



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME: LADY DEBORAH MOODY**

**DBN : 21K212**

**PRINCIPAL: JOSEPHINE MARSELLA**

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**SUPERINTENDENT: ISABEL DiMOLA**

**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.

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Josephine Marsella	*Principal or Designee	
Lauren Colucci	*UFT Chapter Leader or Designee	
Valerie DeLeon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Deborah Delluomo	Member/Assistant Principal	
Gisell Orellana	Member/Teacher	
Maria Aquino-Brown	Member/Teacher	
Sharon Dror	Member/Teacher	
Shantell Lloyd	Member/Parent	
Aziza Bakroun	Member/Parent	
Mallory Figueroa	Member/Parent	
Erica Kuskin	Member/Parent	
Cynthia Montalvo	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 each teacher will become knowledgeable of the well developed indicators in the Framework for Teaching. We will continue to improve teacher effectiveness by using existing structures of self-assessment, peer assessment and reflection on teaching practices. This research-based teaching framework will provide clear expectations for teacher practice and serve as a focus for teacher development.

### **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.

Teacher effectiveness is the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. This is also the foundation for professional development and teacher evaluation processes. This links all of the activities together and helps teachers become more thoughtful and effective. Teachers will continue to use last year's survey reflections and feedback from administrators' rubrics to identify strengths and weaknesses in the three areas of focus for the 2012-2013 school year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,

#### Activity #1

**Teacher's Self Assessment:** Teachers will use results from self assessments and feedback from administrators' rubrics to plan coherent instruction that meets the needs of all student sub-groups. Administrators' feedback and results from self assessments will be used by teachers when selecting ARIS Learn modules that help them meet the needs of all student sub-groups.

**Target Population:** All Teachers

**Responsible Staff Members:** All Teachers, Instructional Lead Teachers, Data Specialist, Principal, Assistant Principal and Network CFN 605

**Implementation Timeline:** September 2012- June 2013

#### Activity #2

**Professional Development:** Professional Development will be provided by Instructional Lead Teachers as well as Network CFN 605 focusing on components of Danielson's Frameworks for Teaching. FFT components (1E, 3B and 3D) will be

integrated into the classroom, with a focus on increasing student participation in all sub-groups. Teachers will be provided with PD on how to utilize advanced Promethean Board tools that will engage all subgroups in units of study that are aligned to the Common Core Learning Standards. Additional PD will be provided on Book of the Month activities incorporating technology which help meet the needs of all student sub-groups (English Language Learners and students with disabilities in the ELA and Mathematics content areas). Links to all resources are available on our school's wiki space.

**Target Population:** All Teachers

**Responsible Staff Members:** Instructional Lead Teachers, Data Specialist, Technology Teacher, Principal, Assistant Principal and Network CFN 605

**Implementation Timeline:** September 2012- June 2013

Activity #3

**Teacher Observations:** Administrators will continue to follow a schedule for teacher observations and feedback using a research based rubric. School leaders will engage in constructive conversations with teachers to discuss strengths and suggestions for improving their instructional practices. Teacher will use results from rubrics to self select ARIS modules to help them meet the needs of all student sub-groups. The frameworks will also be discussed during inquiry meetings as a means to improve student performance in all content areas. Links to all resources and rubrics are available on our school's wiki space.

**Target Population:** All Teachers

**Responsible Staff Members:** Instructional Lead Teachers, Data Specialist, Technology Teacher, Principal, Assistant Principal and Network CFN 605

**Implementation Timeline:** September 2012- June 2013

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

Teachers collaborate at grade conferences, common preps, inquiry team meetings and professional periods to determine academic assessments, outcomes and needs for their students. The teachers work together on common preps to design rubrics, tasks and projects. Administrators will provide coverage in order for teachers to have additional time to collaborate. Google Docs will be utilized by teachers to map curriculum units of study in ELA, Mathematics and TDQ's. The real-time features of Google Docs allows for collaboration and feedback between teachers and administrators, both inside and outside of the classroom.

#### **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 fill out a Learning Needs Survey to permit teachers to become familiar with students' needs.
  - Open School Week allows parents to visit their child's class and view the instructional style of the teacher.

- Parent workshops are conducted throughout the year by the Parent Coordinator and the Academic Intervention Teachers to apprise parents of the higher learning standards to which their child will be working.
- Monthly Newsletters are distributed to each parent for each grade to keep them informed of the Common Core Learning Standards and instructionally aligned activities being taught in the classroom.
- Curriculum resources from the Reading Street and enVision programs are posted on our school website. Monthly newsletters, links and login information to Acuity, ARIS and curriculum programs are also posted.
- Letters were sent to parents with Acuity names and passwords to enable their children to complete instructional resources in literacy assigned by the classroom teacher.

**Budget and resources alignment**

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

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

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

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).
- Principal (TL Funds)
- Assistant Principal (many)
- Teachers (Mostly TL funds)
- Materials (TL Funds, Title 1 Funds)
- Violence Prevention Program (Book of the Month Program Title 1 Funds)

## **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, 60% of our students in grades 3-5, including SWD's and ELL's, will show progress by moving up one rubric level in completing a performance task based upon interdisciplinary units of study in literacy. This will be evident by students producing two performance tasks based upon interdisciplinary units of study in literacy.

### **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 results of 2011-2012 ELA New York State Exam, we realized the need to engage students in more rigorous common core aligned performance tasks within interdisciplinary areas. This will help bridge the gap between present student performance and higher academic expectations. Additional data used to guide development of curriculum maps includes performance on last year's units of study, Acuity instructional resources, Benchmarks and running records.

### **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,

#### **Activity #1**

**Professional Development:** PD will be given on the following topics: Universal Design for Learning, Common Core State Standards, Curriculum Mapping on Google Docs, Curriculum Instructional Initiatives, Common Core Aligned Performance Tasks, Text Complexity and Text Dependent Questions. Exemplar samples from Engage NY will be reviewed. Teachers will review sample test items correlated to the Common Core Learning Standards for the 2012-2013 school year and also sample questions put forth by PARCC to be used in future years. Classroom teachers are implementing these changes into their instructional planning and test preparation strategies to meet the needs of all student sub-groups. A strong focus of our reading instruction has been in developing text dependent questions based on the changes to the upcoming state exam. In addition, Instructional Lead teachers will be provided with ongoing professional development by the network, which will then be turn keyed to the staff. The study groups will focus on supporting Common Core Learning Standard alignment for ELLs and SWDs. All resources are available on our school's wiki space.

**Target Population:** All Teachers

**Responsible Staff Members:** Instructional Lead Teachers, Technology Teacher, Data Specialist, Principal, Assistant Principal and Network CFN 605

**Implementation Timeline:** September 2012- June 2013

### Activity #2

**Common Planning Time for Teachers:** Teachers will collaborate with colleagues, a minimum of three times a week, to plan for the implementation of the common core aligned units of study. Teachers will analyze student work samples, review student data, create rubrics and share instructional resources that are posted on the school's wiki space. Teachers will also create differentiated scaffolded tasks to provide students in all sub groups with the instructional base needed to complete the culminating tasks. The principal will use grade conferences to have conversations about best practices. Teachers will modify instruction to meet students' needs allowing them to independently complete the rigorous tasks. Performance tasks will be submitted to the administration for review prior to giving the tasks to students. Curriculum maps will be available to administrators and other staff members to view in Google Docs accounts.

**Target Population:** All Teachers

**Responsible Staff Members:** All Teachers, Instructional Lead Teachers, Data Specialist, Technology Teacher, Principal and Assistant Principal

**Implementation Timeline:** September 2012- June 2013

### Activity #3

**Instructional Resources:** Due to increased text complexity, more rigorous Texts have been implemented for all grades as of the 2012-2013 school year. Teachers will use Google Docs to keep track of student reading levels and progress. In addition, classroom teachers are using more rigorous texts in literacy instruction to address needs of all sub-groups. Teachers will use United Streaming to incorporate standards-aligned video segments in order to promote student engagement in literacy. These videos will be presented to the whole class as part of a mini-lesson or presented in small groups of students as part of Inquiry. The technology teacher will also incorporate these digital resources in order to extend literacy instruction in the technology lab which are shared on the school's wiki space. Teachers in grades 3, 4, and 5 will use Acuity to analyze student progress on periodic assessments. They will use Acuity to retrieve and analyze data to customize instruction and assessments in literacy. Instructional resources will be assigned based on student needs.

**Target Population:** All Teachers

**Responsible Staff Members:** All Teachers, Instructional Lead Teachers, Data Specialist, Technology Teacher, Principal and Assistant Principal

**Implementation Timeline:** September 2012- June 2013

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

Teachers collaborate at grade conferences, common preps, inquiry team meetings and professional periods to determine

academic assessments, outcomes and needs for their students. The teachers work together on common preps to design rubrics, tasks and projects. The real-time features of Google Docs allows for collaboration and feedback between teachers and administrators both inside and outside of the classroom.

**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.
  - Conduct parent workshops that include: grade level curriculum and assessment expectations, literacy activities and resources that parents use to help their children at home and technology training to build parents’ capacity to help their children with instructional resources in literacy and review of the new expectations based on the Common Core Learning Standards.
  - Monthly Newsletters are distributed to every parent on each grade to keep them informed of the Common Core Learning Standards and instructionally aligned activities being taught in the classroom.
  - Curriculum resources from the Reading Street program are posted on our school website. Monthly newsletters, links and login information to Acuity, ARIS and curriculum programs are also posted.
  - Letters were sent to parents with Acuity names and passwords to enable their children to complete instructional resources in literacy assigned by the classroom teacher.
  - Weekly classes are provided for parents to develop their knowledge of the English language.

**Budget and resources alignment**

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

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Principal (TL Funds)
- Assistant Principal (many)
- Teachers (Mostly TL funds)
- Materials (TL Funds, Title 1 Funds)
- Violence Prevention Program (Book of the Month Program Title 1 Funds)

### **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, 60% of our students in grades 3-5, including SWD's and ELL's, will show progress by moving up one rubric level in completing a performance task based upon interdisciplinary units of study in math. This will be evident by students producing two performance tasks based upon interdisciplinary units of study in math .

#### **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 results of 2011-2012 New York State Exam, we realized the need to engage students in more rigorous common core aligned performance tasks within interdisciplinary areas. This will help bridge the gap between present student performance and higher academic expectations. Additional data used to guide development of curriculum maps includes performance on last year's units of study, Acuity instructional resources and Benchmarks.

#### **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,

##### **Activity #1**

**Professional Development:** The principal will provide ongoing Professional Development related to the implementation of the CCLS by utilizing the Instructional Leads as facilitators. Teachers will acclimate themselves to these standards and align the enVision math topics to the Common Core Scope and Sequence Pacing Calendar. PD will also be given on the following topics: Universal Design for Learning, Common Core State Standards, Curriculum Mapping (Google Docs), Curriculum Instructional Initiatives and the Common Core Aligned Performance Tasks, New York City Department of Education Scope and Sequence. The Scope and Sequence was reviewed for its differences in and the transition from the New York State Standards to the Common Core Learning Standards. Teachers gained an understanding for what constitutes the major work of the grade. Exemplar Samples from Engage NY have been reviewed. Teachers reviewed sample test items correlated to the Common Core Learning Standards for the 2012-2013 school year and also sample questions put forth by PARCC to be used in future years. In addition, Instructional Lead teachers will be provided with ongoing professional development by the network, which will then be turn keyed to the staff. The study groups will focus on supporting Common Core Learning Standard alignment for ELLs and SWDs. All resources are available on our school's wiki space.

**Target Population:** All classroom teachers

**Responsible Staff Members:** Instructional Lead Teachers, Technology Teacher, Principal, Assistant Principal and Network

CFN 605

**Implementation Timeline:** September 2012 – June 2013

#### Activity #2

**Common Planning Time for Teachers:** Based on the instructional shifts for the Common Core Learning Standards, teachers aligned their math program by omitting some previously taught topics and placing more emphasis on others. Classroom teachers are implementing changes on the state tests into their instructional planning and test preparation strategies to meet the needs of student sub-groups. A strong focus of our math instruction has been in developing real-world multi-step questions based on the changes to the upcoming state exam. Teachers will collaborate with colleagues, a minimum of three times a week, to plan for the implementation of the common core aligned performance tasks. Teachers will analyze student work samples, review student data, create rubrics and share instructional resources. Teachers will also create differentiated scaffolded tasks to provide students with the instructional base needed to complete the culminating task. The principal will use grade conferences to have conversations about best practices. Teachers will modify instruction to meet students' needs allowing them to independently complete the rigorous tasks. Performance tasks will be submitted to the administration for review prior to giving the tasks to students. Curriculum maps will be available to administrators and other staff members to view in Google Docs accounts.

**Target Population:** All classroom teachers

**Responsible Staff Members:** All Teachers, Instructional Lead Teachers, Data Specialist, Technology Teacher, Principal and Assistant Principal

**Implementation Timeline:** September 2012 – June 2013

#### Activity #3

**Classroom Instruction and Resources:** Due to the instructional shifts, more real-world multi-step questions have been implemented for all grades as of the 2012-2013 school year. To support the teachers in creating these questions we have purchased a software program featuring exemplars and accompanying differentiated questions and sample rubrics. Teachers will use United Streaming to incorporate standards-aligned video segments in order to promote student engagement in mathematics. These videos will be presented to the whole class as part of a mini-lesson or presented in small groups of students as part of Inquiry. The technology teacher will also incorporate these digital resources in order to extend mathematics instruction in the technology lab which are shared on the school's wiki space. Students will be administered a baseline math assessment from Acuity in Grades 3, 4, and 5. The principal will provide teachers with one professional period a month, so teachers can view math item analysis in grades 3, 4 and 5 to identify areas of concern. After reviewing the item skills analysis and student work samples in math in grades 3, 4 and 5, teachers will be able to create instructional groups to provide differentiated instruction to bridge the gap between present performance and expectations. Teachers will use curriculum analysis to determine the students' entry point for a particular unit of study. Then, they will determine the skills, processes and tasks required to complete a culminating task. This assessment will determine the students' present level of

performance as related to the CCLS. Teachers in grades 3, 4, and 5 will use Acuity to analyze student progress on periodic assessments focusing specifically on student sub-groups. They will use Acuity to retrieve and analyze data to customize instruction and assessments in mathematics. Instructional resources will be assigned based on student needs. Students in grade 2 have access to Ten Marks accounts which provides them with individualized instruction in math concepts aligned to the common core. Accounts are accessed in the computer lab and weekly reports indicating student progress are used to meet the needs of all sub-groups. Each question is accompanied by video tutorials and hints to help students with questions that are challenging. Weekly reports are shared between the technology teacher and the classroom teacher to guide further individualized instruction. Students can also access instructional resources in the classroom and at home.

**Target Population:** All Teachers

**Responsible Staff Members:** All Teachers, Instructional Lead Teachers, Data Specialist, Technology Teacher, Principal and Assistant Principal

**Implementation Timeline:** September 2012- June 2013

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

Teachers collaborate at grade conferences, common preps, inquiry team meetings and professional periods to determine academic assessments, outcomes and needs for their students. The teachers work together on common preps to design rubrics, tasks and projects. The real-time features of Google Docs allows for collaboration and feedback between teachers and administrators both inside and outside of the classroom.

#### **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.
  - Conduct parent workshops that include: grade level curriculum and assessment expectations, literacy activities and resources that parents use to help their children at home and technology training to build parents' capacity to help their children with instructional resources in literacy, review of the new expectations based on the Common Core Learning Standards.
  - Monthly Newsletters are distributed to every parent in each grade to keep them informed of the Common Core Learning Standards and instructionally aligned activities being taught in the classroom.
  - Curriculum resources from the enVision program are posted on our school website. Monthly newsletters, links and login information to Acuity, ARIS and curriculum programs are also posted.
  - Letters were sent to parents with Acuity names and passwords to enable their children to complete instructional resources in literacy assigned by the classroom teacher.
  - PS 212's annual Family Math Night will be scheduled in the Spring of 2013 allowing parents to interact with their children in fun hands-on math activities correlated to the Common Core Learning Standards.
  - Letters have been sent home to parents with Ten Mark login information. Parents received an individual code allowing them to track their child's progress via their own account. Up to three parent accounts can be created using one code. This is ideal for

students who may not reside with both parents.

**Budget and resources alignment**

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

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

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

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).

- Principal (TL Funds)
- Assistant Principal (many)
- Teachers (Mostly TL funds)
- Materials (TL Funds, Title 1 Funds)
- Violence Prevention Program (Book of the Month Program Title 1 Funds)

### 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, 75% of students will be involved in Close Reading and Text dependent Questions across the content areas as evidenced in the units of study. This will be aligned to the Common Core Learning Standards and the 2012-2013 Citywide Instructional Expectations.

#### **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 results of 2011-2012 New York State Exam and the instructional shifts for the Common Core Learning Standards, we realized the need to engage students in more activities where they will think and read critically and communicate strongly both orally and in writing. Students need to be able to solve complex problems by responding to challenging Text Dependent Questions. To ensure college and career readiness, students will be exposed to a balance of fiction and informational texts to help bridge the gap between present student performance and higher academic expectations. Due to increased text complexity, more rigorous texts have been incorporated in instruction across all content areas as of the 2012-2013 school year. Additional data used to guide development of curriculum maps includes performance on Acuity instructional resources, Benchmarks and Running Records.

#### **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

##### **Activity #1**

**Professional Development:** Ongoing Professional Development will be conducted by instructional lead teachers to support the teachers in creating tasks, close reading strategies and text dependent questions that develop the rigorous thinking needed to align instruction to the Common Core Learning Standards. PD will be given on the following topics: Universal Design for Learning, Common Core State Standards, Curriculum Mapping on Google Docs, Curriculum Instructional Initiatives, Common Core Aligned Performance Tasks, Text Complexity, Close Reading and Text Dependent Questions. Teachers will use the Common Core model of text complexity to choose appropriate texts, both fiction and informational. Teachers will develop Text Dependent Questions (TDQ) that align to the new Citywide Instructional Expectations. Periodically teachers will assess student work through embedded assessments. These assessments will be graded using teacher created rubrics. Exemplar samples from Engage NY will be reviewed. Teachers will review sample test items correlated to the Common Core Learning Standards for the 2012-2013 school year and also sample questions put forth by

PARCC to be used in future years. Classroom teachers are implementing these changes into their instructional planning and test preparation strategies to meet the needs of all student sub-groups. A strong focus of our reading instruction has been in developing text dependent questions based on the changes to the upcoming state exam. In addition, Instructional Lead teachers will be provided with ongoing professional development by the network, which will then be turn keyed to the staff. The study groups will focus on supporting Common Core Learning Standard alignment for ELLs and SWDs. All resources are available on our school's wiki space.

**Target Population:** All Teachers

**Responsible Staff Members:** Instructional Lead Teachers, Technology Teacher, Data Specialist, Principal, Assistant Principal and Network CFN 605

**Implementation Timeline:** September 2012- June 2013

#### Activity #2

**Common Planning Time for Teachers:** The principal will provide one professional period a month. Teachers will use this time to choose appropriate leveled texts, create higher order thinking questions and develop curriculum maps. Teachers will use the Common Core model of text complexity to choose appropriate texts, both fiction and informational.

Teachers will develop Text Dependent Questions (TDQ) that align to the new Citywide Instructional Expectations by:

- \* Identifying the core understandings and the key ideas of the text
- \* Targeting vocabulary and the text structure
- \* Creating coherent sequences of text-dependent questions
- \* Identifying the standards that are being addressed

Periodically teachers will assess student work through embedded assessments. These assessments will be graded using teacher created rubrics. Teachers will analyze student work samples, review student data, and share instructional resources that are posted on the school's wiki space. Teachers will also create differentiated scaffolded tasks to provide students in all sub groups with the instructional base needed to complete the culminating questions. The principal will use grade conferences to have conversations about best practices. Teachers will modify instruction to meet students' needs allowing them to independently complete the text dependent questions.

**Target Population:** All Teachers

**Responsible Staff Members:** All Teachers, Instructional Lead Teachers, Data Specialist, Technology Teacher, Principal and Assistant Principal

**Implementation Timeline:** September 2012- June 2013

#### Activity #3

**Instructional Resources:** On an as needed basis, principal will schedule time with the Instructional Leads to address questions and concerns regarding the implementation of TDQ's into our reading instruction. In addition, classroom teachers are using more rigorous texts in literacy instruction to address needs of all sub-groups. Resources to online texts, curriculum maps and TDQs will be available to administrators and other staff members to view in Google Docs accounts. Promethean

Board Advanced Tools are available to teachers to promote close reading, interactive shared reading and writing, breaking down questions, analyzing optional sentence frames, modeling how to find answers and responding to questions. Teachers will use United Streaming to incorporate standards-aligned video segments in order to promote student engagement in literacy. These videos will be presented to the whole class as part of a mini-lesson or presented in small groups of students as part of Inquiry. The technology teacher will also incorporate these digital resources in order to extend literacy instruction in the technology lab which are shared on the school's wiki space. Discussions will take place that incorporate close reading strategies and responding to text dependent questions. Teachers in grades 3, 4, and 5 will use Acuity to analyze student progress on periodic assessments. They will use Acuity to retrieve and analyze data to customize instruction and assessments in literacy. Instructional resources will be assigned based on student needs. Additional resources are available on the school's wiki space. In addition, the above teaching strategies are incorporated in our After School Program in grades 3, 4 and 5.

**Target Population:** All Teachers

**Responsible Staff Members:** All Teachers, Instructional Lead Teachers, Data Specialist, Technology Teacher, Principal and Assistant Principal

**Implementation Timeline:** September 2012- June 2013

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

Teachers collaborate at grade conferences, common preps, inquiry team meetings and professional periods to determine academic assessments, outcomes and needs for their students. The teachers work together on common preps to design rubrics, tasks and projects. The real-time features of Google Docs allows for collaboration and feedback between teachers and administrators both inside and outside of the classroom.

#### **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.
  - Conduct parent workshops that include: grade level curriculum and assessment expectations, literacy activities and resources that parents use to help their children at home and technology training to build parents' capacity to help their children with instructional resources in literacy and review of the new expectations based on the Common Core Learning Standards.
  - Monthly Newsletters are distributed to every parent on each grade to keep them informed of the Common Core Learning Standards and instructionally aligned activities being taught in the classroom.
  - Curriculum resources from the Reading Street program are posted on our school website. Monthly newsletters, links and login information to Acuity, ARIS and curriculum programs are also posted.
  - Letters were sent to parents with Acuity names and passwords to enable their children to complete instructional resources in literacy assigned by the classroom teacher.

- Weekly classes are provided for parents to develop their knowledge of the English language.

**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      Title IIA      Title III      Grants     X  Other ARRA

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).

- Principal (TL Funds)
- Assistant Principal (many)
- Teachers (Mostly TL funds)
- Materials (TL Funds, Title 1 Funds)
- Violence Prevention Program (Book of the Month Program Title 1 Funds)

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

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

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

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

#### **Comprehensive needs assessment**

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

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

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

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

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

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

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

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

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

If other is selected describe here:

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

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Academic Intervention Services, Orton Gillingham Approach to Literacy, Voyager Passport Program, Wilson Foundations Program	Small group instruction	During the school day
Mathematics	Academic Intervention Services, multi sensory techniques	Small group instruction	During the school day
Science	Science Enrichment-Grade 4 (Foss Science Kits)	Small group	During the school day
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Guidance counseling</li> <li>• Weekly individual discussions</li> </ul>	One-to-one	During the school day
	<ul style="list-style-type: none"> <li>• At Risk counseling</li> </ul>	Small group and 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.

P.S. 212 only hires teachers who are NY State certified. The school administration attends recruitment fairs, works with our HR network partner and together, we review all teacher applications. Vacancies are posted on the open market system. Applicants who apply to the vacancy are interviewed. Once hired, the teachers receive rigorous professional development on an ongoing basis. This is conducted at the school level with our instructional lead teachers and our data specialist. In addition, our best practices are shared by the teachers throughout the year through vertical and horizontal alignment. Lead teachers are sent to network professional development sessions throughout the year to attend study groups in CCLS in literacy and math. New teachers are provided with a mentor teacher who serves as a “professional resource” throughout the year. Intervisitation is also arranged with a master teacher on an as needed basis. School administrators, having been trained in frameworks for teachers turnkey this information to the teaching staff. All teachers are then observed formally and informally using the FFT rubrics, namely, designing coherent instruction, questioning techniques, and assessment. Incorporating the FFT rubrics in daily planning of instruction will assist teachers to become highly effective. Citywide professional development is offered to the staff as well. In addition highly qualified funds are made available to our teaching staff by providing them with an opportunity to return to school to further their area of expertise.

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

**I. School Responsibilities**

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

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

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

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

*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;
- Resources are available on our school website for parents to access at home;
- We utilize the school messenger system to inform parents of school events and give parents updates;

*Provide general support to parents by:*

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

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

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

**III. Student Responsibilities:**

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

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

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

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

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

**Part I: School ELL Profile**

**A. School Information** [i](#)

Cluster Leader/Network Leader <b>Jose Ruiz/ Wendy Karp</b>	District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>212</b>
School Name <b>The Lady Deborah Moody</b>			

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

Principal <b>Josephine Marsella</b>	Assistant Principal <b>Deborah Delluomo</b>
Coach	Coach
ESL Teacher <b>Bonnie Merone</b>	Guidance Counselor
Teacher/Subject Area <b>Lawrence Fleck/ESL Teacher</b>	Parent
Teacher/Subject Area <b>Maria Hatimy/Data Specialist</b>	Parent Coordinator
Related Service Provider	Other
Network Leader	Other

**C. Teacher Qualifications** [i](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>

Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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## D. School Demographics

Total number of students in school	615	Total Number of ELLs	125	ELLs as share of total student population (%)	20.33%
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# Part II: ELL Identification Process

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

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

Paste response to questions 1–6 here

1. At registration, all parents and guardians must fill out the Home Language Identification Survey (HLIS). Upon completion of the registration process on the same day, if the HLIS indicates a language other than English, the school's pupil accounting secretary calls Deborah Delluomo, the Assistant Principal to the main office in order to conduct an interview with the parent(s) and child. When possible and necessary, native language support is utilized to aid the interview process—either through an in-house interpreter or through the over-the-phone interpretation services provided by the NYC Department of Education. Notes from the interview are attached to the student's HLIS and placed in the students' cumulative file; a copy is also kept in the main office. Based on this initial screening process, the ESL teacher determines whether a child is eligible for formal assessment through the LAB-R, and, if so, tests the child within two to three days. If applicable, the ESL teacher administers the Spanish LAB to the child as well within the same time frame. The child's score in the LAB-R determines whether he or she is eligible for ESL services for the duration of the school year. If the child is determined to be eligible according to the LAB-R, services begin immediately. If Mrs. Delluomo is unavailable or not in the building, the school has a back-up teacher that is trained in the HLIS interview process. Ms. Maria Hatimy, the full time data specialist, will facilitate the interview process. Both Mrs. Delluomo and Ms. Hatimy have been trained in the full process of interviewing, screening and parent letters and selection processes by Mrs. Bonnie

Merone the full time ESL teacher on staff.

In order to determine continued entitlement, all ELL students are evaluated in the spring of each school year using the New York State English as a Second Language Achievement Test (NYSESLAT). This test is conducted in the same manner as all other state assessments. During the testing period set by the state, the students are placed in separate locations by grade according to testing procedures. Students with IEP's receive modifications as per their IEP. Testing occurs simultaneously school-wide for all grades and levels for the Listening, Reading, and Writing sections of the test. The Speaking section of the test also occurs within the time period set by the state and is administered by the licensed ESL teachers to each student individually. If a student is absent, make-up testing occurs immediately, upon that student's return to school. The Listening, Speaking, and Reading sections of the test are packaged and sent to the Testing office. The Writing section of the NYSESLAT is scored in-house by a team of teachers, overseen by the two licensed ESL teachers.

The scores from this assessment determine whether a child is eligible to continue receiving ESL services, as well as his or her level of proficiency. If the child scores at the proficient level of the NYSESLAT, the child is no longer eligible for ESL services; however, the child will continue to receive testing modifications for two more years and AIS support services as necessary. If the child scores at the beginning or intermediate levels, the child will receive ESL services for 360 minutes per week; if the child scores at the advanced level, the child will receive 180 minutes per week. Services will continue to be provided by the two licensed ESL teachers.

In addition, the ESL teachers communicate with the School-Based Assessment Team to allow an open conversation regarding students IEP modifications.

Furthermore, ELL's throughout the year will be evaluated using multiple criteria. These evaluations will be based upon classwork, class participation, assignments, test scores and projects assigned to the students. Continuing articulation between the ESL and classroom teacher will also be ongoing in order to get a well-rounded picture of the ELL student.

2.

At the conclusion of the initial LAB-R testing period in the beginning of the school year, letters are sent home to parents in their native languages asking them to attend a meeting for the selection process of ELL placement as part of our parent outreach plan. This meeting is scheduled to take place within the third week of school. During this meeting, a workshop is conducted for parents using an online video, letters, bilingual interpreters, and handouts explaining the various program options available to them and to their children - Transitional Bilingual, Dual Language, and Freestanding ESL. The school makes every effort to have as many translations as possible available at the workshop. At this time, parents are asked to select the option most appropriate for their lifestyles. If parents are unable to attend, the school sends the information home in English as well as their native language for them to peruse and select. Follow-up letters are sent home to parents who do not return surveys. The two ESL teachers hand-deliver all letters to the students' classroom teachers for

distribution. The ESL teachers document each returned form of all eligible students; the original forms are attached to the students' home language surveys and placed in the students' cumulative files, while copies of the forms are kept on file in the main office. The parent coordinator also makes follow-up telephone calls to parents to ensure 100% responses.

For children who do not register within the initial LAB-R testing period, identification and testing occurs immediately as described above. Letters are sent home to the children's parents in their native language on the same day the test is administered informing them of their child's performance on the LAB-R assessment and, if the child is eligible for ESL services, the parent options available. More detailed information is attached to the letter in the parents' native languages as available. In addition, the letter communicates that the school outreach plan allows parents the option to set up a meeting with the ESL teachers. Contact information is included accordingly.

In addition, as part of our school's family outreach, communication is constant throughout the year through parent workshops about ELLs' success in different content areas, through school news letters, parent-teacher conferences, and through letters sent home in both English and home languages to keep parents abreast of school-related activities and testing. Our school also reaches out to the parents by including Adult/ESL classes for families of our students. These classes give parents the opportunity to learn English, form bonds with one another, as well as connect more closely with the school community.

Furthermore, a bi-monthly newsletter is sent home to inform the community of school happenings. Teachers also send home monthly letters to parents informing them of what is going on within their child's class. These letters give parents a chance to follow their child's academic instruction, as well as be informed of upcoming grade and school wide events.

3. At the initial parent meeting for program choice parents are asked to select the option most appropriate for their lifestyle. If a parent is unable to attend the meeting letters are sent home as a follow-up. The letters sent home are hand-delivered by the ESL teachers to the students classroom teacher for distribution. A list is kept of all the ESL students and as letters of selection are returned the student is checked off and the selection is written next to their name. As newly admitted students register, the assigned personnel will discuss parent options and selections with the parent. If applicable the parents might view the online video, if they do not want to select at that time, letters of selection are sent home in English and in the student's native language (when available). If requested, a meeting between the family and ESL teacher is set up for further assistance and clarity.

If after the two requests for the selection forms are not answered and forms are not returned, the parent coordinator or an ESL teacher (with the help of a translator when available) will attempt to call the home to further assist the family. After all attempts are made the parent selection will default to a Transitional Bilingual Education choice and the appropriate measures will be followed at that time.

4. Upon completion of the LAB-R and as per parent selections have been made, students are placed in an ESL push-in/pull-out program. The freestanding ESL program at our school is delivered through a daily push-in/pull-out servicing groups by two highly qualified licensed ESL teachers entirely in English. Our program fully complies with Part 154 of the Commissioner's Regulation. P.S.212's English immersion program aims for students to become proficient in all written and oral academic development. The students are taught in heterogeneous groups (i.e., mixed proficiency levels) by grade and class. Native language support is provided as per individual students' IEPs as necessary through the use of bilingual paraprofessionals. In addition, students may be provided with translations of state tests in content areas, with the exceptions of the ELA and NYSESLAT. In the event a translation is not available, students may be provided with a glossary. During ESL instruction, students may be given the opportunity to explore books in their native languages in order to support literacy development; in addition, P.S.212's library also has a foreign language section that contains children's books in various languages, which are available for student perusal. Because we follow a Freestanding ESL model, Native Language Arts instruction is not offered in our school. Communication with parents is done through the use of bilingual letters and phone calls with the assistance of interpretation services (either in house or through the NYC department of education interpretation service). The Parent Coordinator also reaches out to the community through letters and parent workshops.

In our Freestanding ESL program, ESL instruction is delivered through strategies in English only. However, whenever possible, letters are sent home to parents in their native languages in order to ensure a strong home-school connection. Interpreters are brought in during parent teacher conferences, both afternoon and evening sessions to help parents and teachers communicate and connect. Students are also given a paraprofessional in their native language if the school based support team deems it necessary and conducive educationally.

5. The trend in parent selection forms continues to be incorporating English-rich reading content with Freestanding ESL services within the school day. In the 2008-2009 school year, 72 out of 82 parent survey and program selection forms returned by parents of ELLs indicated Freestanding ESL as the first choice for their children. In the 2009-2010 school year 62 out of 88 parent survey selection forms returned by parents of ELL's indicated Freestanding ESL as their first choice for their child. This is the choice of 75% of our parents for the ELL population. The ESL program implemented at this school reflects parent choice, which is indicated on the Parent Survey Selection Forms. For the 2011-2012 school year approximately 95% of our ESL student population have parents surveys selecting Freestanding ESL as their first choice. This has been the largest percentage of parents choosing ESL as their first choice. As is the past, many parents feel they would like their child in an English rich environment during the school day while providing native language instruction in outside after school and weekend programs. The parent trend in Freestanding English Instruction has been increasing in percentage. In the past the trend was always in favor of parents choosing ESL as their first choice. This school year the trend has increased higher to reflect ESL as parents first choice of instruction. The school monitors trends in parent choice in numerous ways. Our Parent Coordinator reaches out throughout the year to parents providing information regarding school programs and options available, the Principal; Ms. Marsella has



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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	125	<b>Newcomers (ELLs receiving service 0-3 years)</b>	112	<b>Special Education</b>	25
<b>SIFE</b>		<b>ELLs receiving service 4-6 years</b>	13	<b>Long-Term (completed 6 years)</b>	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	112	0	19	13	0	6	0	0	0	125
<b>Total</b>	<b>112</b>	<b>0</b>	<b>19</b>	<b>13</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>125</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0								0
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0

**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
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
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	0								0
Albanian	0	0	0	0	0	0								0
Yiddish	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									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
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	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	6	15	14	4	4	2								45
Chinese	10	18	6	5	4	4								47
Russian	3	1	0	0	1	0								5
Bengali	1	0	0	0	0	0								1
Urdu	2	3	3	0	1	1								10
Arabic	1	2	2	1	1	1								8
Haitian	0	0	1	0	0	0								1
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	0								0
Albanian	1	0	0	0	0	0								1
Other	3	2	0	1	0	1	0							7
<b>TOTAL</b>	27	41	26	11	11	9	0	0	0	0	0	0	0	125

## 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?

Paste response to questions 1–7 here

1a & b. P.S.212 implements a push-in/pull-out ESL program. Students are grouped together by grade in heterogeneous groups. Students on beginning and intermediate levels receive 360 minutes of instruction per week. Advance level students receive 180 minutes of ESL instruction per week. The program delivers instruction in grades Kindergarten through Grade 5. Based upon assessments, test scores and teacher articulation, the ESL program is structured to meet each students needs. In addition, during regular pull-out ESL services, we have further broken down the whole group instruction into smaller differentiated groups in order to provide more individualized support, particularly in the areas' of reading and literacy: this change was due to the ELL students' performance on the ELA state test and the NYSESLAT in the 2010–2011 school year, which indicated that reading is a particular area of weakness for our ELLs. Our goal for all ELLs is increased proficiency in all the academic areas of the curriculum, as well as in spoken language. The ESL teachers are supportive to all the ELL students and help nurture them into their 'new' homeland. When appropriate a bilingual paraprofessional is assigned to assist student(s) and help ensure (students native language) comprehension.

2a. To ensure the mandated number of instructional minutes is provided according to students levels: Beginning and intermediate level students receive ESL instruction for 360 minutes per week while advanced level students receive ESL instruction 180 minutes per week. The instruction of ESL is through pull-out model programs.

## A. Programming and Scheduling Information

In order to support proficient level students' academic intervention services are provided in areas identified as 'weaknesses' for the students. These support services may include, reading, math, speech and language, voyager and /or Wilson/fundations instruction. The school programming aligns with the inclusion of all support and ESL services throughout the day while keeping the student(s) within their main classroom for all major subject instruction. Beginning and Intermediate students receive 360 minutes of ESL instruction per week, and Advanced students receive 180 minutes of ESL instruction per week by the ESL teachers using the Rigby program (On Our Way to English).

3. P.S.212 has a free-standing ESL program. Instruction is in English only. We do not have any Bilingual/dual language or Transitional Bilingual programs at this time. Content area instruction is taught by the ESL students' classroom teacher(s) in English. ESL students are supported with instruction through the use of computers, bilingual books, dictionaries, the aid of a promethean boards and testing materials, hands-on learning, modeling as well as peer buddies. These methods help to aid with learning while keeping the students on par with their peers. Teachers are also given ESL strategies which they are able to utilize in their classroom. When deemed appropriate a bilingual paraprofessional may be assigned to aid a student(s).

All ELL students also receive daily ELA instruction in their classrooms through reading and writing workshops, as well as a program called Reading Street, which includes ELL components. In adapting their lessons for the ELL students in their classes, teachers activate prior knowledge, modify presentation of materials, and extend language. In addition, teachers adapt literature activities through the use of small group and individualized instruction, previewing text, mapping concepts using webs, and interactions with the promethean board which is in every classroom in the school as well as modifying daily and weekly writing pieces.

Our school has implemented the "Rigby: On Our Way to English" curriculum for our ESL program in order to make content comprehensible, enrich language development, and prepare students to meet standards. The components of the above program include thematic units that focus on literacy through content areas (ELA, math, science, and social studies). Each unit is focused on a central theme, which ties together instruction and activities for each content area, with an emphasis on vocabulary. The ESL teachers communicate with the ELL students' classroom teachers through articulation reports and informal meetings to target individual students' needs and help drive effective instruction.

In addition, the two ESL teachers utilize some sheltered instruction methods to support content area instruction, including a set classroom routine, the use of multiple intelligences (e.g., songs and movement, hands-on projects), linguistically heterogeneous groups, alternate assessments, and activation of prior knowledge.

Furthermore, ESL instruction is implemented through Rigby's Guided Reading, its phonics and word studies components, and writing instruction. The series focuses upon foreign students acclimating into their new environment. The students learn in a non-judgmental arena with aspects of the real world experience that new

## A. Programming and Scheduling Information

immigrants frequently encounter. The lessons are age and grade appropriate and encompass all levels of proficiency. The ESL teachers also have use of and access to the school literacy room, which enhances reading experiences for the ELL student. Students are always encouraged to fully participate and be engaged in all academic instruction. Both ESL classrooms have computers with access to the Internet to reinforce lessons, vocabulary, and technology.

4. For ELL's who are stronger in their native language, state tests and assessments are ordered and given when available to them in their native language along with an English language test. These students are given the native language test by the recommendation of the classroom teacher, ESL teacher and when able, student choice and with parental input/guidance. These tests are evaluated and graded by district level bilingual interpreters.

5a. SIFES: Presently, we do not have any ELL Students with Interrupted Formal Education (SIFE). In the event of the admittance of a SIFE who is an ELL, the student would be placed in an ESL program according to placement procedures; in addition, extra support would be given using ESL newcomer strategies to address deterioration of English language skills. Our goal is for these students to obtain basic communication and social skills in addition to academic content. Because SIFEs often lack grade level proficiency in content areas, we would work closely with the child's classroom teacher to give strong language support specifically in content areas in order to close the gaps in their academic achievement. The Home Language Information Survey should also indicate his/her SIFE status.

5b. NEWCOMERS: Newcomers to our program are given extra help in vocabulary and speaking. The Rigby curriculum includes beginner level books for Newcomers, which aid them in word recognition. The Newcomer materials also include other components centered on themes of immigration experiences and native cultures. In addition, Read Alouds are provided to familiarize students with the sounds and rhythm of the English language as well as to expose all students to higher-level reading that they may not be able to access independently.

For additional support, if the student feels he or she is more competent in the home language, we provide assessments in that language as available for all content areas except ELA. In addition, we strive to familiarize the newcomers with ELA type learning strategies until the child reaches proficiency for his/her grade level. Students are also given numerous practice tests and assessments to familiarize them with the timing and procedures of state tests. Students are prepared well in advance for expectations and procedures of state wide testing so that there are no 'surprises' for them on testing day. This ensures students will not feel as nervous since they are already familiar with the testing procedures and content style of state testing.

The newcomers in our program have the opportunity to use technology in order to aid their language acquisition through promethean boards activities and instruction, listening/audio centers, as well as websites for word games, independent reading activities, native language literacy, and home activities.

## A. Programming and Scheduling Information

5c. ELLS RECEIVING SERVICES 4 TO 6 YEARS: ELLs who have been identified in the four to six year range receive more intensive reading and writing instruction, as determined by the NYSESLAT language modality breakdown. This instruction is provided through the reading and writing components of the Rigby curriculum, the use of the P.S. 212 literacy room, and the help of the Academic Intervention reading teachers.

The ELLs receive additional reading support through the use of technology (i.e. Promethean boards and computers), including listening activities, read-alongs, use of search engines to discover stories of different genres, and Internet research.

5d. LONG-TERM ELLS: Presently we do not have any long-term ELL's in the program. However, for Long-Term ELLs who have been in NYC schools for six years or more, we will use formal and informal assessment ranging from NYSESLAT and state assessment performance to communication with the students' classroom teachers in order to identify the students' areas of weakness. Accordingly, we will strive to enhance their reading abilities by focusing on key topics for comprehension, organization of writing, looking for written context clues, and more expressive speaking. We will encourage and support students to speak out loud and participate freely. We will use many manipulatives to help address hands-on learning.

In addition, long-term ELL students will use the computer in the classroom in order to create published works – a method that in the past students are eager to participate in and one that makes writing and editing faster, easier, and more professional.

ANY ELL's with SPECIAL NEEDS: The ESL teachers, along with every service provider in the school, have received a copy of the IEP for every student they service who has been identified as having special needs. Each service provider is required to familiarize himself with each student's specific needs and modifications so instruction can be modified accordingly. In addition, the ESL teachers maintain consistent communication with the teachers of ELLs with special needs in order to ensure that each student's needs are being addressed through instruction. One ESL teacher is also licensed in Special Education. This additional training helps to supplement the needs of Special Education ESL students.

6. ELL teachers use the Rigby, "On Our Way To English" which is a grade level curriculum. This series has grade level appropriate stories, activities, leveled reading books, as well as CD's to help facilitate English language development. The books and stories in the Rigby series contain a wide range and variety of content level information. Some of the areas the books touch upon are Social Studies and Science. The series also contains numerous thematic units which contain whole group reading and instruction, word study, small group instruction, writing components, newcomer level stories, audio CD's, themed projects, pair and group work, writing assignments for independent and group activities, as well as the use of computer work and assignments. The reading series, Reading Street, also provides a weekly reading skill so that all teachers and students are provided with appropriate reading skills. These skills are taught and reviewed throughout the school year both in the classroom, with the ESL teachers and with AIS teachers. ELL students are also given a Science cluster period to

## A. Programming and Scheduling Information

work on many hands-on activities in that content area. This Science cluster teacher has a room that encompasses a fully working science lab. The lab affords students the opportunity to work in a hands-on environment.

7. All ELL students also receive daily ELA instruction in their classrooms through reading and writing workshops, as well as a program called Reading Street, which includes ELL components. In adapting their lessons for the ELL students in their classes, teachers activate prior knowledge, modify presentation of materials, and extend language; in addition, teachers adapt literature activities through the use of small group instruction, previewing text, mapping concepts using webs, and modifying daily and weekly writing pieces.

Our school has implemented the “Rigby: On Our Way to English” curriculum for our ESL program in order to make content comprehensible, enrich language development, and prepare students to meet standards. The components of the above program include thematic units that focus on literacy through content areas (ELA, math, science, and social studies). Each unit is focused on a central theme, which ties together instruction and activities for each content area, with an emphasis on vocabulary. The ESL teachers communicate with the ELL students’ classroom teachers through articulation reports and informal meetings to target individual students’ needs and help drive effective instruction.

In addition, the two ESL teachers utilize some sheltered instruction methods to support content area instruction, including a set classroom routine, the use of multiple intelligences (e.g., songs and movement, hands-on projects), linguistically heterogeneous groups, alternate assessments, and activation of prior knowledge.

Furthermore, ESL instruction is implemented through Rigby’s Guided Reading, its phonics and word studies components, and writing instruction. The series focuses upon foreign students acclimating into their new environment. The students learn in a non-judgmental arena with aspects of the real world experience that new immigrants frequently encounter. The lessons are age and grade appropriate and encompass all levels of proficiency. The ESL teachers also have use of and access to the school literacy room, which enhances reading experiences for the ELL student. Students are always encouraged to fully participate and be engaged in all academic instruction. Both ESL classrooms have computers with access to the Internet to reinforce lessons, vocabulary, and technology.

P.S. 212 has a blocked period for reading instruction. During this period there are no pull-outs or preps. Students remain in their classroom or go with an AIS teacher for smaller group instruction in the content areas of reading and math. These blocked periods were created to ensure all students were receiving instruction in math and reading without interruption. Scheduling has further been implemented to ensure students success by having pull-outs on classroom teachers preparation periods when possible. By implementing this type of pull-out program we are hoping to have students with their classroom teacher as much as possible without disruption throughout the day. The schedule is flexible in that each day the program changes to accommodate the teachers daily schedule. We are hoping to ensure the least restrictive environment for our ELL population.

### 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	English Only			
Social Studies:	English Only			
Math:	English Only			
Science:	English Only			

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

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

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

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

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports

across the program models. Please note that native language support is never zero.

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

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

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8–17 here

8.

P.S. 212 has several blocked periods for reading and math instruction. During these periods there are no pull-outs or preps. Students remain in their classroom or go with an AIS/ESL teacher for smaller group instruction in the content areas of reading and math. These blocked periods were created to ensure all students including ELL's are receiving instruction in math and reading without interruption. Scheduling has further been implemented to ensure students success by having pull-outs on classroom teachers preparation periods when feasible. By implementing this type of pull-out program we are hoping to have students remain with their classroom teacher as much as possible without disruption throughout the day. This will help to ensure ELL students are receiving instruction in all the content areas. Besides the blocked reading and math instructional periods, ESL/AIS teachers re-enforce content based skills during small group instruction. These ELL students are targeted for these intervention programs either through teacher/parent recommendation as well as through city and state wide tests and assessment results. These intervention services are given in English with the aid of computer bilingual translations if necessary and or bilingual dictionaries, glossaries as well as bilingual reading books. P.S. 212 offers many intervention services. All services are provided in English. Some of the services provided for targeted students are small group reading, Wilson and Foundations reading programs, Orton Gillingham reading approach, Voyager reading program, Reading Street program, lower and upper grade small group math and reading instruction, speech and language, as well as reading materials for all levels of students in many native languages. The use of bilingual glossaries, dictionaries as well as technological bilingual services (i.e. computers/listening centers) aides in learning and communication/comprehension for the ELL student. P.S.212 staff members are open to all new ideas and media available to aid in ELL's achievement and success. Staff development is ongoing and keeps staff and teachers abreast of all new concepts available to help ELL's become proficient in English. ELLs who have been identified as struggling in ELA and math (through test scores and teacher recommendations) receive Academic Intervention Services four to five times a week for one period each day. These services are provided in a small group pull-out and/or push-in setting by an AIS teacher. The AIS teacher articulates with the students' classroom teacher once a week in order to ensure alignment of instruction and a focus on the targeted students' particular needs, as well as to monitor student progress. During this AIS period, students receive extra

help in literacy, phonics, math, and state test preparation. In addition, our school has implemented an Extended Day after school program to focus on these skills, classes geared specifically towards ELLs, using Title III funds. The academic intervention services include but are not limited to Wilson and Foundations reading programs, Voyager reading program, Orton Gillingham reading intervention, small group reading AIS instruction, math in small group instruction as well as speech and language.

The ELLs receive additional reading support through the use of technology, including listening activities, read-alongs, use of search engines to discover stories of different genres, and Internet research. For ELLs we use formal and informal assessment ranging from NYSESLAT and state assessment performance to communication with the students' classroom teachers in order to identify the students' areas of weakness. Accordingly, we strive to enhance their reading abilities by focusing on key topics for comprehension, organization of writing, looking for written context clues, and more expressive speaking. We encourage and support students to speak out loud and participate freely.

In addition, long-term ELL students use the computer in the classroom in order to create published works – a method that students are eager to participate in and one that makes writing and editing faster, easier, and more professional.

9.

In order to support proficient level students, academic intervention services are provided in areas identified as 'weaknesses' for the students. These support services may include, reading, math, speech and language, voyager and /or Wilson/foundations instruction. The schools programming aligns with the inclusion of all support and ESL services throughout the day while keeping the student(s) within their main classroom for all major subject instruction. To further support transitional students ESL accommodations are continued for two years after students have reached a proficient level on the NYSESLAT.

10.

Some new programs P.S.212 is implementing for the 2011–2012 school year is the use of Promethean boards in every classroom. The use of this 'promethean board' will help teachers to give more visual and listening support to our ELL population. The ability to interact with the board will also enhance the learning and understanding for our ESL students. The boards have been set up to contain all content area instructional resources and lessons. Teachers and students are enjoying the hands-on interaction these boards have allowed them to have.

11.

At this time P.S.212 does not intend on discontinuing any programs or services we currently have. We are using all ESL materials available to our school.

12.

ELL's are involved in all school programs. Students are given drama, dance, technology, literacy, science and gym. After school services for upper grade ESL students is available in P.S.212 on Tuesdays and Thursdays. The after-school program is an enrichment service to aide in all aspects of reading and math proficiency. Small groups are the key to helping ELL's achieve higher proficiency levels. This program is in existence with the use of Title 3 funds.

13.

The Rigby program, "On Our Way to English", encompasses all aspects of ELL levels of development. For newcomers the program provides emphasis on vocabulary and speaking. These students also have access to technology through computers and listening centers. For ELL's that are in ESL 4–6 years the emphasis is on intensive reading and writing. These students will also have the use of technology to aid in language and reading fluency. Students may use search engines to do research or investigate genres of reading. Manipulatives to aid in hands-on learning, as well as the use of visual and listening aides are used to help re-enforce skills. Content area instruction is done in class by the classroom teacher. The instruction is supported with the use of Promethean boards, bilingual dictionaries and glossaries, as well as native language reading books. Teachers are asked to refer to ESL strategies given to them at the beginning of the year to help assist their ELL students. Materials for reading and math may also be found in the students native language to aid in understanding and comprehension. Some additional instructional components are:

The "Rigby: On Our Way to English" program continues to prepare students to meet standards. During ESL instruction, there is a concentration on literacy skills using the above program, as well as providing the students with a print rich environment. This program places an emphasis on all four modalities. The Rigby program also includes content area based libraries of leveled books. ESL teachers implement the use of computers in their classrooms.

The Wilson/Fundations reading program is utilized for all ELL students. This helps ELLs with phonics and sentence structure.

Pearson Reading Street curriculum is used in all classrooms throughout the school. This program has a specific ELL component which focuses on comprehension, written language, oral presentations, and listening skills.

ELLs are supported in the ESL program through a range of learning materials designed to address multiple learning modalities. In the ESL classroom, ELLs are supported through the use of visual aids, songs, overhead transparencies, word vocabulary cards, charts, picture cards, big book stories, stories on audio CDs, hands-on class work, manipulative charts, Total Physical Response (TPR) cards, mini-books, computer research and assignments, as well as the use of interactive promethean boards in all classrooms and appropriate library reading leveled books geared towards the ELL student. Our ESL teachers also integrate technology for each subgroup of ELLs as outlined above.

14.

Within the mainstream classrooms and in content area instruction, ELLs are supported through the use of ESL strategies implemented by the classroom teacher in English, which includes pictures to introduce new vocabulary and new concepts, songs and games, graphic organizers, role-playing, repetition, and modeling of skills. In addition, teachers are provided with ELL components of the Reading Street program, which includes summaries in both English and other languages, ELL lesson plans, an ELL poster (with a visual for each story), and vocabulary cards and activities. Teachers and students are also able to support native language with the use of the computer and Promethean board which is located in all classrooms throughout P.S. 212.

The use of the P.S.212 literacy room will ensure a wider variety of literature for the ELL student in which to be exposed. With the use of this literature students can read in English, as well as in some of their native languages to ensure support and continued growth in reading and academics. In order to aid the ELL student the ESL teachers use numerous modalities to support native language for the ELL child. Through the use of computers, biligual reading materials, bilingaul test taking opportunities, as well as peer buddy support. The ELL student has numerous opportunities to have native language support. P.S. 212 believes acheivement of the ELL child is our main objective. Any way we can support and assist our ELL population students we will strive to do it. At P.S.212 success of our students is our top priority.

15.

ELL's are grouped heterogenously by age and grade level. Instruction for ELL students is aligned with New York State standards and the Common Core State Standards. Whether in the main classroom, during ESL instruction or during any supportive service program, the teachers at P.S.212 align instruction with proper age and grade level standards.

ELLs are given support services throughout the school day. Lower grades are given Voyager; a phonics based reading program as well as Foundations; another intensive reading program. These two reading programs have specific ELL components to facilitate language and reading acquisition. The basis of the two lower grade reading programs are to enhance phonemic awareness, spelling, comprehension, and listening skills. Upper grade ELL students are provided with a push-in/pull-out small group reading program. These programs are taught by New York State licensed reading providers. Upper grade ELL students with disabilities are also given the Foundations reading program. Students in upper grades work on phonics, listening, comprehension, as well as various areas of genre including fiction and non-fiction stories. P.S. 212 individualizes instruction for all students. This is especially important for the ELL student. Books and levels are chosen according to test data and in-class observation. In addition, within the literacy component of the curriculum, classroom teachers promote the use of accountable talk: children buzz about text-to-self, text-to-text and text-to-world connections to enhance language acquisition as well as vocabulary skills.

An extended day after school program has been implemented for grades 3, 4, and 5 to provide assistance in achieving proficiency in ELA.

16.

At this time P.S. 212 does not offer a summer program for newly enrolled ELL students before the beginning of the new school year. At the completion of a grade each student, which includes the ELL student population, is given a summer packet. Students must complete this packet for the following school year. This ensures a continuation of literacy and math skills throughout the summer months.

17.

At this time P.S.212 does not offer any language electives to ELL students.



**C. Schools with Dual Language Programs**

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

Paste response to questions 1–5 here  
This area does not apply to P.S.212. We do not have a dual language program.

## D. Professional Development and Support for School Staff

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

Paste response to questions 1–3 here

1. . ELL personnel in our school attend professional development workshops provided by our network throughout the year to ensure continued professional growth; in addition, they receive support for administrative work and compliance issues through workshops by Jose de la Cruz, the ELL compliance director for District 21. These workshops include, but are not limited to, technical support for ESL administrative work, accessing and using data to plan instruction, ELL compliance, and assessment scoring. The classroom strategies and methodologies can then be implemented in daily instruction for the ELL population by the ESL teachers; in addition, the two ESL teachers can then turn-key this training to the rest of our school staff. Further professional development is achieved through on-line training and webcasts provided by the board of education as well as outside agencies.

Professional Development is provided for staff members for implementing ESL strategies and techniques for ELLs in the mainstream classroom. As per mandates, general education teachers receive 7.5 hours of professional development while special education teachers receive 10 hours. This staff development is provided by our ESL teachers as needed on an ongoing basis. Professional development focuses on instruction and discussion about understanding the development of ELLs and how best to support them in the mainstream classroom through the use of ESL strategies. Topics discussed include understanding the development of ELLs (BICS versus CALP, timelines for language acquisition, etc.) and how best to support them in the mainstream classroom through the use of ESL strategies such as a balanced literacy approach, differentiation of instruction, scaffolding, hands-on instruction, gesturing, visual aids, a buddy system, and heterogeneous grouping.

New teachers are given the mandated training in-house by one of the New York State licensed ELL teachers on staff. This is done either after school, on preparation periods and/or during periods of modeling/observation of the ELL teachers. New teacher requirement paperwork is kept in house in the main office. Paperwork shows each date and the amount of time a new teacher spent attending the offered in-house training. Paperwork is signed by the new teacher, the ELL teacher, and the school principal in order to maintain accurate records. New teachers are given an ELL training certificate to show completion of the state mandated requirements. In addition to the required new teacher training periods, staff development is implemented on an ongoing basis throughout the school year through in-house PDs, articulation, turn-key training, and modeling of lessons.

Outside of the required new teacher training periods, staff development for personnel who work with ELL students is done on an individual basis through articulation as well as push-in model teaching and required ELL instructional training for new teachers. In house professional development for regular and special education teachers, paraprofessionals, and speech therapists also takes place during students' non-attendance days. The ELL teachers provide model lessons for the staff as well as disseminate information for aiding instruction to ELL students. ELL teachers turn-key train the staff from various workshops they have attended. Articulation throughout the school year helps to benefit mainstream teachers with hints and practices to use within their

classroom to include and challenge the ELL learner.

2. As ELLs transition from one school level to another, ELL students are given a more intensive reading program with a Licensed Pull-out reading teacher. Classroom teachers are given a copy of the NYSESLAT and ELA for that grade level to help in preparation of the upcoming state requirements. Students in the upper grades are offered an after-school program that does test preparation for each grade level so that students are well aware of the expectations required of them for state examinations. This also helps to prepare students as they transition from elementary to middle school.

To assist ELLs as they transition from elementary to middle school, the ESL teachers provide staff members with ESL strategies that they should utilize in the classroom. In addition, because the Rigby program utilizes cross-curricular thematic units, the ELLs in our school receive additional support in content area through the ESL pull-out/push-in program. These strategies ensure that students do not fall behind in their content area learning while they are still acquiring the English language and that they are adequately prepared to succeed in middle school.

3. As per the state mandates all new teachers receive 7.5 hours of ELL professional development training while special education teachers receive 10 hours of ELL training. Professional development is done by P.S.212's two ESL teachers. Documentation of this training is kept in-house in the main office. Professional development consists of instruction in the latest methodology of ESL student support. Topics will include the use of ESL strategies within the mainstream classroom to best aid in the achievement and success of the ELL student.

## E. Parental Involvement

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

Paste response to questions 1–4 here

1.

In order to provide support to our parents, workshops are held throughout the year to keep parents abreast of school-wide activities and ongoing tests and assessments. Parents are also given all letters home from school in their native language. Interpreters are available to assist during all open school afternoons and evenings to help facilitate communication between the teacher, school and home. The parent coordinator also presents workshops for ELL parents with many hands-on activities keeping the home-school connection strong.

PTA meetings are done throughout the year and with the assistance of parent-interpreters, ELL parents can partake in all school-wide functions. Translation signs are displayed throughout the lobby and in the main office to inform parents of the translation services available.

To further support our ELL parents, a teacher on staff is meeting with parents on Wednesday mornings from 8:15–9:15 am for English language instruction for our ELL adult parents. At P.S.212 we are trying to make every effort to involve our ELL parents and help them to help their children and be a part of our school family.

2. At P.S.212 we offer the ELL parents Adult ESL classes in our school on Wednesday mornings. This class benefits the parents in learning English as well as connecting them to the school. We would like our parents to become more literate in English so they will be able to help their children at home. During these parent ESL classes, the PTA board is frequently present with bilingual interpreters in order to provide the parents with the opportunity to become more involved in school-wide activities. Staff members are also present to keep ELL parents abreast of services available to them and their children.

In addition, the principal welcomes parents and shares in a 'chit-chat' once a month so that parents can have a comfortable forum in which to raise questions and concerns they may have. These informal chats take place with the aid of bilingual translators to ensure that every parent is given the opportunity to speak and be heard. The parent coordinator provides outreach to the community to involve as many parents as possible. The school leadership team also discusses the needs of the school community, including our ELL population. In addition, parents also respond to the Learning Environment Survey, which is then examined by the administration to determine the needs and concerns of our ESL parents. Furthermore, Ilia Liff, our parent coordinator, facilitates our school's interaction with parents through outreach. There is ongoing communication, and she is present at all PTA meetings, community education council meetings, the principal's chit-chat, etc. She encourages parents to become involved in school events. She also distributes a bi-monthly school newsletter and communicates with parents via the internet. She utilizes the school messenger telephone system to relay all important news events to

the parents.

3. At P.S.212 we have an open door policy. Parents can meet with any of the staff members to discuss the needs of their child. Ongoing PTA meetings help to keep parents and teachers connected and in constant communication. During principal chit-chats, parents are able to voice concerns in an open forum with ELL teachers, the parent coordinator, and classroom teachers as well.

P.S.212 makes every effort to keep communication between parent, child and teacher as open as possible. The Learning Environment Survey is examined by the administration to determine the needs and concerns of ELL parents. The administration makes every effort to keep ELL parents involved and connected to our school.

Throughout the year ELL parent meetings and workshops are done to help enlighten and address the needs of ELL parents. Parents are asked their opinions and subsequent workshops are created to align with parents needs and requests.

4. The parent involvement activities at P.S.212 address the needs of the parents through numerous outlets.

The parent coordinator aligns her workshops and activities to reflect the requests and concerns of the ELL parents.

ESL teacher/parent workshops are created to address the needs and requests of the ELL parents. During each workshop a forum is opened at the end for discussion with a question and answer session. During these times parents are asked to address their needs and concerns. Subsequent workshops are then formulated to align with parent needs. Whenever possible interpreters are brought in to assist with opening lines of communication between the parent and the school. During some ELL parent meetings guest speakers are brought in to help parents connect to the community as well as the school. ELL parents will have the opportunity to learn about other school/city-wide services available to them and their children. Parents will have an open forum with OT/PT, speech, special education evaluators, and other extra service providers to discuss available help offered and if they feel their children might need these services. Responses from The Learning Environment survey are shared with all staff members to keep them updated on parents responses and needs. The staff makes every effort to address the needs of students and parents alike.

At P.S.212 we strive to achieve success for our ELL population and make a strong connection to their families. This helps to facilitate achievement for everyone; child, parent and school.

## 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)	14	8	1	1	0	2								26
Intermediate(I)	13	7	3	0	2	3								28
Advanced (A)	7	11	7	10	5	9								49
Total	34	26	11	11	7	14	0	0	0	0	0	0	0	103

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	10	2	0	14
4	1	7	4	0	12
5	3	11	5	0	19
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		6	1	7		2		17
4	1		4		6		3	1	15

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	1	7	1	7		5	1	23
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		7		6		15
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	0	0		
Integrated Algebra	0	0		
Geometry	0	0		
Algebra 2/Trigonometry	0	0		
Math	0	0		
Biology	0	0		
Chemistry	0	0		
Earth Science	0	0		
Living Environment	0	0		
Physics	0	0		
Global History and Geography	0	0		
US History and Government	0	0		
Foreign Language	0	0		

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other	0	0		
Other	0	0		
NYSAA ELA	0	0		
NYSAA Mathematics	0	0		
NYSAA Social Studies	0	0		
NYSAA Science	0	0		

### Native Language Tests

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

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

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

Paste response to questions 1–6 here

1. Our school utilizes ECLAS–2 in order to assess the early literacy skills of our ELL's. The ECLAS–2 assesses students in the areas of phoniemic awareness, phonics, reading and oral expression, and listening and writing. Analysis of ECLAS–2 data has shown that many of our ESL students in kindergarten are more proficient in the phonemic awareness and the Listening and Writing strand than the Reading and Oral Expression strand and the Phonics strand. NYSESLAT analysis indicates ESL students in grade K are more proficient in listening and speaking

than reading and writing. In grade 1 students are more proficient in the listening and speaking components than the reading/writing components. ESL students in grade 2 are more proficient in the areas of listening and speaking although they did well in the areas of reading and writing as well. Only a few students in grade 2 scored a level beginner or intermediate on the reading/writing portion of the NYSESLAT. ESL students in grade 3 did well on the listening and speaking modalities and achieved high scores in the areas of reading and writing as well. More students in grade 3 scored at an Advanced level while only 7 scored at a Proficient level. For grade 4, students again did well on the listening and speaking portions of the NYSESLAT, while being spread between the levels of Intermediate, Advanced and Proficient. The Advanced level students were highest for ELL 4<sup>th</sup> graders.

In addition, teachers at P.S.212 use ECLAS-2 to help record, observe, and analyze students' abilities. Teachers use individual goal-setting and update these goals on a continuous basis. ESL teachers articulate constantly with classroom teachers to align instruction and help achieve the goals and standards for each student. There is ongoing ESL classroom assessment through formal test-taking observations as well as ESL class projects. ESL teachers use the results of the NYSESLAT to determine scheduling as well as lesson/curriculum planning.

The Fountas and Pinnell reading levels help teachers to place students in the proper reading groups. Writing samples are done on an ongoing basis to help assess students' progress as well as provide future instruction. Data from NYSESLAT as well as other tests help teachers plan instruction while emphasizing where deeper instruction is needed in areas of weakness for their students. Constant articulation between classroom teachers, AIS teachers and ESL teachers help to give a 'wider-range picture' of each student and where their strengths and weaknesses are. Through these varying methods of evaluation instruction will be determined accordingly.

2. ELL students in our school are mostly performing at the advanced or proficient levels on the Listening/Speaking portion of the NYSESLAT/Lab-R exams, while many students in grades 2 and up are performing at the advanced or proficient levels on the Reading/Writing portion of the exam. These results indicate that our ELL students are stronger in Listening/Speaking, while Reading/Writing is an area of weakness for our lower grade students. As a result, students in all grade levels must remain in their regular classrooms during reading block periods in order to maintain continuity of instruction in this area of weakness; during other parts of the day, students then may be pulled out for ESL and other services. During ESL classes, students receive instruction with a heavier emphasis on the reading and writing components of the curriculum in order to target these areas and ensure success for their future educational career.

3. The patterns from the NYSESLAT modalities help to drive instructional decisions. Areas of weakness for ELL students (reading and writing) are identified and drive instruction with a stronger emphasis on these areas. Through stronger literacy practices in varying reading skills and writing skills our goal is to help our ELL's become more proficient in the areas of reading and writing while re-inforcing continued support in the areas of listening and speaking.

The results of Iterim Assessments, in conjunction with the ELA exam and the NYSESLAT, are used to identify areas

of weakness for ELL's and inform instructional decisions accordingly (e.g., differentiation in the classroom)

4a. Kindergarten and grade 1 ELL students have the lowest proficiency in reading and writing while most of the students achieved higher levels in the areas of listening and speaking.

Second grade students had a pattern of lower scores in reading and writing while most stayed stronger in the areas of listening, writing and speaking.

Grade three students showed higher scores (Proficient levels) in listening and speaking. Scores in reading and writing remained low in the proficient area. We are happy to see many students at the Advanced level and will strive to push students to move into the proficient area.

Fourth grade ELL students showed a high level of proficiency in the areas of listening and speaking while spreading out into three groups of Intermediate, Advanced and Proficient in the areas of reading and writing.

4b. Based upon results of the NYSESLAT as well as other 'in house' assessments teachers are putting a stronger emphasis on literacy skills while concentrating on the writing portion of literacy. Portfolios are being kept for all students with progress being assessed throughout the year. Conferencing with students is ongoing with rubrics readily available for students to read and understand how they are being marked and graded. Conference notes are kept between teacher and child to study areas of progress and weaknesses. Data from assessments and tests are available to all teachers. P.S. 212 also has a full-time data specialist to help teachers assess students accurately and assist in planning instruction accordingly. The data specialist is also part of the school leadership team and can therefore assist team members in instructional planning. All teachers have access to ARIAS so that instructional needs for ELL students may be met. The information contained in ARIAS helps classroom teachers obtain NYSESLAT scores and assessments given throughout the year to better plan for the needs of their ESL student population.

4c. P.S.212 has used data from this year as well as from previous years to help guide instruction for the ELL student. The data has shown most ELL students struggle in the area of writing primarily while also having some difficulty in the area of reading. The strong emphasis of an AIS period for reading as well as specific blocks of reading and writing periods within the classroom are done to help ELL students become more proficient in these areas. Specific writing skills are being taught during daily writing period blocks. These writing periods focus upon responses to literature, four square writing, expressive and personal writing pieces and independent writing. These modalities of writing are being used to help the ELL student become a stronger and more confident writer. The use of the promethean board enhances learning for the ELL student. Hands-on accessible writing samples as well as instant feedback of technology affords an ESL student the extra steps they need to achieve success. Native language is used to help support ELL students throughout the day. The use of dictionaries, glossaries, bi-lingual reading materials as well as paraprofessionals (when applicable) and native language letters and tests (when available) aid in the support of native language assistance for

5. At this time P.S.212 does not have a dual language program.

6. P.S.212 evaluates success of our ELL programs by numerous measures. Teacher articulation about ELL students helps to keep academic instruction aligned. Interim assessments, classwork and participation, test results, portfolios, conferencing and classroom observation are some of the methods used to evaluate the success of our ELL students as well as the effectiveness of the instructional programs being used.

P.S.212 believes a wide and varying measurement of evaluation helps to give a more complete picture of each ELL student and where their strengths and weaknesses lie. With this vast measurement individualized instruction can be better attained to ensure success for our ELL students.

### 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

<b>School Name:</b> <u>The Lady Deborah Moody</u>			<b>School DBN:</b>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Josephine Marsella	Principal		11/1/11
Deborah Delluomo	Assistant Principal		11/1/11
	Parent Coordinator		
Bonnie Merone	ESL Teacher		11/1/11
	Parent		
Lawrence Fleck	Teacher/Subject Area		11/1/11
Maria Hatimy	Teacher/Subject Area		11/1/11

School Name: The Lady Deborah Moody

School DBN:

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **21K212** School Name: **Lady Deborah Moody**

Cluster: **6** Network: **605**

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

**Part A: Needs Assessment Findings**

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

When possible and necessary, oral native language support is utilized either through an in-house interpreter or through the over-the-phone interpretation services provided by the NYC Department of Education. As part of our schools family outreach, letters are sent home to parents in English as well as the parent's native language (at the same time) to keep them abreast of school-wide activities, meetings, workshops as well as open school day, evening and week. Interpreters (requested by the school from the translation and interpretation unit) are available to assist during all open school afternoons and evenings to help facilitate communication between the teacher, school and home. Report cards are sent home to parents in their native language to ensure a strong school-parent connection. The information is presented to parents in their native language to ensure they understand and are able to play an active role in their child's education.

The parent coordinator also presents workshops for ELL parents with many hands-on activities keeping the home-school connection strong. She makes every effort to have all information available to parents in their native language. The parent coordinator also helps to provide native language literature available to ELL parents during AIS/ESL parent workshops.

PTA meetings are held throughout the year and with the assistance of parent-interpreters. ELL parents can partake in all school-wide functions. Translation signs are displayed throughout the lobby and in the main office to inform parents of the translation services available.

To further support our ELL parents, a teacher on staff is meeting with parents on Wednesday mornings from 8:00-9:00 am for English language instruction for our ELL adult parents. At P.S.212 we are trying to make every effort to involve our ELL parents and help them to help their children and be a part of our school family.

Staff members are also available to translate (when applicable) to keep ELL parents abreast of services available to them and their children.

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.

P.S.212 determines which languages are most predominant in the school with the use of language breakdown forms, as well as the results of the native language survey. By evaluating the predominant native languages within the school we are able to determine which language interpretation services will be necessary to be requested for open school day and evening. P.S.212 has been using the soft-ware available for translation of all school wide documents and letters. Through the use of this soft-ware all letters are sent home to parents in their native language (when available)at the same time the English language letters are sent home. All native language letters are automatically issued to appropriate families. The school also asks at the beginning of every school year (through the use of a school-wide parent native language survey) in which language parents would prefer to receive school wide communication. The results of this data will determine which letters will be generated for the rest of the school year in the language parents have requested (when available). Through the results of the data we determine the interpretation services necessary to facilitate open school day and evening as well as any other times we feel interpretation services are needed. When necessary school staff will use the NYC Department of Education over the phone translation services to assist in parent communication. This service is used by teachers, the nurse, the office staff, as well as other members of the staff. These services help to ensure that parents are aware and understand all oral communication from the school. A bi-monthly newsletter is also generated by the parent coordinator to keep parents informed of school community happenings.

## **Part B: Strategies and Activities**

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

At the beginning of each school year parents are issued a school-wide native language parent survey which consists of requested translations and communication needs. Parents are asked to select the language they are most comfortable in which they can receive school communication. Staff reviews the results of this survey and inputs the information into a computer. The computer will then generate documents to parents in their preferred native language (when applicable). The documents will include school wide letters of activities and events as well as report cards and progress reports. These translated documents are sent home on the same day as the English language documents. Should parents need additional native language assistance, staff will use in-house interpreters when available. If an interpreter is not available in-house the use of NYC Department of Education over the phone translation services is used. Interpreters are pre-requested to be on site for open school day and evenings. The parent communication/language survey helps to determine what needs our parents will have for open school (or other school wide events/activities). By knowing the languages most predominant in our school we try to anticipate parents needs and pre-

request assistance from the native language translation and interpretation unit provided by the Department of Education.

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.

Whenever possible and available, oral interpretation services are provided in-house by school staff and/or parent volunteers. If unavailable staff member(s) will use the over-the-phone translation services provided by the unit of Translation and Interpretation of the NYC Department of Education. P.S.212 strives to make sure the lines of communication to all parents are open and parents are kept abreast of any concerns.

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>.

The school will provide the primary parent native language needs survey within the first few days of school. Parents' native language needs will be input into the computer and ATS to facilitate future translated letters and documents to parents. This native language needs information will be shared and available to other staff members so that parent communication (either oral or written) will be kept consistent in parents native language. Interpreters on-staff (in-house) and parent volunteers will be used as the primary oral communication when applicable and available. The secondary use of oral communication will be through the use of the Department of Education over-the-phone or in-person interpreters when necessary and applicable. These native language out-reaches' will be provided with all oral communication from the school to the parent whenever available. At no time will a child (minor) be used to translate to a parent or adult. The staff is well aware that this is not proper protocol. P.S.212 will request from the NYC Department of Education translation and interpretation unit necessary translators for parent teacher conferences.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S.212	DBN: 21K212
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 22
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 1

### 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: P.S. 212 has an instructional after school program to support ELL students. This program encourages these students to strive academically. This program is conducted after school on Tuesdays and Thursdays from 3:00-5:00pm. The program services grades 3 through 5 students and is aimed at increasing literacy and math levels. The program will run from September 20, 2012 to June 20, 2012. The program meets two times a week for two hours each day from September through December, for 23 sessions. Beginning January 7th, until June 20th, the program will meet three times a week, Monday, Tuesday, and Thursday for 62 sessions. There are 22 ESL students. The program has a total of 1 teacher. The ESL teacher is certified. Title III funds will pay for the per session teacher for the after school program, the per session teacher for the Saturday program classes and the supervisor for the program. The Saturday program for ELLs will meet for six Saturdays for four hours each Saturday. This program will provide ELL students with language acquisition skills, reading skills, writing skills and math concepts as well. A scope and sequence will be followed in Literacy and Math. In addition, these programs align with state reading and math standards. These programs expose ELL students to reading and writing for information, reading and writing about literature, mechanics of the English language. All these areas of reading have performance indicators with progress checks to make sure students are making proper progress. The math series has lessons on number sense, operations, algebra, geometry, measurement, statistics and probability. The series also contains New York State indicators along with progress checks after each unit to ensure understanding. The goal of the program is to raise the comprehension of students in the targeted grades and we are hopeful that by increasing comprehension for these ELL students and exposing them to varied, rigorous vocabulary, students will enhance their ability to meet state standards. By giving students a smaller group environment, as well as extra sessions of Literacy and Math, we are striving to make students more comfortable with their abilities and more self assured in the English Language.

### Part C: Professional Development

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

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

Begin description here: Teachers receive ongoing staff development through the use of on site and off site workshops, NYC Board of Education staff training days, teacher to teacher observations, online professional development, as well as district-wide training sessions with our CFN Network. The ESL teachers on staff allow classroom teachers to come during their preparation periods to observe ESL lessons. The ESL teachers also provide demonstration lessons to some teachers within their classroom if needed. Classroom teachers are responsible for keeping track of their logs, hours, and staff development they have received. Other staff members of P.S.212 also facilitate staff development and

## Part C: Professional Development

training. The computer teacher, the data specialist, the principal and assistant principal all provide numerous workshops throughout the year to provide ongoing and continuous staff development. These workshops help to keep teachers abreast of the latest and most up to date educational opportunities, NYC standards as well as 'latest' questioning techniques to prepare students for state tests. The teachers of P.S.212 continue to be aligned with common core state standards and requirements through the use of these professional development programs. The Computer Specialist assists and guides teachers through the process of common core standards and task bundles. The Data Specialist assists and trains teachers in the use of on going student inquiry and goals of common core standards set for 'at risk' students. The Data Specialist also meets bi-monthly to keep classroom teachers abreast of common core standards, goals and completing task bundles and inquiry online. This training also keeps teachers alert to academic alignment vertically and horizontally. Additionally, PD will be provided by the CFN Network ESL Liaison, Sheila Singer. Ms. Singer will present a Monthly ELA and Math Workshop Series, December 2012 -May 2013, totalling six sessions. These training sessions keep teachers cognisant of the pacing calendar and where they should be academically with their class. The goal at P.S.212 is to continue to keep teachers at the highest level of professionalism and educational standards for teaching. Bi-monthly meetings are held with all teachers by grade vertically and horizontally to make sure teachers are moving at a proper pace and in the proper direction so that students will be prepared for their future educational expectations. Through the use of data, teachers plan upcoming educational lessons and future planning for ELL students, as well as other students. Academic Instructional Service AIS and ESL students articulate orally, as well as through written articulation reports, monthly with classroom teachers to plan instruction and align education for ELL students. The teachers involved in the after school program are all involved in the above stated professional development and can easily carry over their training to the after school program. This school year has incorporated numerous professional development. On Tuesday, September 4, 2012, from 8:00am - 12:00pm, Ms. Harris (In-house PD presenter) gave professional development on the common core standards, as well as academic rigor for students. On Wednesday, September 5, 2012, from 8:00am - 12:00 pm, workshops were given in house at P.S.212 regarding the common core standards, as well as TDQ models of questioning. On September 28, 2012, workshops were given by Ms. Badolato (Reading Specialist), Ms. Brown (On-Staff Teacher) and Ms. Minelli (On-Staff Teacher) regarding TDQ questioning, as well as Math Scope and Sequence. These workshops were conducted all day from (8:00am through 2:57pm) by grade level. The teachers facilitating the workshop were trained by district level staff members over the summer break. Teachers then turn-key trained in-house staff members. Election day (Tuesday, November 6, 2012), from 8:00am - 12:00pm staff development consisted of TDQ questioning techniques. This staff development was given by Ms. Harris, Computer Specialist at P.S. 212, as well as Ms. Badolato-Reading Specialist on staff at P.S. 212, Ms. Brown-Teacher on staff at P.S. 212, and Ms. Minelli-Teacher on staff at P.S.212. These teachers trained co-workers and other visiting staff members from a neighboring school (P.S.188). They presented techniques for preparing students for state testing and academic rigor in reading standards. Ms. Belkadi (our data specialist) has inquiry staff meetings once a month with all staff members by grade. These professional development workshops dates are: 10/9/12 (choosing your inquiry students), 11/13/12 (creating benchmark assessments), 12/11/12, 1/22/13, 2/26/13, 4/9/13, 5/7/13, 6/4/13, 6/18/13 (future inquiry meetings will be based on teacher needs.) Ms. Belkadi has teachers' determine the need and focus of inquiry meetings. Ms. Harris (Our in house computer teacher) has workshops and professional development on an ongoing basis throughout the school year. These workshops are as follows: September 5, 2012 (Text Complexity), September 12, 2012 (TDQ Grade conferences—all day workshop), September 13, 2012 (TDQ questioning techniques 8:00am-10:30am), September 19, 2012 (TDQ questioning techniques 8:00am-9:40am), September 20, 2012 (All day grade conferences with focus on TDQ), September 21 (8:00am-9:40am—TDQ), November 6, 2012 (PB advanced 8:30-11:50am), other workshops will follow on an 'as needed' basis and when applicable. Please note: All Professional Developments are conducted during the school day and on staff development days. Title III funds are

### Part C: Professional Development

not used for PD.

### 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: All AIS teachers provide workshops throughout the school year to target ELL parents. These workshops are done during the 'normal' school day on a monthly basis and involve parents coming up to the school to facilitate a connection to P.S. 212 and its various staff members. Workshops include discussions about the various programs available within the school, the after school programs available, as well as, community programs available to them. Websites and informational packets are handed out and with the help of our parent coordinator we often have packets and informative literature for parents available in their native language. These workshops also give parents an opportunity to speak directly and informally with teachers, as well as with one another. This also allows parents to voice their concerns and needs so that if other money becomes available we can utilize the suggestions of the parents. P.S.212 also offers a bi-monthly principal's 'chit-chat' breakfast. These sessions are geared towards keeping an open, informal line of communication between the school and parents. Happily many ELL parents enjoy these sessions and make a stronger connection to the school family and they can express directly to the Principal their wants and needs. Additionally, ELL parents are offered ESL classes specially created for them. These classes are taught in house by one of our teachers on staff every Monday morning between 8:00am and 9:00am. These classes offer parents an opportunity to learn English in a non-stressed, risk free environment. These classes once again foster a close bond to the school and our community. By assisting parents with language acquisition we are hopeful they can better assist their children with their educational opportunities. Finally, our parent coordinator contributes to the activities geared towards our ELL parent population with her own workshops and in house activities. She is a liaison to the parents to make sure the connection to our school family becomes stronger. Parents are able to be kept abreast of school-wide activities and programs available to them and their children. P.S.212 also retains translators to assist our ELL parents for open school day and evening sessions. This helps to ensure a proper line of communication without any barriers of language comprehension difficulty. P.S.212 also makes use of the Board of Education translation services for contacting and reaching out to parents. All teachers have the phone numbers available to them so that contacting and speaking with an ELL students parent is an easier experience for both parties. At the beginning of the school year parents are given a letter asking them to select in what language they would prefer to have school communication. Once these letters are received back, correspondence then is sent home in the parents' preferred language. We also offer our parents free Technology classes on Saturdays between January and June from 8:00am to 11:00am. We believe all these avenues of support for our ELL parents will help keep the doors of communication open so that success is achieved for the students. Keeping our ELL parents involved and bonded to our school and community is a priority here at P.S.212 and we strive to keep these connections strong. This school year has incorporated numerous professional development. Our parent liason, Ms. Liff has workshops for parents throughout the school year. Letters are sent out to all parents inviting them to these workshops.

### Part D: Parental Engagement Activities

Letters go home in various languages (according to parent language selection) so that all members of the parent community can join in and be a part of all workshops at P.S.212. Ms. Liff has materials ordered in various languages so that parents are comfortable and able to participate. P.S. 212 tries to make available parent assistants as well as staff members to aide in translation services (if needed). Ms. Liffs workshops are September 10, 2012 (Sign up for e-mail communication from the school). September 20, 2012 Welcome to Pre-Kindergarten (8:15-10:45am), October 19, 2012 (How to interact with your child 8:30-10:30 am), October 22, 2012 (Bullying Workshop part 1 8:15-11-15am), December 4, 2012 (8:15-10:15am Your child’s schedule within their school day), January 9, 2013 (8:15am-10:15am Bullying Workshop Part 2), February 6, 2013 (Computer work and how to use ARIS 8:15-10:15am), March 11, 12, and 13, 2013 (Learning Leaders—turn-key train parents so that they may volunteer within the NYC school system in the future 8:45-10:45am), May 30, 2013 (8:15-10:15am expectations for the next grade for parents to be aware of for their child). Principal ‘Chit-chat’ are scheduled as follows: November 1, 2012 (rescheduled due to Hurricane Sandy storm), December 6, 2012, February 14, 2013, , April 18, 2013, and June 6, 2013. All the chit-chat’s run from 8:10-9:10 am in the P.S. 212 school library. Our AIS/ESL teachers have and will continue to have workshops for parents as well as other (in-house) staff members. The meetings we have already had were June 2012—Newly admitted kindergarten orientation workshop. Parents were able to meet kindergarten teachers, ESL and some AIS staff members. Letters were available for parents in numerous languages to aide in the home-school connection. Friday, September 20, 2012 (The ELL Student/Parent selection choice for program placement/parent video viewing). Friday, September 28, 2012 (welcome breakfast for new parents as well as PTA introduction). Wednesday, October 24, 2012 (Math—common core standards for parents to be aware of, home help, parent interaction). Wednesday, November 21, 2012 (Reading—common core standards for parents to we aware of, homework help, parent question and answer session). Our future upcoming workshops are Tuesday, December 18, 2012 (Literacy in the lower grades, reading programs in use at our school and how the connection can be made to the home). Wednesday, January 16, 2013 (special education and parents rights and choices).

### Part E: Budget

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

Allocation Amount: \$14912

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

**Part E: Budget**

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

Allocation Amount: \$14912

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