasizing the areas most in need of improvement based on prior year NYSESLAT performance.

4. We examine performance data on NYS tests to look for patterns across proficiencies and grades.

a. Analysis of last year's NYS ELA scores indicates that 14 out of 48 ELLs tested scored at levels 3, while 22 out of 48 scored at level 2, and 12 out of 48 scored at level 1. This means that 29% of our ELLs met grade level standards, 46% of our ELLs are approaching those standards, and 25% are far below those standards.

Analysis of last year's NYS Math scores indicates that 28 out of 60 ELLs tested scored at levels 3 and 4, while 24 out of 23 scored at level 2, and only 9 out of 60 scored at level 1. This means that 47% of our ELLs met or exceeded grade level standards, 38% of our ELLs are approaching those standards, and only 15% of our ELLs are far below those standards. For the NYS Math test, 12 out of 60 students took the test in their native language of Chinese, Spanish, Russian, or Arabic and 6 out of the 12 scored a level 3 or 4 (50%), 3 out of the 12 scored a level 2 (25%), and 3 out of the 12 scored a level 1 (25%). The results were similar whether the students took the test in English or their native language.

Analysis of last year's NYS Science scores indicates that 9 out of 19 fourth grade ELLs tested scored at levels 3 and 4, while 6 out of 19 scored at level 2, and 4 out of 19 scored at level 1. This means that 47% of our ELLs met or exceeded grade level standards, 32% of our ELLs are approaching those standards, and 21% of our ELLs are far below these standards. For the NYS Science test, 7 out of 19 students took the test in their native language of Chinese or Spanish and 2 of them scored a level 1, 4 of them scored a level 2, and 1 of them scored a level 3.

b. Our school leadership and teachers are using the results of the Periodic Assessments to set goals for students and plan instruction. We analyze the data from their test results to determine strengths and areas in need of improvement.

c. Examination of Periodic Assessment data reveals that our ELLs would benefit from instruction geared toward reading comprehension. Students need to work on identifying the main idea, sequencing story events, and determining importance.

5. We do not have a dual language program.

6. We evaluate the success of our program for ELLs by measuring student progress from year to year. We pay special attention to NYSESLAT scores because they provide a break-down by language modality, but we also use other formal and informal assessments. We use rubrics to assess listening, speaking, and writing skills. We use running records to assess reading skills. We also worked to create our own ESL Progress Report, which our ESL teachers complete for each student at the end of each marking period. This helps us to monitor growth as we identify student strengths and areas in need of improvement and communicate this information to parents.

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

Part VI: LAP Assurances

School Name: The Vince Lombardi School			**School DBN:** 20K204
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Tomasuolo	Principal		11/3/11
Jessica Horgan	Assistant Principal		11/3/11
Jody Logosso	Parent Coordinator		11/3/11
Caterina Terruso	ESL Teacher		11/3/11
Teri Faicco	Parent		11/3/11
Janet Bova	Teacher/Subject Area		11/3/11
Maureen Spellman-Moore	Teacher/Subject Area		11/3/11
	Coach		
	Coach		
Alsion Harris	Guidance Counselor		11/3/11
Debra Van Nostrand	Network Leader		11/3/11
Ju Liu	Other ESL Teacher		11/3/11
Joy Macko	Other Speech Teacher		11/3/11

School Name: The Vince Lombardi School			School DBN: 20K204
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 20K204 **School Name:** P.S. 204 -The Vince Lombardi School

Cluster: 6 **Network:** 609

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.

To assess our school's written translation and oral interpretation needs we analyzed information from ATS reports, Home Language Identification Survey (HLIS) forms, and blue cards. For those families without this information in ATS, we also sent home the Parent Language Preference Form that was made available on the DOE website and then updated ATS to indicate their preferences. Based on results received from these sources, a master list of all home languages was created. This list not only provides information about the entire school population, but it also enabled us to break down the data by grade and class. Through close examination of this information, we were able to determine the specific translation and interpretation needs of our school community so parents can be provided with appropriate and timely information in the languages they understand.

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

Through the needs assessment, it was determined that approximately 35% of our families prefer communication from the school in a language other than English. Of those families, the top four languages preferred are Chinese (24%), Spanish (8%), Arabic (1%), and Russian (1%). These findings were reported to the school community in early fall through discussions at a faculty conference and a Leadership Team meeting. Additionally, a memo was generated and distributed to each classroom teacher indicating the parents' language preferences for their class. Using this information, teachers can ensure that all written correspondence is sent home to parents in translated versions with the languages parents can understand.

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.

P.S. 204 will provide written translation services to meet the identified language needs of our families. The method we will use most often to obtain and distribute written correspondence in appropriately translated versions for parents is downloading letters and forms in Chinese, Spanish, and Arabic from the Department of Education website. In addition, we will forward letters generated by the school administration or teaching staff to the Office of Translation to be translated and returned for distribution to parents. Lastly, when necessary we will make use of the language expertise of our ESL teachers and bilingual paraprofessionals, who are able to translate in Chinese, Spanish, Urdu, Arabic, Russian, and Bengali.

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.

P.S. 204 will provide oral interpretation services to meet the identified language needs of our families. In addition to utilizing our bilingual ESL teachers, paraprofessionals, and other staff members to interpret in the languages of Chinese, Spanish, Urdu, Arabic, Russian, and Bengali, we will hire interpreters from LIS when necessary. These interpreters will be hired to work during each of the two Parent-Teacher Conference sessions that take place in the fall and spring term. They will provide parents with the information needed to be active partners in the education of their children as they allow teachers to report to parents about classroom expectations and student progress/performance in the languages they understand.

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.

At P.S. 204 we will work hard to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Signs are posted in the main lobby and throughout the school building in languages parents understand.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 204 - Vince Lombardi School	DBN: 20K204
This school is (check one):	☐ conceptually consolidated (skip part E below) ☒ NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐ Before school ☒ After school ☐ Saturday academy ☐ Other:
Total # of ELLs to be served: 50 Grades to be served by this program (check all that apply): ☐ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

At PS 204, we are currently servicing 83 English Language Learners in kindergarten through grade five with a free-standing ESL program. This constitutes approximately 7% of our total school population. We have two full-time ESL teachers who each teach five periods per day, allocating correct time periods to students based on their English language proficiency levels. Students at the Beginning and Intermediate levels of language proficiency receive 360 minutes of ESL instruction per week. Students at the Advanced level of English language proficiency receive 180 minutes of ESL instruction per week in addition to 180 minutes of English Language Arts instruction per week in the general classroom. The most recent analysis of instructional levels of our kindergarten through grade five ELL population using LAB-R and NYSESLAT scores indicated that 20 students are at the Advanced level, 30 are at the Intermediate level, and 33 are at the Beginning level. Using these results, students were grouped by grade level and level of English language proficiency to create the classes in which they receive the appropriately mandated ESL instruction during the school day.

To provide supplemental instruction to our ELLs, we will implement an after-school program that will develop and strengthen literacy skills and oral language skills. The Enrichment Program will help our students work toward meeting the Common Core learning standards. The standards describe what all students should be able to achieve at each grade level. The English Language Arts standards focus on the skills of listening, speaking, reading, and writing. There is a direct correlation between these ELA standards and the foundations of effective ESL instruction, as each of the four modalities are weighed equally when providing instruction to ELLs. Goals of the after-school program include providing opportunities for additional instructional support focused around improvement of vocabulary and communication in both written and oral forms. This will be accomplished through differentiated instruction using a variety of materials including leveled readers, shared reading posters/big books, and music. The students will be given opportunities to practice skills of language fluency, accuracy, and expression. They will also build upon their fund of general knowledge.

Through the after-school Enrichment Program, we will provide supplemental instruction to approximately 50 ELLs in grades one through five. The language of instruction will be English. Students will be broken into three classes based on their academic instructional levels and English language proficiency levels as determined by assessment data. This program will be conducted in accordance with Title III guidelines. It will meet across 10 weeks from November 27, 2012 to February 5, 2013. The program will include two sessions per week on Tuesday and Thursday afternoons for a total of 18 sessions. Each session will be two hours in length from 3:00 to 5:00 PM. Instruction will be provided by a highly qualified ESL teacher and three highly qualified literacy content area teachers who are familiar with the instructional strategies best suited for developing skills of English language proficiency. The ESL teacher will push in to each of the three classes during every session. This will ensure that the literacy

Part B: Direct Instruction Supplemental Program Information
content area teachers are providing instruction in reading, writing, listening, and speaking while the ESL certified teacher supports the instructional objectives. She will share her expertise as she co-teaches and demonstrates how to scaffold student learning to build language skills. A supervisor will run the program and ensure that students' needs are being met. She will provide training and professional development to the four teachers working the program and she will facilitate the use of data and appropriate instructional materials. Being that this is the only after school program in our building, this is the only supervisor for the program.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: All professional development activities will be aligned with the Title III program of services. The ESL teachers and the assistant principal who serves as the after-school program supervisor will provide on-going professional development for the literacy content area teachers participating in the Enrichment Program. While the program is in session from late November through early February, they will meet for two training sessions. These meetings will take place during a collaborative teacher team meeting time on Thursdays from 8:00 AM to 8:40 AM. During the first meeting, teachers will be provided with an overview of the program and its goals, as well as, an introduction to the instructional materials to be utilized. During the second meeting, the teachers will work to examine and utilize student work in order to plan and differentiate instruction based on the students' levels of English language proficiency. Additionally, time will be spent familiarizing teachers with the demands of the NYSESLAT so they can prepare students to perform successfully.

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: In addition to the after-school Enrichment Program for students, our Parent Coordinator, Mrs. Jody Logosso, and our PTA President, Mrs. Mona Ng, will facilitate a parent involvement program for parents of our ESL sudents. Invitations will be sent home to parents in their native languages. During the

Part D: Parental Engagement Activities
program, parents will be presented with information regarding the Enrichment after-school program so they can become knowledgeable about what their children will be learning and how it will help them maximize success at school. Parents will be given two booklets - "How to Help Your Child Learn to Read" and "How to Help Your Child Get Ready for Math." The parent coordinator and the PTA president, who is bilingual, will meet with parents for two different sessions. The first will focus on reading and the second will focus on math. It will take place in our school cafeteria on two Friday mornings during the month of January from 9:00 to 10:00 AM.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
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) • Per session • Per diem	$9,167 (per session)	4 teachers x 2 hours x 18 sessions 1 supervisor x 1.5 hours x 18 sessions
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	$2,033	marble notebooks, pencils, folders, paper, binders - $540 Grade Level ELL Book Collections from BookSource - $1,263 "Help Your Child Learn to Read" Parent Booklets and "Help Your Child Get Ready for Math" Booklets - $230
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	$11,200	