



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ALFRED DE B. MASON

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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.

Name	Position and Constituent Group Represented	Signature
Sherry Tannenbaum	*Principal or Designee	
Debbi Navarro	*UFT Chapter Leader or Designee	
Maria Mammoliti	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Melissa Braun	Member/Teacher K-2	
Amanda Lestz	Member/Teacher Special education	
Toniann Trovato	Member/Teacher 6-8	
Roseanne Pravato	Member/Secretary	
Dena Kuehne	Member/Parent	
Carol Nagi	Member/Parent	
Vita Gala	Member/Parent	
Christine Pino	Member/Parent	
Ann Mammoliti	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, Limited English Proficient (LEP) and Students with Disabilities (SWD) subgroups will demonstrate progress towards achieving state standards as measured by a 5% increase in the number of students scoring at Level 3 & 4 on the NYS ELA assessment.

Comprehensive needs assessment

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

After careful analysis of student performance data on 2012 state assessments, it was determined that the LEP and SWD student group have underperformed other student groups last year. As a result, we have made progress in English Language Arts for our LEP and SWD subgroups a priority goal 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,
 - Administrators will provide professional development on the use of interim assessments to monitor and revise curriculum for ELLs and SWDs.
 - Administrators will provide professional development in the use of rubrics with the language of the Common Core State Standards to provide specific feedback to ELL and SWD students regarding their work.
 - Teachers will use student data to plan and set goals for ELLs and SWDs.
 - Teachers will meet weekly in their collaborative teams to further their inquiry skills and use data to further inform their differentiated lesson planning for ELLs and SWDs.
 - Achieve 3000 will be implemented during English elective and AIS classes for ELL's and SWD's.
 - Teachers will attend professional development at Columbia University to improve pedagogy in the classroom.
 - Special education teacher teams will be created to work on specific needs of SWD.
 - ESL teacher teams will be created to work on specific needs of ELL students.
 - Professional development will be provided to teachers Network Instructional Specialists.
 - A data room will be created so that teacher teams will by have a designated location to be trained in the use of disaggregated student data, monitoring student progress, setting initial goals for groups and individual students.
 - Teachers will meet in grade-level and vertical teams to review student data gathered from periodic assessments.
 - SWD will receive instruction using the Wilson Reading System during the school day and for the extended day tutorial session. The Wilson Reading System directly and systematically teaches students how to fluently and accurately decode. It is unlike traditional phonics programs in that instruction is very interactive and multi-sensory. It also thoroughly teaches total word construction, not just phonics. Students learn to encode (spell) as they learn to decode.
 - ELL students will receive instruction during the school day and additional instruction in the ELL Academy after school program.

b) key personnel and other resources used to implement these strategies/activities, ESL teachers, Classroom Teachers, AIS Providers, Administrators, Paraprofessionals and IEP Teacher will work together to meet this goal.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Classroom Teachers will collaborate with their colleagues during professional development workshops, grade/department meetings, common planning time and Inquiry Meetings to create a plan for reading and writing that is aligned with the Common Core State Standards to help these students progress towards achieving the goal of moving their students to a level 3 and 4 on the NYS ELA assessment. Teachers will Collaborate in order to modify lessons for ELLs and SWD.

d) timeline for implementation.

Activities will begin in September 2012 and continue through June 2013

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.
 - The required annual Title I parent meeting will take place by October 31, 2012.
 - ELL teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
 - The school will host meetings with parents and classroom teachers, so that the parents are aware of their child's school curriculum and expectations.
 - Parent workshops focusing on NYS ELA and Math assessments will be presented.
 - Parents are now able sit with their children during homework time and read translated pieces of informational text as well as access reports on their child's performance.
 - A parent resource library with user-friendly instructional materials and guides is available for parental use.
 - Parent Coordinator will host bookmaking and storytelling workshops for parents of SWDs and ELLs.
 - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled PTA to share information and respond to parent questions and inquiries.
 - The school will create and distribute a parent handbook that is translated in all the dominant languages.
 - Parents will be trained on how to use ARIS Parent Link.
 - Special event evenings such as Literacy Night, Game Night, Special Performances, and Parent/Teacher/Student Dances.
 - Middle School Open House and Parent Orientations
 - Parent Workshops: Academic Success, Anti-Bullying Awareness, Cyber Safety, Stress Management, Changing Challenging Behavior, Introduction to Pre – K, Transition to Kindergarten, International Food Night, Holiday Crafts with Parent and Child.

- Monthly grade newsletters
- Translators available
- Notices translated into many languages
- Multi-lingual automated telephone messages
- Monthly parent and child library visits for pre-k and kindergarten
- Family trips
- Middle School Urban Advantage – Family Advantage Days

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).
 - The school has established a pre-kindergarten program that focuses on improving the oral language abilities, emergent literacy skills that all students will need in order to ensure a successful transition to the lower elementary school grades
 - ICT classes are available on each grade for those SWD who require it, as based on the student’s IEP. Teacher teams are in place to provide each child with the differentiation he/she needs to meet the CCSS.
 - Our 21st Century Grant provides students with enrichment activities and provides parents with many opportunities to support the growth and learning of their children.
 - Positive Behavior Interventions and Supports is a school wide discipline program. It helps create an atmosphere conducive to positive growth and development.
 - At risk students in all grades participate in an Extended Day Tutorial program that supports literacy skills.
 - Achieve 3000 is offered in all ICTS classes in grades 5-8, as well as in all ESL classes in grades 5-8. Achieve is also utilized as an AIS during elective periods.
 - An ELL Academy after school program has been formed for students in grades k-8 to support literacy acquisition skills.
 - Lincoln Center Institute provides professional development and classroom activities aligned to the Common Core Standards that support our literacy goals.
 - Science teachers in Middle School participate in the Urban Advantage Program which creates hands on experiences at different NYC

venues for our students.

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, 75% of students in grades pre. K – 8 will show progress in completing a task that asks them to read and analyze informational texts and write an opinion and argument in response, by increasing at least one level on the teacher developed rubric.

Comprehensive needs assessment

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

After careful analysis of student performance data on the 2012 state and school level assessments, it has been determined that there is a need for growth in all students including ELLs and SWDs in the area of reading and analyzing informational text and writing opinions and arguments in response. As a result of this analysis, we have made progress in this area of ELA a priority 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:
- strategies/activities that encompass the needs of identified student subgroups,
 - All students, including SWD and ELLS, will be required to complete a task that asks them to read and analyze informational texts and/or write an opinion and argument in response.
 - **Teachers will:**
- Work collaboratively to develop lessons that incorporate written skills needed for providing evidence to support arguments
- Meet during grade/department meetings and weekly Collaborative Inquiry meetings to develop rubrics to assess the use of evidence to support a claim
- Meet during collaborative inquiry to analyze student data to aid in differentiation of instruction
- Meet during weekly Collaborative Inquiry meetings to review and assess student work in this area
- Use rubrics aligned to CCSS with students to model a proficient response
- Provide timely feedback to students in assessment of their written arguments
- Achieve 3000 will be implemented during English elective and AIS classes for ELL's and SWD's to help students comprehend informational text.
- **Administrators will:**
- Provide professional development to become proficient in the utilization of the CCSS
- Provide professional development on creating tasks for their students which will be more rigorous and result in the increased performance
- Provide professional development in developing rubrics aligned to CCSS

- Provide professional development in creating non-fiction writing units of study
- Provide professional development on the use of interim assessments to monitor and revise curriculum
- Provide professional development in the use of student data to plan and set goals
- Meet with teachers during pre-and post-observation conferences to provide feedback and assess growth in targeted area
- Meet with teachers in order to discuss progress of targeted students in this area
- Provide professional development in the use of technology to enhance student learning
 - **Network Instructional Specialists based on specific needs will provide professional development to teachers.**

- key personnel and other resources used to implement these strategies/activities,

Classroom Teachers, AIS Providers, Administrators, Paraprofessionals, IEP Teacher, Literacy Cluster, Network Support Staff and School Librarian will work together to meet this goal.

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

Classroom teachers will collaborate with their colleagues during professional development workshops, grade/department meetings, common planning time and inquiry meetings to create a unit of study in the area of non-fiction reading and writing that is aligned with the Common Core State Standards. Teachers will collaborate in order to modify lessons for ELLS, SWD and students on or above grade level.

- timeline for implementation.

Activities will begin in September 2012 and continue through June 2013.

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.
 - The required annual Title I parent meeting will take place by October 31, 2012.
 - Monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
 - The school will host curriculum meetings with parents and classroom teachers, so that the parents are aware of their child's school curriculum and expectations.
 - Parents are now able sit with their children during homework time and read translated pieces of informational text as well as access reports on their child's performance.
 - A parent resource library with user-friendly instructional materials and guides is available for parental use.
 - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries.
 - The school will create and distribute a parent handbook that is translated in all the dominant languages.
 - Parent Coordinator will conduct monthly parent meeting related to topics of interest, including ARIS Parent Link and homework

support.

- Our annual Parent Workshop on the NYS Assessments will review how parents can help students with reading and writing strategies.
- Classroom teachers will offer specific strategies to improve reading and writing during orientations, parent teacher conferences and IEP meetings.
- Special event evenings such as Literacy Night, Game Night, Special Performances, and Parent/Teacher/Student Dances.
- Middle School Open House and Parent Orientations
- Parent Workshops: Academic Success, Anti-Bullying Awareness, Cyber Safety, Stress Management, Changing Challenging Behavior, Introduction to Pre – K, Transition to Kindergarten, International Food Night, Holiday Crafts with Parent and Child.
- Monthly grade newsletters
- Translators available
- Notices translated into many languages
- Multi-lingual automated telephone messages
- Monthly parent and child library visits for pre-k and kindergarten
- Family trips
- Middle School Urban Advantage – Family Advantage Days

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 X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - The school has established a pre-kindergarten program that focuses on improving the oral language abilities, emergent literacy skills that all students will need in order to ensure a successful transition to the lower elementary school grades
 - ICT classes are available on each grade for those SWD who require it as based on the student’s IEP. Teacher teams are in place to provide each child with the differentiation he/she needs to meet the standards.
 - Our 21st Century Grant not only provides students with enrichment activities, but provides parents with many opportunities to support the growth and learning of their children.
 - Positive Behavior Interventions and Supports is a school wide discipline program. The program helps create an atmosphere conducive to positive growth and development.

- Achieve 3000 is offered in all ICTS classes in grades 5-8, as well as in all ESL classes in grades 5-8. Achieve is also utilized as an AIS during elective periods.
- At risk students in all grades participate in an Extended Day Tutorial program that supports literacy skills.
- An ELL Academy afterschool program has been formed for students in grades k-8 to support literacy acquisition skills.

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, 75% of student in Grades pre k - 8 will show improvement in using mathematical models and or explaining in writing, the reasoning that led to a viable solution by moving up at least one rubric level.

Comprehensive needs assessment

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

After conducting an analysis of student performance data on state and school level assessments, it was determined that all students, including ELLS and SWD, underperformed in the area of using math models and explaining in writing the reason that led to a viable solution.

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,
 - **Teachers will:**
 - Develop mathematics word problems aligned to CCSS
 - Develop grade-level rubrics in order to drive instruction and to assess student written explanations
 - Differentiate activities to meet the needs of ELLS, special education, and challenge on and above level students
 - Provide timely feedback to students in assessment of their written responses
 - Use rubrics with students to model a proficient response
 - Meet during collaborative inquiry to analyze student data to aid in differentiation of instruction
 - Provide students with highly engaging, hands on multi-faceted learning experiences
 - Utilize the new Envision math program which is aligned with the CCSS
 - Utilize highly engaging technology such as *Smartboards*, Promethean Boards and laptops
 - **Administrators will:**
 - Provide professional development in creating rubrics aligned to CCSS
 - Meet with teachers during pre and post observation conferences in order to provide feedback and assess growth in targeted area
 - Meet with teachers in order to discuss progress of targeted students in this area
 - Provide professional development in the use of interim assessments to monitor and revise curriculum
 - Provide professional development on creating tasks for their students which will be more rigorous and result in the increased performance
 - **AIS providers will give additional support to students in the area of writing a mathematical explanation.**

b) key personnel and other resources used to implement these strategies/activities, Classroom Teachers, AIS Providers, Administrators, Network Support Staff and Paraprofessionals will work together to meet this goal.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, Classroom teachers will collaborate with their colleagues during professional development workshops, grade/department meetings, common planning time and inquiry meetings to create a unit of study in the area of non-fiction reading and writing that is aligned with the Common Core State Standards. Teachers will collaborate in order to modify lessons for ELLS, SWD and students on or above grade level.

d) timeline for implementation.

Activities will begin in September 2012 and continue through June 2013.

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.
 - The required annual Title I parent meeting will take place by October 31, 2012.
 - Monthly Mathematics workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
 - The school will host curriculum meetings with parents and classroom teachers, so that the parents are aware of their child's school curriculum and expectations.
 - Parents are now able sit with their children during homework time as well as access reports on their child's performance.
 - A parent resource library with user-friendly instructional materials and guides is available for parental use.
 - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries.
 - The school will create and distribute a parent handbook that is translated in all the dominant languages.
 - Parent Coordinator will conduct monthly parent meeting related to topics of interest, including ARIS Parent Link and homework support.
 - Our annual Parent Workshop on the NYS Assessments will review how parents can help students with mathematics reasoning strategies.
 - Classroom teachers will offer specific strategies to improve mathematics reasoning during orientations, parent teacher conferences and IEP meetings.
 - Special event evenings such as Literacy Night, Game Night, Special Performances, and Parent/Teacher/Student Dances.
 - Middle School Open House and Parent Orientations
 - Parent Workshops: Academic Success, Anti-Bullying Awareness, Cyber Safety, Stress Management, Changing Challenging Behavior, Introduction to Pre – K, Transition to Kindergarten, International Food Night, Holiday Crafts with Parent and Child.
 - Monthly grade newsletters

- Translators available
- Notices translated into many languages
- Multi-lingual automated telephone messages
- Monthly parent and child library visits for pre-k and kindergarten
- Family trips
- Middle School Urban Advantage – Family Advantage Days

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 X Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - The school has established a pre-kindergarten program that focuses on improving the skills that all students will need in order to ensure a successful transition to the lower elementary school grades
 - ICT classes are available on each grade for those SWD’s who require it as based on the student’s IEP. Teacher teams are in place to provide each child with the differentiation he/she needs to meet the standards.
 - Our 21st Century Grant provides students with enrichment activities and provides parents with many opportunities to support the growth and learning of their children.
 - Positive Behavior Interventions and Supports is a school wide discipline program. This program helps create an atmosphere conducive to positive growth and development.
 - At risk students in all grades participate in an Extended Day Tutorial program that supports mathematical skills.

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.
From September 2012 through June 2013, the Principal and Assistant Principals will implement selected components of a research-based teaching framework to conduct formative observations for each teacher. Administrators will have a focus on designing coherent instruction, questioning techniques, and using assessment in instruction.

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.
Evidence from observations during the 2012-2013 school year and 2012 Citywide expectations indicate the need to improve teaching practices and student progress.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
strategies/activities that encompass the needs of identified student subgroups,
 1. Administrators will provide professional development in the use of a research-based teaching framework.
 2. Teachers will use the research-based framework in order to self-assess and set professional goals.
 3. Administrators will set up and follow a schedule for short, frequent teacher observations and provide timely feedback using a research-based rubric.
 4. Administrators will meet on a daily basis in order to discuss results of formative observations for the day.
 5. The school professional development team and administrators will provide teachers with support that is differentiated depending on need.
- b) key personnel and other resources used to implement these strategies/activities,
Classroom Teachers, AIS Providers, and Administrators will work together to meet this goal.
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Teachers will participate in professional development workshops, post-observation conferences, and meetings with administrators. Teachers will use the research-based framework in order to self-assess
- d) timeline for implementation.

Activities will begin in September 2012 and continue through June 2013

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.

Not Applicable for this goal

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	<p>Wilson It directly and systematically teaches students how to fluently and accurately decode. It is unlike traditional phonics programs in that instruction is very interactive and multi-sensory. It also thoroughly teaches total word construction, not just phonics. Students learn to encode (spell) as they learn to decode.</p>	<p>Wilson Small group instruction (not to exceed 10 students) for grades two through five.</p>	<p>Wilson Provided daily during school hours.</p>
	<p>Leveled Literacy Intervention A blended program of phonics, vocabulary, comprehension and fluency. The reading kits contain materials for reading levels A-J and C-N.</p>	<p>Leveled Literacy Intervention Small group instruction (not to exceed 10 students) for grades one through five.</p>	<p>Leveled Literacy Intervention Provided daily during school hours.</p>
	<p>Extended Day Tutorial Offers additional instructional support for at-risk students.</p>	<p>Extended Day Tutorial Small group instruction (not to exceed 10 students) for kindergarten through 8th grade.</p>	<p>Extended Day Tutorial Provided two days a week, after school for 50 minutes each day.</p>

	<p>Saturday Academy Program Our Level 2 students will have their needs analyzed and instruction will be delivered to meet their needs. These students are targeted for not making adequate yearly progress in ELA.</p> <p>ESL After School Program A program which targets the beginner and intermediate ELL students. The program is facilitated by ESL certified teachers. The activities include development in the following areas: phonemic awareness, phonics, vocabulary, oral language and comprehension.</p>	<p>Saturday Academy Program Whole group (not to exceed 20 students) and small group (not to exceed 10 students) instruction based on need for grades three through eight.</p> <p>ESL After School Program Small group instruction (not to exceed 15 students) offered to students grades two through eight.</p>	<p>Saturday Academy Program A program that will be held on nine Saturdays for the duration of 1.5 hours.</p> <p>ESL After School Program A program which is held twice a week for 90 minutes after school.</p>
Mathematics	<p>Saturday Academy Program A program that is offered to our Level 1 and Level 2 students will have their needs analyzed and instruction will be delivered to meet their needs. These students are targeted for not making adequate yearly progress in math.</p> <p>Envision A mathematics program which provides structured scaffolds for struggling students. grades K-5</p> <p>AIS</p>	<p>Saturday Academy Program Whole group (not to exceed 20 students) and small group (not to exceed 10 students) instruction based on need for grades three through eight.</p> <p>Envision Small group instruction offered to students in grades kindergarten through grade 5.</p> <p>AIS</p>	<p>Saturday Academy Program A program that will be held on nine Saturdays for the duration of 1.5 hours.</p> <p>Envision Provided daily during school hours.</p> <p>AIS</p>

	<p>A program which targets level 1 and 2 students and will be determined by standardized math scores, teacher assessments, as well as professionally developed assessment tools. Instruction includes vocabulary development in the content areas, use of Manipulatives and development of problem solving, critical thinking skills, concepts and applications.</p> <p>Extended Day Tutorial Offers additional instructional support for at-risk students.</p>	<p>Small group instruction (not to exceed 10 students) for grades three through eight.</p> <p>Extended Day Tutorial Small group instruction (not to exceed 10 students) for kindergarten through 8th grade.</p>	<p>Provided daily during school hours.</p> <p>Extended Day Tutorial Provided two days a week, after school for 50 minutes each day.</p>
Science	<p>AIS Science aid provided for targeted Level 1 and 2 students and will be determined by standardized science scores, teacher assessments, as well as professionally developed assessment tools. Instruction includes vocabulary development in the content areas, use of manipulative, development of problem solving and critical thinking skills.</p> <p>Extended Day Tutorial Offers additional instructional support for at-risk students.</p>	<p>AIS Small group instruction (not to exceed 10 students) for grades three through eight.</p> <p>Extended Day Tutorial Small group instruction (not to exceed 10 students) for grade six through eight.</p>	<p>AIS Provided daily during school hours.</p> <p>Extended Day Tutorial Provided two days a week, after school for 50 minutes each day.</p>

<p>Social Studies</p>	<p>AIS Social Studies aid provided for targeted Level 1 and 2 students and will be determined by standardized social studies scores, teacher assessments, as well as professionally developed assessment tools. Instruction includes vocabulary development in the content areas, use of manipulative, development of problem solving and critical thinking skills.</p> <p>Extended Day Tutorial Offers additional instructional support for at-risk students.</p>	<p>AIS Small group instruction (not to exceed 10 students) for grades three through eight.</p> <p>Extended Day Tutorial Small group instruction (not to exceed 10 students) for grade six through eight.</p>	<p>AIS Provided daily during school hours.</p> <p>Extended Day Tutorial Provided two days a week, after school for 50 minutes each day.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance Counselor We provide</p> <ul style="list-style-type: none"> • Lead Conflict Resolution Program • Crisis Intervention • Career Counseling <p>School Psychologist Clinical counseling offered to the students. IEP mandated will be met for the students. Home-school contact will be initiated.</p> <p>Social Worker At risk counseling will be offered to general education population to address issues and concerns. Emphasis will be on socialization and crisis</p>	<p>Guidance Counselor One-to-one or small group (not to exceed three students) for grades kindergarten through eighth.</p> <p>School Psychologist One-to-one for grades kindergarten through eighth.</p> <p>Social Worker One-to-one or small group (not to exceed three students) for grades kindergarten through eighth.</p>	<p>Guidance Counselor Provided during school hours.</p> <p>School Psychologist Provided during school hours.</p> <p>Social Worker Provided during school hours.</p>

	<p>intervention as needed.</p> <p>Health Related Services The Pupil Personnel Team provides intervention planning for all students identified as at-risk. Individual cases of Tier I, II, and III intervention for students in groups are reviewed by the committee of administrators, teaching and support staff. Specific intervention services are discussed and periodically monitored by the Pupil Personnel Team to assess progress. Occupational /Physical Therapy- Children at-risk are seen during the 50-minute tutorial based on the needs determined by the Pupil Personnel Team.</p>	<p>Health Related Services The Pupil Personnel Team meets twice per month and for all grades (K- 8.)</p>	<p>Health Related Services Provided during school hours.</p>
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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.

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Currently, all of our teachers are Highly Qualified Teachers as defined by NCLB.
 - Our payroll secretary and administrators work closely with teachers to ensure that all required documentation is submitted to the state by specified deadlines.
 - In order to retain our Highly Qualified Teachers, we provide the teachers with feedback on a regular basis regarding their teaching practices.
 - In order to retain our Highly Qualified Teachers, we will provide differentiated Professional Development based on Teacher Survey and individual need and interests.
 - In order to retain our Highly Qualified Teachers, we will provide Professional Development on the NYC Initiatives.
 - A Professional Library is available for teachers to access in order to maintain their professional pedagogical knowledge.
 - Weekly collaborative planning sessions are provided to our staff so that teachers can build upon professional knowledge.
 - Weekly common planning periods are provided to our staff so that teachers can curriculum plan.
 - When a vacancy arises, we have a rigorous hiring process, which includes an interview with an administrator, demonstration lesson, review of portfolio, and contact with references.
 - Mentors and coaches are assigned to support new and struggling teachers.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

Public School 226 will involve parents in the planning, review, and improvement of Title 1 programs. Parents will be invited to a meeting that will inform them of the programs that will be offered to their children during the school year. The meetings will include a description and an explanation of the school's curriculum, and the programs that are

funded by Title 1. Parents will be encouraged by the school to attend these meetings to ensure ongoing communication and parental involvement in many ways such as through workshops and conferences. Training and materials for parents will also be provided to help them work with their children to improve their academic achievement. Workshops on Testing, meeting state standards, homework help, coping with children socially and emotionally, using the Internet safely and parenting skills will be provided by staff and the 21st Century Grant program.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/ Wendy Karp	District 21	Borough Brooklyn	School Number 226
School Name Alfred De B. Mason			

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

Principal Sherry Tannenbaum	Assistant Principal Hrysoula Niarhos
Coach type here	Coach type here
ESL Teacher Raisa Kagan	Guidance Counselor type here
Teacher/Subject Area Jill Barone/Kindergarten	Parent type here
Teacher/Subject Area type here	Parent Coordinator Frances Marzullo
Related Service Provider Vivien Finkelman	Other type here
Network Leader Wendy Karp	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	5	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	2
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	951	Total Number of ELLs	228	ELLs as share of total student population (%)	23.97%
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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. 

ELL Identification Process

1. Describe the steps followed for the initial identification of those students who may possible be ELLs.

Parents are provided a Home Language Identification Survey (HLIS) in their preferred language at the time of registration. A trained pedagogue, one of our five fully certified ESL teachers, assists the parents with the completion of the HLIS. The trained pedagogue discusses home language with the family and provides assessments to determine eligibility of English Language support services.

The assessment is an informal oral interview with both the parent and the child. The informal interview is conducted in English and whenever possible in the native language. It helps the trained pedagogue determine if the child is English proficient. If the child only speaks English, then the child is not an ELL and the child enters a general education program. If the child speaks a language other than English, whether fluent or not, the trained proceeds with a series of questions to determine the child's need for the Language Assessment Battery-Revised (LAB-R). The findings of the interview are documented on the HLIS.

At the conclusion of the interview, the ESL teacher concludes whether the child needs to be administered the LAB-R based on the responses from the interview and the HLIS. If the child does not need to be administered the LAB-R, then the child is placed in a general education program. If however the pedagogue determines the child does need to be administered the LAB-R, it is administered by an ESL teacher as soon as possible.

If the child scores at, or above proficiency, the student is not an ELL and enters a general education program. If the child scores below proficiency, then the child is identified as an ELL and placed in an ELL program. A student whose home language is Spanish and who scores below proficiency on the LAB-R is then administered the Spanish Lab to determine their understanding of their native language.

A child who is identified as an ELL must then be placed in a program. The program placement is determined by parental choice. In the spring, we administer the New York State English as a Second Language Achievement Test (NYSESLAT). If the child scores below proficiency the student continues to receive ESL services. If the student scores at or above proficiency, the student is no longer an ELL and the student then transitions into a general education program.

2. What structures are in place to ensure that parents understand all three-program choices (Transitional Bilingual, Dual Language, Freestanding ESL)?

At the beginning of the school year, our five fully certified ESL teachers as well as, bilingual interpreters provide the parents of newly admitted English Language Learners with an orientation workshop. Letters inviting the parents to the orientation meeting are sent home in the many languages spoken at our school. At this workshop, parents are informed of the various choices they may make in deciding which educational program will best suit the needs of their child. The parents also receive information regarding school expectations, assessments, and the state standards. At this meeting, each parent is given a parent guide in their native language from the New York City Department of Education. In addition, parents watch a video in their native language, which also explains the program choices available to them. An interpreter is used whenever necessary. During this meeting parents have an opportunity to ask any questions and voice any concerns. They are addressed accordingly. Prior to the conclusion of the meeting, the parent chooses the program they prefer for their child. The same steps are followed with parents who admit their children throughout the school year.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned?

We use translated materials (brochures, DVDs) provided by the Office of ELLs as needed. Informational and question/answer sessions are provided through group orientations at the beginning of the year. Throughout the year we inform parents in a number of ways, including meetings and phone calls. We provide parents with notification letters of their child's eligibility for services. Our ESL teachers contact parents to ensure compliance. If a child scores below proficiency on the LAB-R then we provide a Parent Entitlement Letter and a Parent Survey and Program Selection Form at a parent orientation or parent meeting. If the child scores at or above the proficiency level on the LAB-R, a Non Entitlement Letter is sent home. If a student scores below proficiency on the NYSESLAT then a Continued Entitlement Letter is sent home. If the child scores at or above proficiency on the NYSESLAT then a Non Entitlement letter is sent home.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must include any consultation/communication activities with parents in their native language.

Students are placed in an ESL program within ten school days of their enrollment based on the parent's choice of programming. We currently do not have any bilingual classes. We will form a bilingual class when there are 15 or more students on two contiguous grades. If the parent's choice is a bilingual program, then we explain to them that we currently do not have a bilingual program. They can choose to keep their child in our school and we will keep their parent choice on file. As soon as a bilingual class can be formed, we will do so and notify them in their native language via letter and/or phone call. Until then, the parent can enroll their child in our ESL program while they wait for a bilingual class.

The other option the parents have is to bring them to another school in District 21, which offers a bilingual class. We use the Office of ELLs' website for a list of schools and the programs offered throughout New York City to find a school that best suits the parents and the child.

We make many attempts to ensure the parents return the forms with their program choice. there are times when we do not receive a response from the parents. After many failed attempts to contact the parent, then and only then do we choose a program for the child. The program is an automatic default of a transitional bilingual class.

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?

The trend we have found over the last few years is that our parents prefer an ESL program as their choice. We only have one language with a sufficient number of parents choosing transitional bilingual and that is Yiddish. Due to this trend, we have two bilingual special education Yiddish classes. One class is a seventh graders and the other class is made up of eighth graders.

6. Are the programs offered at your school aligned with what parents have been requesting?

The programs offered at our school are aligned with what parents have been requesting. We have two bilingual self-contained special education Yiddish classes. These classes were formed based on parental requests on the Survey and selection forms and the numbers of students to form a bilingual class. All other entitled students are receiving Freestanding ESL services, based on the parent's choice. Very few parents who have chosen a transitional bilingual program but have opted to keep their child in our school. For those parent's, we have their parent choice letters on file and are fully prepared to accommodate their choice as soon as we have an increase of student enrollment for a transitional bilingual class.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	5	6	4	4	3	3	2	2	2	0	0	0	0	31
Total	5	6	4	4	3	3	2	3	3	0	0	0	0	33

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	228	Newcomers (ELLs receiving service 0-3 years)	180
SIFE	4	ELLs receiving service 4-6 years	35
		Special Education	64
		Long-Term (completed 6 years)	13

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	180	4	31	35	0	22	13	0	11	228
Total	180	4	31	35	0	22	13	0	11	228

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

C. Home Language Breakdown and ELL Programs

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

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
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	10	14	12	8	4	8	3	0	0	0	0	0	74
Chinese	3	8	4	4	3	3	4	2	3	0	0	0	0	34
Russian	6	5	6	5	4	2	5	5	2	0	0	0	0	40
Bengali	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Urdu	5	2	2	4	2	2	3	0	3	0	0	0	0	23
Arabic	1	1	4	1	3	1	0	1	0	0	0	0	0	12
Haitian	0	0	0	0	0	0	0	1	0	0	0	0	0	1
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Other	1	5	2	2	1	3	5	12	9	0	0	0	0	40
TOTAL	31	31	34	29	22	15	25	24	17	0	0	0	0	228

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?

A. Programming and Scheduling Information

Programming and Scheduling Information

1. How is instruction delivered?

We have five fully certified ESL teachers who service our ELL students within the school day. (ESL certified teachers: Ms. Kagan, Ms. Lauer, Ms. Shulman, Ms. Subramanian and Mr. Brooks.) All of our ESL teachers teach a freestanding ESL program. We also have two bilingual Yiddish Special Education bridge classes grades 7 and 8. The Freestanding ESL program is provided in English using a blended model of push-in and pullout. The pullout program consists of our newcomers and selected beginner students being serviced with 5 periods of push-in and 3 periods of pullout (360 minutes per week) while our Intermediate and Advanced students are serviced using the push-in model. In grades K-2 the ESL provider pushes in to the classroom during guided reading to lower the pupil teacher ratio and to provide intensive small group instruction. In grades 3-8 the ESL provider pushes in to the classroom during content area subjects such as Science and Social Studies. Pushing in to the content areas ensures that ESL Standard 5: English for cross-cultural knowledge and understanding is met.

The NYSESLAT scores and LAB-R scores are used to make determinations in grouping students and programming. Additionally, the results of the ELL Interim Assessment is analyzed to create differentiated lessons to help English Language Learners meet the standards. Most of our English Language Learners quickly develop Basic Interpersonal Skills (BICS), thereby enabling the ESL teachers to focus their instruction on Cognitive Academic Language Proficiency (CALP). In order for our English Language Learners to develop English language proficiency, our ESL staff uses effective practices in instructing ELLs including: Modeling, Bridging, Contextualizing, Schema building and Metacognitive Development. ESL instruction is aligned with the comprehensive core curriculum in literacy and all content areas in order to increase comprehension, verbal and nonverbal clues. As our ELLs develop competency in English, we build from language that is already understood and experienced, using other strategies such as, graphic organizers, collaborative learning, peer-tutoring and hands-on learning opportunities. Instructional materials include: The Oxford Picture Dictionary for Kids (it contains: posters, tapes, and language development activities), Addison Wesley ESL series, Scholastic Magazines – Story Works & Scope, Great American Stories, Benchmark Non-fiction books, Explode the Code, Beginning Readers with tapes and Scott Foresman Reading Street ESL components. Selected components of On Our Way to English in Grades K-3, and selected components of Into English Series by Hampton Brown are used to supplement the push-in ESL program for newcomers.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levers in each program model?

Our school's administrators along with the ELL Instructional Specialists from our network review the ESL teachers' schedule to make sure the mandated number of instructional minutes is provided according to NYS CR Part 154 instructional requirements for English Language Learners. Teachers are assigned groups of students in order to meet the mandates. Appropriately licensed ESL staff is hired when needed in order to provide mandated instruction in ESL.

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.

Reading - At P.S. 226 we deliver literacy instruction in English. We use the workshop model for ELA following Prentice-Hall Literature Series in the Middle School and Scott Foresman Reading Streets program in the Elementary School. We have curriculum calendars for every grade. Teachers base their lessons upon pre-assessments, running records, teacher observations, conferences and post-assessments. Students select Just Right Reading Books to practice skills and strategies taught throughout the different genres. Work is adjusted for ELLs through differentiated instruction and through a myriad of ESL strategies. Particular emphasis is placed on content specific vocabulary and genre study.

Writing- Our school has a strong focus on writing and will continue to build upon our work in this area. Instruction in writing is delivered in English. On demand writing assessments are given three times a year. Teachers plan their units based on the students' needs.

Additionally, we have purchased Writing Fundamentals by School Wide Incorporated in K-5 to further assist in delivery of instruction. The program offers suggestions for teaching ELLs at all levels. Reading Street has an extensive writing component, which address all sub groups including ELLs. The ELLs are given support through writing prompts, graphic organizers, visual aids and read aloud trade books. Prentice Hall Literature also has a writing component to the program, which addresses all sub groups including ELLs.

Math – School wide, we use an investigatory model to teach math in English. In addition, each teacher has an interactive math content word wall to help make content comprehensible to our ELLs. Accountable talk is encouraged to help students comprehend the content. Our teachers use Everyday Math in grades Pre-Kindergarten through Grades 5. We are also incorporating elements from the Envision Mathematics program, which has ELL scaffolding built into the program. Through assessments of the and conferring with students,

A. Programming and Scheduling Information

teachers plan lessons and group students based on their needs. This program offers strategies for teaching ELLs, students at risk, as well as for students at and above the standards. Teachers provide manipulatives to enhance understanding of the concepts. The program provides differentiated instruction for practice time to help the ELLs comprehend the content. In our Middle School, we are using Impact Mathematics. Our 8th grade Excel class is using Prentice Hall Integrated Algebra. Our Middle School Math Department differentiates instruction and uses flexible grouping to assist our ELLs.

Science – Our Science program is a hands-on exploratory program taught in English. The program consists of a combination of textbooks and FOSS Kits. The children work in small groups to confirm or revise their hypothesis to a scientific problem. Inquiry and critical thinking skills are at the core of our program. ELLs work in small flexible groups. Vocabulary is emphasized and realia is used to assist ELLs in comprehending the content.

Social Studies – Social Studies content is delivered in English. Primary sources are used to help our ELLs interpret and comprehend the concepts. Vocabulary is also emphasized. Textbooks are used along with simulations, pictures, Readers' Theatre, maps, globes, and other hands-on documents to assist ELLs in comprehending the content.

4. How do you ensure that ELLs are appropriately evaluated in their native language?

The ESL teacher, the classroom teacher and the parents collaborate on the students proficiency in their native language as well as in English. Interpreters are also used to communicate with the student to determine their proficiency in their native language. The conversations along with the teachers' review of student work and performance during oral presentations determine whether a student should be evaluated in their native language.

5. How do you differentiate instruction for ELL subgroups?

A. Plan for English Language Learners in US school less than 3 years (newcomers) - Based on our extensive and long-term experience as ESL teachers, we developed programming accommodations for our newly arrived beginning level English Language Learners. We have found that in order for these children to succeed, it is essential that they receive double periods of ESL services in a pullout model for their first year in this country. This enables the student to develop oral/aural language skills in a friendly, non-threatening small group environment. It is also important for these students to acquire the literacy skills they need to function in their regular classroom. These skills are best developed through small group instruction. We monitor the scores from the NYSESLAT as well as the Periodic Assessments and provide AIS to those students not making adequate progress. In order to provide additional instructional support to our English Language Learners, a Title III grant provides funds for implementing an after school ESL program twice a week. We prepare our ELLs for the NYS ELA by using effective practices in ELA instruction and ESL instruction. We emphasize vocabulary development and we don't simplify text but rather "amplify" text. ESL lessons are developed using the SIOP model based on New York State Standards. Academic rigor, Accountable talk, setting clear expectations and use of graphic organizers are fundamentals upon which we base our ESL program. English Language Learners who have reached proficiency are given extra reading and writing help from our A.I.S. specialists and reading program.

Articulation between classroom teachers, ESL teachers, and A.I.S. specialists and administration is on-going. This articulation helps monitor the continued success of ELL students who reach proficiency. Students who reach proficiency on the NYSESLAT for the first year are encouraged to participate in our Extended Day program. Our Middle School students also attend the Title III after-school ESL program.

B. Plan for ELLs Receiving Service 4-6 years – This group of ELLs is mandated to attend our extended day program. In addition, they receive intensive small-guided reading instruction focusing on skills and strategies at their instructional reading level by the ESL teacher in grades K-2 and in the content areas in grades 3-8. Additionally, A.I.S. is provided for these students and monitored in six-week cycles. Students who do show progress are re-evaluated for another A.I.S. program.

C. Plan for Long Term English Language Learners (completed 6 years) - Our plan for long term English Language Learners is to encourage them to participate in after-school AIS programs. Participation in our school's AIS programs, such as, Wilson, Quick Reads, and Leveled Literacy Intervention (LLI) is mandated. Pupil Personnel Team evaluations may be requested by classroom teachers and service providers. The Pupil Personnel Team in conjunction with the classroom teacher identifies learning problems that the child may have and suggests remediation/AIS to ensure the student's progress. The progress of the child is tracked by a case manager and is revisited in six-week cycles. The ELL component of Reading Street Program (grades K-5) and Literature Program (grades 6-8) is helpful in aiding these children to reach the standards in English Language Arts.

D. Plan for English Language Learners identified as having special needs - Our English Language Learners with special needs are given individualized differentiated work. The use of repetition and questioning techniques, Tiered Vocabulary, visual representations and

A. Programming and Scheduling Information

Wilson delivery are only a few of the methods used to deliver instruction to our ELLs with special needs. They would also be grouped according to their ability level rather than grade level when possible. A push-in model appears to benefit many of our IEP students best. E. Plan for SIFE – SIFE students are provided with the extra help they need because of their interrupted schooling through AIS services. In the elementary grades we offer Leveled Literacy Intervention (LLI), Quick Reads, Wilson, and Great Leaps. In the Middle School we offer the Rewards Program. Additionally, we provide classes in our after-school Title III ESL program. We also encourage them to attend the Extended Day program where the ELL students can receive additional intensive small group instruction. Peer tutoring is also available for additional support.

6. What instructional strategies and grade-level materials do teachers of ELL-SWD use that both provide access to academic content areas and accelerated English language development?

The ESL teachers generate a list of students from the NYC Dept. of Education Student Special Service Detail Information Report. This list contains the names of all the ELL-SWDs. The ESL teachers then group the students by grade and by content area, depending on their grade-level. Next, they organize a schedule for each group of students based on the NYS CR Part 154 mandated number of units. Then, they cross reference their schedules with the other mandated service providers (OT, PT, Speech, etc.) to ensure there aren't any scheduling conflicts. Once the schedules are finalized, they are then reviewed by administration to ensure all mandated requirements are met.

Teachers of ELL SWD students collaborate with ESL teachers to acquire ESL strategies and practices. They also attend workshops focused on ELL strategies in order to better prepare themselves for their students. They use visual cues, graphic organizers, guided small group instruction, Tiered Vocabulary, choral reading and speaking, Reader's Theater, realia, repetition, vocabulary development strategies and scaffolded questioning techniques to provide access to academic content. They also use the ELL Intervention Resources from the Reading Streets Literacy Program and the ELL components of the Rigby Literacy program. During the math periods, the teachers use a wide variety of math manipulatives, and scaffolded ELL math activities from the Envision Math and Everyday Math Programs.

7. How does your school use curricular, instructional strategies, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

We provide many opportunities for our ELL-SWDs to spend time with non-disabled peers. Our ELL-SWDs eat lunch and participate in recess along side their non-disabled peers. Additionally, they take the same school trips and participate in the same school performances. Our ELL-SWDs are also offered the same after-school opportunities as their non-disabled peers. Lastly, we focus on providing mainstream opportunities for our students in specific content areas. This requires a lot of collaboration on the part of the ESL and classroom teachers. Through the process of collaboration they can design curriculum maps, lesson plans and differentiated activities which meet an individual student's needs. During the collaborative process they also can determine time-frames and schedules which will yield the most effective instruction and mastery of content.

Courses Taught in Languages Other than English ⓘ

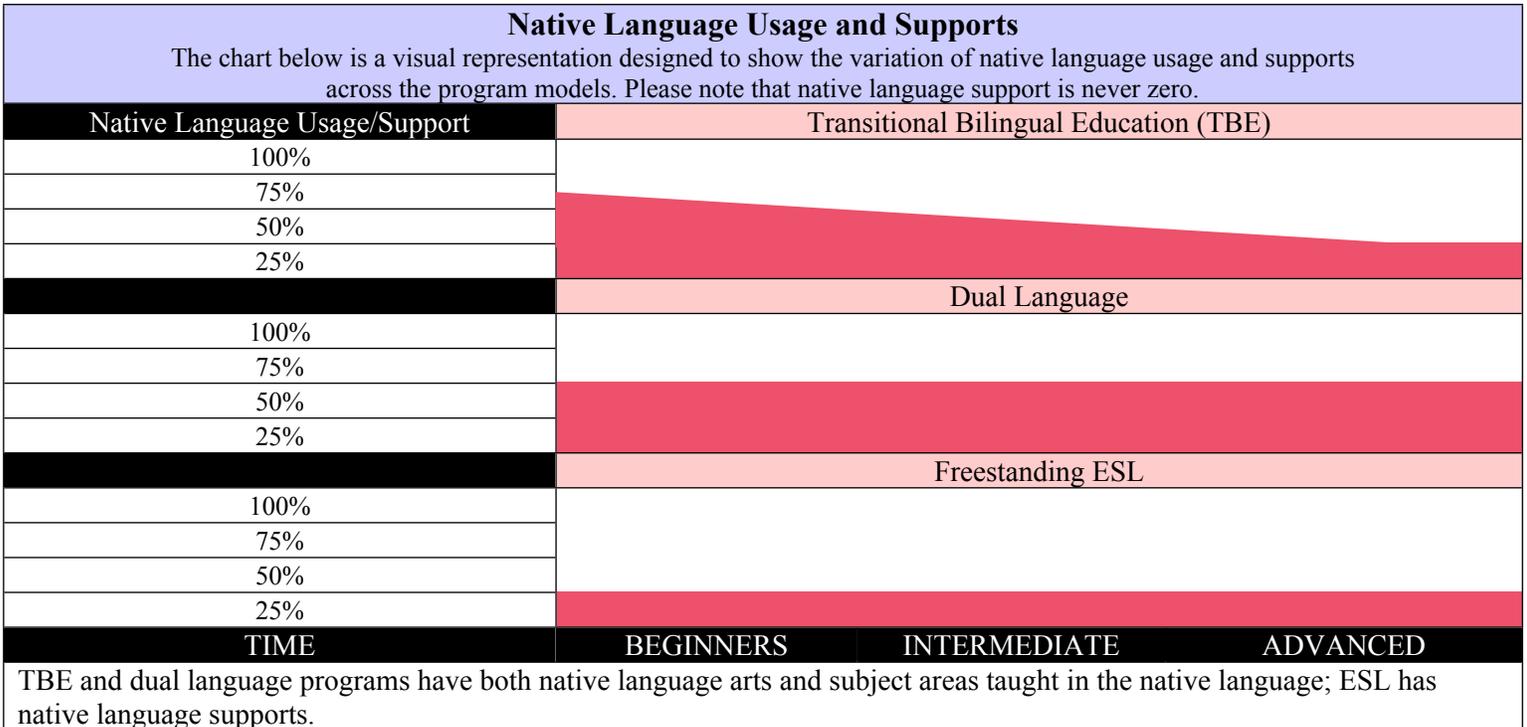
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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	0			
Social Studies:	0			
Math:	0			
Science:	0			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

8. Describe your targeted intervention programs for ELLs in ELA, math and other content areas.

In ELA we offer Wilson, a phonetic based program, Quick Reads, a program to improve comprehension and fluency, Leveled Literacy Intervention, a comprehensive program encompassing phonemic awareness, phonics, vocabulary, fluency and comprehension, Rewards, a short-term reading intervention program designed to teach intermediate students a flexible strategy for decoding long words and to increase their oral and silent reading fluency. During Extended Day, paraprofessionals administer Great Leaps Intervention program to targeted children.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

ELLs who reach proficiency on the NYSESLAT are given A.I.S. at the beginning of the year. They are tracked and individual determinations are made as to the length of time the A.I.S. continues. During the first year the ELL becomes proficient the ESL teacher assists them during push-in periods and during Extended Day. Time and a half is given on all formative and summative assessments during this transitional period.

10. What new programs or improvements will be considered for the upcoming school year?

We will continue to administer the ELL Interim Assessments. The results of the ELL Interim Assessment will be used to drive instruction and to differentiate lessons and materials to help English Language Learners meet the standards for English Language Arts. A class comprised of newcomers was considered but has not been implemented at this time.

The staff has participated in sustained professional development on ELL strategies. Additionally, our ESL teachers have participated in an After-school study group to learn best practices in teaching vocabulary to ELLs and academic language development. The ESL department receives support throughout the year from our ESL Network Support Specialist. Furthermore, our ESL teachers will continue to attend grade conferences with the grades they service and meet with the administration regularly.

Title III monies will be used for professional salaries for our after-school ESL program. We plan to have an ESL after-school program consisting of four classes, comprised of children in grades 1 – 8 . The classes will consist of beginner and intermediate ELL students. Title III monies will be scheduled to pay for these services. Additionally, Title III monies will be used to purchase supplies and materials to supplement and provide additional curricula materials. One new interactive technology program we have purchased is ESL Reading Smart. It is a differentiated program designed to scaffold lessons for ELL students. Finally, money will be scheduled for the use of interpreters during parent-teacher conferences, evening meetings and family nights.

11. What programs/services for ELLs will be discontinued and why?

Based on researched effective practices for ELLs we will continue our blended E.S.L. push-in/pullout model. In grades K-2 the E.S.L. teachers will push-in during guided reading instruction to reduce the teacher-pupil ratio and provide guided reading instruction. In grades 3-8, the ESL teachers will push-in to the classes during their content area instruction. During push-in periods there will be a greater emphasis on collaborative team teaching between the classroom teacher and the ESL teacher.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

In order to provide additional instructional support to our English Language Learners, our ESL teachers target newcomer and beginner ELLs in an after-school ESL program twice a week, Monday and Wednesday from 3:15.P.M.-4:45 P.M. These students also stay for our extended day program. The teachers emphasize vocabulary and writing during the extended day tutorial. We anticipate that we will offer our advanced ELLs in grades 3-8 an After-School ELA and Math program later this year. Our at-risk ELL students are invited to stay for

our Extended Day tutorial program on Monday and Wednesday from 2:20 - 3:10 P.M. Non-academic extracurricular programs for our middle school students include the CHAMPS Program, a soccer program, basketball and volleyball in which our students compete against other middle schools. Our Middle School has been awarded a 21st Century grant. This program is offered to students in grades 5-8 Monday through Friday. The grant has several components including: leadership that offers volunteering in the community, an academic enrichment program and the arts. The students may choose from Visual Arts (Mural Making, Sculpture, Percussion, Collage, Self-Portrait), Ballroom Dancing, and Technology. We have a library grant, New Yorkers Read, which focuses on gender difference and motivating boys to read. Some of our ELLs have been selected to participate in this “boys” study group.

13. What instructional materials, including technology, are used to support ELLs?

Some of the materials we use in our ESL program include the following:

- The Oxford Picture Dictionary for Kids (it includes posters, tapes, and language development activities.)
- Scholastic Magazines – Story Works & Scope -Great American Stories
- Idioms in Everyday Life -Explode the Code
- Beginning Reader with tapes -USA Today
- Starfall
- Scholastic Content Area: Reading, Social Studies, and Science
- Scott Foresman Reading Street (ESL component) grades K-5
- Prentice-Hall Literature (ESL component) grades 6-8
- On Our Way to English – Grades K-3 (selected components)
- Into English Series by Hampton Brown (selected components)

14. How is native language support delivered in each program model?

At P.S. 226 we have two Yiddish self-contained special education classes. These two classes receive instruction in English with the appropriate mandated native language instruction. Native language instruction is delivered in social studies, science and/or math. For our Freestanding ESL Program we provide bilingual library books and dictionaries. Use of a student’s native language is encouraged in our school. Our English Language Learners are encouraged to read library books and write in their native languages. Peer tutors that speak the same native language are used to help newcomers make a smooth transition to their new English language. Translated glossaries are provided in available languages. Popular fictional novels such as Harry Potter have been purchased in Chinese. School personnel are used to translate the student’s native language written work as needed. Testing accommodations through the use of translated versions of state and city tests are made available as needed.

15. Do required services support, and resources correspond to ELLs' ages and grade levels?

Support services available for our ELL population include guidance counseling and social work, nursing care and food services. Our school nurses provide information to students and parents about dental, nutrition, asthma, and other related health issues. Information on how parents can obtain medical insurance is available. Free lunches are available to those ELLs who qualify. The social worker and guidance counselor help students solve social issues. They help our newly arrived immigrant students adjust to their school and community. We also have speech providers, adaptive physical education, OT and PT available as per the child’s IEP.

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

As newly arrived students enroll before the beginning of the school year, they are given a supply packet and summer homework packet so that they can be prepared for the first day of school. Our Parent Coordinator is available year round to help limited English proficient families transition to our school and to provide resources as needed. Our students are paired with a buddy as soon as they arrive to ensure their comfort and easy adjustment.

14. What language electives are offered to ELLs?

We offer Spanish as an elective to our ELLs. These students take the New York State Regents Exam in June.

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)?

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.

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the schools.

Our ESL students present a unique challenge for classroom teachers. Staff members who work with these students need ongoing professional development so that they can help the students achieve proficiency in English language, as well as, in all academic content areas. As educators, we must continuously reflect on our teaching and update our practices to meet the needs of our ELL students and focus on effective ways to help them reach their potential. In order to help our staff to become more sensitive to the needs of the ELL population and aiming at academic success, we provide the teachers with ongoing professional development throughout the year. The teachers attend various workshops that deal with a wide variety of topics and issues of which the following is a partial list:

- Guidelines and procedures for identifying and placing new English Language Learners
- Strategies and approaches to help classroom teachers enable ELL students to participate effectively in academic classroom activities
- Teaching critical thinking skills to ELL students
- Teaching study skills to ELL students
- Deciphering the numbers and makes sense of the data

In addition, professional development/exploration of effective practices will be offered throughout the year during Inquiry team meetings, collaborative team meetings and after-school study groups.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our school is a PreK-8 school. Many of our elementary students transition into our middle school from grade five. In grade five we departmentalize for all major subjects to help prepare the students for middle school. Middle School eighth graders are offered to participate in a transitional summer school program at the College of Technology to assist them in making a smooth transition to High School.

Our staff is provided support to help our ELLs make these transitions. We offer ongoing professional development through faculty conferences, grade level meetings, Inquiry work focused on ELL populations and professional development workshops provided by our Network Leaders.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Sustained professional development is ongoing throughout the school year. The Inquiry Team has conducted surveys to assess teacher needs. Based on the results of these surveys, professional development is provided by our ESL department and outside partnerships with N.Y.U. and C.I.T.E. The professional development touches upon a variety of topics; scheduling for ESL instruction- discusses how to create a schedule to ensure all of our students are being serviced according to mandates, identification- how to properly assess students to determine if they are ELL students, differentiation- the use of instruction techniques to reach a varied ELL population (beginner, intermediate, advanced, SWD, etc.), compliance- understanding mandates and reports, etc. All agendas and time sheets from each of the professional development sessions are kept on file in chronological order by the principal. They are referred to when planning for future sessions and looking for follow-thru from the teachers in attendance of the sessions.

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?

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.

Via the support services of the Family Assistants, the Parent Coordinator, the Parent Teacher Association, (P.T.A.), the ESL teachers, and various other school personnel, we have established a link between the school community and the parents. Provisions are always made to have interpreters at our parent workshops. In addition, parent notices are sent home in the various languages spoken by our students. Parents and family members are invited to share their culture and talents with the different classes. As mandated, at the beginning of each school year, the ESL staff provides the new ELL parents with an orientation workshop. At this workshop, parents learn about the different choices they can make regarding their children's education. Parent workshops are held during the year to provide parents with information about academic skills and requirements, assessments, testing, technology and other areas that help the parents assist their children to be successful learners.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our ESL teachers serve as a resource to parents of ELL students. They facilitate workshops to the parents and also assist in the planning phase with other staff members who facilitate workshops. We are partnered with our local Public Library. It offers workshops for parents of ELLs as well other translation services.

3. How do you evaluate the needs of the parents?

The ESL teachers have conversations with parents during orientation, the P.T.A. conducts surveys on parent needs, and the results of the school environment survey are used to evaluate the needs of the parents. Parents are always welcome and are encouraged at all meetings to contact us. The Parent Coordinator also reaches out to parents daily.

4. How do your parent involvement activities address the needs of the parents?

Our parent involvement activities are aligned with the needs of the parents based on surveys and conversations with parents. Parents have requested workshops on technology, homework and testing. These topics will be addressed at morning meetings. Some evening meetings will be offered so the maximum number of parents can take advantage of these wonderful presentations.

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)	19	15	9	3	3	1	5	4	13	0	0	0	0	72
Intermediate(I)	0	10	3	15	9	3	6	4	4	0	0	0	0	54
Advanced (A)	10	5	20	8	7	9	14	5	2	0	0	0	0	80
Total	29	30	32	26	19	13	25	13	19	0	0	0	0	206

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	2	3	1	0	0	0	0	0	0	0	0	0
	I	1	7	4	1	2	1	3	1	1	0	0	0	0
	A	0	14	19	3	1	2	8	6	3	0	0	0	0
	P	0	6	4	23	13	19	16	10	7	0	0	0	0
READING/ WRITING	B	1	11	7	1	2	1	2	2	2	0	0	0	0
	I	0	10	2	11	3	3	5	3	3	0	0	0	0
	A	0	5	19	8	7	9	13	5	1	0	0	0	0
	P	0	3	2	8	4	9	7	7	5	0	0	0	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	9	1	0	22
4	1	14	3	0	18
5	6	11	1	0	18
6	10	3	1	0	14
7	3	6	1	0	10
8	4	7	0	0	11
NYSAA Bilingual Spe Ed	0	0	2	12	14

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10	0	8	0	4	1	0	0	23
4	0	2	1	4	10	2	3	1	23
5	2	0	10	5	4	1	0	4	26
6	1	0	7	0	3	1	2	2	16
7	0	2	4	1	4	1	1	0	13
8	0	0	7	2	3	3	2	3	20
NYSAA Bilingual Spe Ed	0	0	2	0	8	0	11	0	21

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	2	5	5	1	2	2	1	19
8	2	2	6	3	1	5	0	2	21
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	2	0	2

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	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

Analyzing the Assessment

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 does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data.

P.S. 226 uses Fountas and Pinnell Benchmark Assessments to assess the early literacy skills of all our students in grades K-8 (general education, special education and ELLs). The assessment measures the students decoding, fluency and comprehension skills. The assessment is administered three times a year and teachers progress monitor the students' growth in the interim. The Fountas and Pinnell results demonstrate a direct correlation between the students' ELL proficiency and their grade appropriate reading level. Students who are a beginner ELL student have a reading level several levels below their age appropriate level. ELL students who are advanced have a reading level close to or on age appropriate level. Additionally, the data reveals that ELL students are able to decode words with ease however struggle with vocabulary and comprehension skills. This trend reveals to us that our ELLs are reading phonetically and mastering phonics skills. Our focus need to be geared toward vocabulary acquisition and comprehension strategies.

We will continue to increase reading comprehension and written expression. Overall there appear to be weaknesses in writing, literal comprehension, spelling and vocabulary. Our ESL teachers will be pushing into the classrooms during guided reading. Our classroom teachers plan and teach collaboratively using the data from Fountas and Pinnell Benchmark assessments, portfolios, observations and other assessments to provide instructional emphasis on students' strength and weaknesses and to drive their instruction and inform their grouping decisions.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT and grades)?

When analyzing the NYSESLAT data patterns across proficiency levels we noticed that our ELLs gain proficiency in the listening and speaking portion of the NYSESLAT rather quickly. We also see growth in the reading and writing portion of the NYSESLAT however, it the growth is spread out over a longer time frame. In addition, we see groups of students continue to move in an upward trajectory with each year. Proficiency is mastered in the listening/speaking portion of the assessment with a larger group of ELL students, however the proficiency is evident in the reading and writing portions of the assessment too.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

Data trends from the NYSESLAT affect instructional decisions in a variety of ways. The trends determine the materials and resources the ESL teachers will use with the students during their instruction. It also determines which method (push-in or pull-out) is more effective for a group of students. The current trends have clearly guided our focus of instruction on reading and writing, with a concentration in vocabulary development.

4. For each program, answer the following:

A. Examine student results. What are the patterns across proficiencies and grades?

E.L.A. – Examining the data in E.L.A. we see a the majority of our ELL students scoring a level 1 or 2 on the ELA.

Math – The analysis of the mathematics data reveals our students place in levels 1, 2, and 3. The results are more widespread among the levels than in ELA. Although the numbers are not as high as the other levels, we have students placing in level 4.

Science – The analysis of the science data reveals that the majority of our students are placing in level 2 and level 3. We have a total of 23 students in level 2 and 3 as opposed to 5 students in level 1 and 3 in level 4.

In order to improve standardized test scores our ESL teachers focus on collaborative planning with classroom teachers to ensure the ELL

students are afforded the same content but through differentiated instruction. The ESL teachers and the classroom teachers meet together during the curriculum mapping process, the lesson writing process and during the review of student work. The team effort and shared ideas is critical for the instruction to be effective for the students.

B. How are ELLs faring in tests taken in English as compared to native language?

Based on the performance results, it appeared that the scores are slightly more on standard when the students are provided with translated versions of the test, glossary or a translator. There are more students proficient in math than the ELA exam, which may be in part to the availability of translated exams.

C. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

The school leadership and teachers will be administering the ELL Interim Assessments during the 2011-2012 school year. The results of the ELL Interim Assessment will be used to drive instruction, group students according to need, plan instruction for our after-school program for ELLs and to differentiate lessons and materials to help English Language Learners meet the standards for each of the State assessments.

D. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

The results confirm our Inquiry work findings around this subgroup. Children who come to school for the first time from homes where English is not their native language need more intensive oral language development in small group instruction. We help our beginning English Language Learners to improve their oral language skills, by focusing on literacy skills and vocabulary that they need to succeed academically. When newly arrived beginner English Language Learners enter P.S. 226 in the upper elementary and intermediate school grades, we combine intensive small group language instruction to develop oral language skills as well as their reading and writing skills. Most of these English Language Learners quickly develop aural/oral language skills, thereby enabling the E.S.L. teachers to focus their instruction on higher order thinking skills and academic rigor. In order for our English Language Learners to develop English language proficiency and acquire higher order thinking skills, our ESL staff uses instructional scaffolding techniques such as; modeling, bridging, contextualizing, schema building, and meta-cognitive development. Since the goal of the LAP is to have all English Language Learners acquire academic proficiency, we will continue to align our ESL instruction with the comprehensive core curriculum in literacy and all content areas. This is done by providing our English Language Learners with comprehensible input through meaningful, hands-on activities in a comfortable, supportive environment. The following ESL techniques are incorporated into our ESL program; using audio/visual aids, deconstructing/reconstructing “juicy” sentences, BICS/CALP word play, figurative expressions, employing movements and gestures, paraphrasing, connecting to the students’ prior knowledge, semantic webs and graphic organizers, Total Physical Response (TPR,) Language Experience Approach (LEA,) Think, Pair and Share, choral speaking and reading, Using children and parents as cultural and linguistic resources and use of the SIOP Model. In addition, we utilize Scott Foresman Reading Streets, which is a comprehensive reading program with an ESL component. The workshop model is used to enable students to move through modeled, shared, guided and independent work. Our goal of incorporating the workshop model is to help our ELLs become independent readers and writers.

5. We do not have a Dual Language Program.

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

The administration along with the faculty look at the data and plan, assess and adjust accordingly. We use protocols for looking at student data during our Inquiry Team meetings, Core Instructional Team meetings, and Collaborative Inquiry Team meetings. Workshops are held to show teachers how to embed the academic language development in sensory context by using visual and auditory aids, manipulatives, and other types of realia to make the academic language engaging and accessible. Feedback from these workshops is used to plan additional professional learning opportunities for our teachers. When ESL teachers push into classrooms, the ESL and mainstream teachers teach cooperatively during the literacy block and content area instruction. During the professional development sessions, ESL teachers have the opportunity to share the strategies and techniques with classroom teachers. ESL and classroom teachers articulate in an ongoing manner in order to ensure the successful learning of English Language Learners. All of the above strategies are researched-based effective practices.

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.

In conclusion, our ESL team in accordance with New York City and New York State Departments of Education has created an educational program, which is designed to meet the individual needs of our students and to ensure that all ELL students will succeed. The ESL model that we have developed at P.S. 226 strives for ESL - excellent student learning.

Part VI: LAP Assurances

School Name: <u>Alfred De B. Mason PS 226</u>		School DBN: <u>21K226</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sherry Tannenbaum	Principal		12/1/11
Hrysoula Niarhos	Assistant Principal		12/1/11
Frances Marzullo	Parent Coordinator		12/1/11
Raisa Kagan	ESL Teacher		12/1/11
	Parent		1/1/01
Jill Barone	Teacher/Subject Area		12/1/11
Vivien Finkelman	Teacher/Subject Area		12/1/11
	Coach		1/1/01
	Coach		
	Guidance Counselor		1/1/01
Wendy Karp	Network Leader		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **21K226** School Name: **Alfred De B. Mason**

Cluster: _____ 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

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.

1) We use a variety of data to assess our school's written translation and oral interpretation needs. Our primary source of data is extracted from the Home Language Aggregation report from our ATS system. The Home Language Aggregation Report identifies the predominant languages spoken in our building. We also use the Preferred Spoken Language and the Preferred Written Language from ATS to determine which languages are predominant in our school. In addition to this report, each classroom teacher sends an informal survey to the parents to indicate with which language they prefer to communicate. Many of our parents do not speak the language and therefore may not be able to read the survey or understand the teachers when they question them about their preferred language. We use teachers or paraprofessionals to translate in order to resolve this issue. The information is aggregated and used when information needs to be distributed. All this data has indicated that the following languages are the most prevalent languages in our school as: English, Spanish, Russian, Chinese, Urdu, and Arabic. We have translators for parents who speak Spanish, Urdu, Russian, Arabic, Greek and Chinese. The Russian translators can also translate Polish and the Chinese translator can translate both Mandarin and Cantonese.

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

We have a large ELL population in our school. Twenty-four percent of our students speak English as their second language. The languages are as follows; Spanish, Russian, Chinese, Urdu, and Arabic. This information was shared with the School Leadership Team first, and then it was shared with the rest of the staff at a faculty conference. The principal also shared this information during the first PTA meeting and asked the Parent Coordinator to share with parents during her workshops and informal meetings.

Part B: Strategies and Activities

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

Whenever possible we use translated documents posted on the Department of Education Website. The documents are official and therefore we preferred to use them. If a document is not available on the Department of Education Website, we have our staff members who speak and write in each of our most frequently spoken languages translate any written information which need to go home. In the event a translator is not available we use the Department of Education translating services to translate important information.

We also use Messenger. It is a program which sends out messages to all of our parents in the school. A message is spoken in English and the program automatically translates it into other languages. The program is designed to allow us the liberty to select different languages each time we use the program. We are also able to match families with a specific language, so that each family is hearing the message in their preferred language.

These various efforts helps us to ensure all of our parents' needs are properly addressed in their preferred language based on the Home Language Aggregation Report. We can suitably inform our parents about their child, the school policies and upcoming events.

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.

We provide oral interpretation for the parents of our students. The parents of students are in our building and interacting with our staff on a daily basis, so we have built relationships with the parents. Due to this fact, our school staff is our primary source for oral interpretation of important information. We are fortunate to have a diverse ethnic faculty which can orally interpret this information. The faculty members are both teachers and paraprofessionals who are knowledgeable in instruction, planning, and student behavior. By providing our parents interpreters who know their children, it creates a comfortable and safe environment for our students' parents. We also use the Messenger Program to disseminate messages to our parents in their preferred language.

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

We inform our parents of the languages which can be interpreted in the building by having a list posted in the main lobby. We also have brochures about the expectations for each grade level in a variety of languages in the main lobby. Any other documents we need to distribute we download from the Department of Education Website. If the documents are not available on the website, then we use our faculty members to translate important documents. These documents include but are not limited to; the Bill of Parent's Rights and Responsibilities, lunch forms, documents containing student specific information; documents discussing a child's education services, performance, conduct and discipline; documents explaining school expectations. We also monitor our Home Language Aggregation Report regularly to track any changes, patterns or trends with specific languages. This allows us to be better prepared for our parents.

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: Alfred De B. Mason??????	DBN: 21K226
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our ELL Academy runs on Mondays and Wednesdays from 3:15 P.M. to 4:45 P.M. The program will begin in October and is scheduled to run through the end of May for approximately 30 weeks.

The program is comprised of four classes taught by four ESL certified teachers. Each class is comprised of students based on their NYSESLAT score. The first two classes consists of all ELL beginners. The third and fourth classes consist of all intermediate and advanced students. All of the classes deliver instruction in English.

The students invited to the ELL Academy are all ELL students who took the NYSESLAT and/or the LAB-R. They need vocabulary development to assist them in understanding the content and concepts taught in English during their classroom instruction. The goal of the after school program is to prepare these ELL students for success in their grade level content. Additionally, the goal is for the students to score a proficient level on the NYSESLAT.

The teachers use a myriad of materials to address our ELL students' needs. They use leveled texts to provide vocabulary instruction, decoding strategies and comprehension strategies. They also use NYSESLAT test prep materials to expose the students to the format of the assessment. The materials are grade level and age appropriate for each of the students regardless of their mastery level in English. We provide scaffolding in each level in order to prepare them for the assessment they will be taking in the end of the year.

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: Our ESL students present a unique challenge for classroom teachers. Staff members who work with these students need ongoing professional development so that they can help the students achieve proficiency in English language, as well as, in all academic content areas. As educators, we must continuously reflect on our teaching and update our practices to meet the needs of our ELL students and focus on effective ways to help them reach their potential. In order to help our staff to become more sensitive to the needs of the ELL population and aiming at academic success, we provide the teachers with ongoing professional development throughout the year. The teachers attend

Part C: Professional Development

various workshops which deal with a wide variety of topics and issues of which the following is a partial list:

- Guidelines and procedures for identifying and placing new English Language Learners
- Strategies and approaches to help classroom teachers enable ELL students to participate effectively in academic classroom activities
- Teaching critical thinking skills to ELL students
- Teaching study skills to ELL students
- Deciphering the numbers and makes sense of the data

Additionally, professional development/exploration of effective practices will be offered throughout the year during Inquiry team meetings, collaborative team meetings and after-school study groups. Lastly, we have been awarded a grant to work with Story Studios. This is a program designed for ELL students. The program provides opportunities for teachers to meet and plan with members of Story Studios. They design 90 minutes lessons which focus on building vocabulary through the arts. This program will begin in October and run through April.

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: Our focus is to provide our immigrant parents opportunities to understand their students. In addition to the Parent Orientation held during the beginning of the year, we invite immigrant parents to a variety of parent workshops throughout the school year. These workshops are facilitated by the ESL teachers, non-ESL teachers and the Parent Coordinator. The workshops cover many different topics. They are as follows; Literacy Night, Understanding your ELL child, The five key areas of reading, Decoding; Not a Mystery any more, Manipulatives: In and out of the classroom, Math All Around Us, Let's Take a Science Walk, to name a few.

The workshops are held at various times in order to accommodate our immigrant parents' diverse time schedules. Workshops are held during the school day and can last from an hour to two hours. We also offer workshops in the evenings. These workshops can last an hour to two hours as well. The topic of the workshop dictates the timeframe allocated for the workshop.

We use a variety of ways to notify parents of upcoming events and workshops. We begin by reviewing data to assess our immigrant parents' interpretation needs. Our primary source of data is extracted from the Home Language Aggregation report from our ATS system. We also use the Preferred

Part D: Parental Engagement Activities

Spoken Language and the Preferred Written Language from ATS to determine which languages are predominant in our school.

The data has indicated that the following languages are the most frequently spoken languages in our school as: English, Spanish, Russian, Chinese, Urdu, and Arabic. We have translators for immigrant parents who speak Spanish, Urdu, Russian, Arabic, Greek and Chinese. The Russian translators can also translate Polish and the Chinese translator can translate both Mandarin and Cantonese.

Whenever possible we use translated documents posted on the Department of Education Website. The documents are official and therefore we preferred to use them. If a document is not available on the Department of Education Website, we have our staff members who speak and write in each of our most frequently spoken languages translate any written information which need to go home. In the event a translator is not available we use the Department of Education translating services to translate important information.

We also use Messenger. It is a program which sends out calls to all of our parents, including immigrant parents in the school. The message is spoken in English and the program automatically translates it into other languages. The program is designed to allow us the liberty to select different languages each time we use the program. We are also able to match families with a specific language, so the each family is hearing the message in their preferred language. These various efforts helps us to ensure all of our parents’ needs are properly addressed in their preferred language based on the Home Language Aggregation Report. We can suitably inform our parents about their child, the school policies and upcoming events.

Part E: Budget

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

Allocation Amount: \$27556

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

Part E: Budget

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

Allocation Amount: \$27556

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