



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K250

PRINCIPAL: NORA BARNES

EMAIL: NBARNES2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ALICJA WINNICKI

## 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
Nora Barnes	*Principal or Designee	
Raquel Cortes-Gramila	*UFT Chapter Leader or Designee	
Man Lai Koo	*PA/PTA President or Designated Co-President	
Minerva Quinones-Novoa	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Christina Medina	Member/	
Sandy Chertok	Member/	
Kemmeth Whitehead	Member/	
Evelyn Agosta-Diaz	Member/	
Pauline Mauceri	Member/	
Ana Placeres	Member/	
	Member/	

\*\* 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.  
**The school will increase the growth percentile in ELA by 2%.**

#### **Comprehensive needs assessment**

##### **The SLT analyzed the data from the 2011-2012 School Progress Report**

1. The Median Adjusted Growth Percentile of 60.0 was in the 44.9% of the peer range and 42.1% of the city range in ELA.
2. The Median Adjusted Growth Percentile for the school's lowest third of 63.0 was in the 33.0% of the peer range and 31.1% of the city range in ELA.

#### **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) Administrators will analyze the 2011 ELA growth percentiles by class to identify grades and/or teachers in need of support
  - b) Administrators/Instructional Coach/student work/assessment data
  - c) Regular Instructional Cabinet meetings
  - d) September 2012 – June 2013

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

- Presentations at PTA meetings
- Parent workshops held prior to First Friday Celebrations

#### **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**

- As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

## 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.

**The school will increase the growth percentile in Math by 2%.**

### **Comprehensive needs assessment**

**The SLT analyzed the data from the 2011-2012 School Progress Report**

1. The Median Adjusted Growth Percentile of 52.0 was in the 26.4% of the peer range and 32.1% of the city range in Mathematics.
2. The Median Adjusted Growth Percentile for the school's lowest third of 63.0 was in the 43.2% of the peer range and 45.1% of the city range in Mathematics.

### **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) Administrators will analyze the 2011 ELA growth percentiles by class to identify grades and/or teachers in need of support
  - b) Administrators/Instructional Coach/student work/assessment data
  - c) Regular Instructional Cabinet meetings
  - d) September 2012 – June 2013

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

- Presentations at PTA meetings
- Parent workshops held prior to First Friday Celebrations

### **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      x   Title IIA      x   Title III      x   Grants    \_\_\_\_\_ Other

If other is selected describe here:

### **Service and program coordination**

- As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

### **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.

**Using a problem-solving approach to mathematics, 80% of students in kindergarten through grade 5 will demonstrate proficiency in mathematical problem solving by June 2013 as measured by use of problem solving tasks assessed with the Common Core-aligned *Exemplars, Inc.* 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.

A review of student work in problem solving indicated that students are able to solve single-step problems, but have difficulty with multi-step problems. NYS Mathematics assessment data shows that 60.8% of students met proficiency in 2012.

#### **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) Professional development in use of Exemplars for teachers on grades kindergarten through grade 5 will continue; teachers will imbed Common Core-aligned problem solving tasks to current units of study in mathematics; teachers will develop a stronger understanding of the Common Core State Standards through use of Engage NY, the Progressions in Math and Achieve the Core
  - b) Administrators, outside consultants, Network personnel
  - c) Establishment of Instructional Math Teacher Leaders on each grade/Regular Instructional Cabinet meetings
  - d) September 2012 – June 2013

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

- Presentations at PTA meetings
- Parent workshops held prior to First Friday Celebrations

#### **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**

- As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

## 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.  
**80% of students in kindergarten through grade 5 will demonstrate proficiency in writing Informational performance-based tasks as measured by a review of student work assessed with a Common Core-aligned informational text rubric.**

### **Comprehensive needs assessment**

- A school-wide review of student written work and an analysis of Writing Curriculum Calendars indicated that students met proficiency in writing narrative pieces and responses to literature but demonstrated weakness in non-fiction and informational text writing.

### **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) Continue professional development in and use of the Independent Investigative Method (IIM). This evidence based research method will provide students with a concrete tool to conduct the research process and create informational written end products.
  - b) Administrators, outside consultants, Network personnel
  - c) Establishment of Instructional Literacy Teacher Leaders in lower and upper grades/Regular Instructional Cabinet meetings
  - d) September 2012 – 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.

### **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**

- As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

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

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

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

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

#### **Comprehensive needs assessment**

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

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

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

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

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

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

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

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

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

If other is selected describe here:

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

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA K 10 Grade 1 20 Grade 2 35 Grade 3 20 Grade 4 30 Grade 5 25	Leap Track; Achieve Reading; Award Reading; Wilson	Small group One-to-one	Before, during, after school
Mathematics K 5 Grade 1 10 Grade 2 20 Grade 3 15 Grade 4 30 Grade 5 25	Achieve Math; Rally	Small group One-to-one	Before, during, after school
Science	Hands-on activities designed by classroom teachers and science cluster teacher	Small group One-to-one	Before, during, after school
Social Studies	Additional primary and secondary sources; IIM materials	Small group One-to-one	Before, during, after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling	On a case by case basis as needed and as schedules allow	Before, during, after school

Counseling Grade 1 one Social Worker Grade 1 one			
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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.

- Include teachers in the hiring process
- Administrative team attends Job Fairs and other citywide hiring events
- Assign mentors/buddies for new and struggling teachers
- Provide high quality and engaging professional development to teachers
- Provide differentiated professional development to meet needs of all 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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*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 <b>Margarita Nell/Jose Ruiz</b>	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>250</b>
School Name <b>George H. Lindsay</b>			

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

Principal <b>Nora Barnes</b>	Assistant Principal <b>Cathy Alicea</b>
Coach <b>Harlene Schwartz</b>	Coach <b>Rosecindy Siegel</b>
ESL Teacher <b>Alison Chan / ESL Teacher</b>	Guidance Counselor <b>Diana Green</b>
Teacher/Subject Area <b>Evelyn Agosto-Diaz / Grade 1</b>	Parent <b>Man Lai Koo</b>
Teacher/Subject Area <b>Kathryn Tejada / Grade 3</b>	Parent Coordinator <b>Ana Ponce</b>
Related Service Provider <b>Henry Xu</b>	Other <b>Jason Wu / ESL Teacher</b>
Network Leader <b>Margarita Nell</b>	Other <b>Harlene Schwartz/Data Spec.</b>

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

### D. School Demographics

Total number of students in school	<b>760</b>	Total Number of ELLs	<b>100</b>	ELLs as share of total student population (%)	<b>13.16%</b>
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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. 

Initial identification of ELLs is done through a rigorous process. First, during registration a Home Language Identification Survey (HLIS), along with an informal parent interview is completed. Translation services are provided by other teachers or aides in the school, but always with a certified ESL teacher or licensed teacher present. Mr. Wu interviews Chinese speaking children to determine fluency and understanding. Ms. Schwartz interviews Spanish speaking students with the help of a native-speaking interpreter for the same purposes. Certified ESL teachers and licensed teachers analyze the HLIS to determine the student's home language. Based on the information provided on the HLIS, if the home language code assigned indicates a language other than English, then the student is administered the LAB-R within 10 days of their registration. Two certified ESL teachers, Jason Wu and Alison Chan, are responsible for reviewing the home language forms, conducting interviews, and administering the LAB-R. The ESL teachers are also responsible for reviewing the NYSESLAT results to determine continued entitlement to services. If the newly enrolled student scores below the cut-off scores for their respective grade, they are deemed eligible for bilingual services. If a Spanish speaking student scores below the cut-off scores for the LAB-R, the Spanish LAB-R is then administered. The parents of these students receive entitlement letters and invitations to the parent orientation. Copies of both are kept in electronic format.

The next step in the process involves parental choice. A number of structures are in place in order to ensure that the parents of our ESL students at P.S. 250 understand all of the program choices, options, and rights to which they are entitled. Each parent of a newly enrolled student who qualifies for ESL services is invited (via written invitation and telephone in their native language of choice) to an ESL parent orientation session. These are held in our school on an ongoing basis and scheduled at a time that enables at least one parent or guardian of each new student to attend. At the parent orientation session, informational materials are provided and a NYC DOE video is viewed by the parents in the language of their choice. In addition, an ESL teacher and other bilingual school personnel offer additional counsel to parents in the language of their choice in order to clearly present the information and to ensure the parents understand the options that are available to them as the parents of an ELL in the New York City public schools. The parent coordinator and the ESL teachers assist in the completion of parent survey and program selection forms, to ensure that all parents complete them accurately and timely. When the program selection process is complete, the school sends out placement letters to confirm placement of students in appropriate programs. If a TBE/DL program should become available, the ESL teachers would send out letters to parents of all the ESL students whose HLIS shows the appropriate language, offering them the opportunity to enroll in this class. The ESL team would canvass those parents as to their choice of programs once again by letter, telephone or in person. The HLIS and the Program Selection are kept in the students' cumulative records whereas copies of the HLIS and Program Selections are kept in the ESL records.

Historically at P.S. 250, the trend shows the parental choice of a Freestanding ESL program. However, if a parent does choose a program that is not offered at P.S. 250, the ESL teachers and the Parent Coordinator work with the parents to find them placement at another school. This year, we have 30 new ELLs and the first choice for each of them is the Freestanding ESL program.

Mr. Wu, Ms. Schwartz and Ms. Chan, the ESL team, use the Revised LAB/NYSESLAT Eligibility Roster produced by ATS to see that every eligible child for the NYSESLAT is tested. The team ensures that all four components are given by giving only one part at a time to each child. Each child is checked off on rosters that he has received each of the four parts. If a child is absent and misses any or all of the parts, that child is picked up and administered any parts of the exam that was missing.

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	100	Newcomers (ELLs receiving service 0-3 years)	67	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	2

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

	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	33	0	1	67	0	2	0	0	0	100
<b>Total</b>	<b>33</b>	<b>0</b>	<b>1</b>	<b>67</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	
Number of ELLs in a TBE program who are in alternate placement:										

**C. Home Language Breakdown and ELL Programs**

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0							0	0
French	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0							0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	20	19	14	5	6								75
Chinese	8	2	1	5	3	1								20
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	1	1	0	0	0								2
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	1	1	1								3
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
<b>TOTAL</b>	19	23	21	20	9	8	0	0	0	0	0	0	0	100

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

### Current English Language Learners Instructional Programs

P.S. 250 implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to support students in achieving English Language proficiency within three years as well as:

- To amplify the literacy and academic skills of ELLs who participate in the program.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas.

### Freestanding English as a Second Language Program

The staff of P.S. 250 makes many considerations and adjustments in order to comply with the mandated service minutes required for each language proficiency level and the needs of our ELLs. The ESL teacher provides services to all eligible students. Three hundred and sixty (360) minutes per week are provided to all students at the beginning and intermediate levels and one hundred and eighty (180) minutes per week of service is provided to students who are at the advanced levels. In addition to serving the students according to the state mandates, students also receive attention during the 37.5- minute intervention period.

In order to meet the linguistic needs of our ELLs, as well as comply with parental choice and CR Part 154, P.S. 250 provides ESL instruction through push-in and pullout programs. This allows students at the intermediate and beginner levels to be seen twice a day; once in a pullout period and once in a push-in period or in two push-in periods. Where scheduling allows, beginners and intermediate students are serviced during two pullout periods. Also, the administration of P.S. 250 makes every attempt to group ELLs together in their classrooms in order to make push-in scheduling and servicing as efficient as possible. ELLs' mandated ELA instruction is delivered by the classroom teacher. For newcomers, P.S. 250 has native language materials available as part of our ESL library as well as a large selection in the school library. These texts are used to maintain native language literacy.

The ESL Program serves as a focal point of reinforcement for ELLs and provides them with the opportunity to acquire English through ESL methodologies. Teachers use various techniques and approaches taken from the balanced literacy program including Word Study, Guided Reading, Shared Reading, and Read Aloud. Various ESL techniques and approaches employed include Total Physical Response, Language Experience Approach, Cooperative Learning, and the Cognitive Academic Language Learning Approach. Materials being used to teach the ELLs include books on tape, picture dictionaries, guided reading libraries, ESL classroom libraries, texts in native languages, and recently, a new Leap Frog interactive book program has been introduced to ELL students. ELLs in grades K-2 use the AWARD

## A. Programming and Scheduling Information

Reading program to support early literacy development.

In order to plan effectively, the three ESL teachers at P.S. 250 meet with the classroom teachers of their students on a regular basis. This promotes continuity between ESL instruction and regular classroom instruction.

Instructional Materials:

The Freestanding ESL program uses a number of programs in set curriculums in addition to teacher-developed materials. The following is a sample:

- AWARD Reading Program
- Sundance Comprehension Strategy Kits
- Weekly Reader Focus on Reading Content Area Intervention Kits
- Buckle Down Test Prep Materials• Addison-Wesley ESL
- Leap Frog Program
- Treasures Reading Program

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- After School Programs- After school programs are offered to ELLs in grades 2-5 from October to May. The programs mainly focus on literacy development. Depending on the program, the groups meet two to three times weekly from 3-5 p.m.
- Translation and Interpretation Services- These services are offered to increase the involvement of parents in the ESL program. Additionally, interpretation services are a daily help in communication between school staff and parents

Plan for Newcomers

Newcomer students at P.S. 250 are serviced with the intention of giving them the language skills they need to function successfully in their new country, community, and school. As is the situation with SIFE students, newcomers will also be placed with English speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers.

Since many newcomers arrive with little to no English in any of the four language skill areas and often with little to no literacy skills in their native language, our newcomers will receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Literacy and language development will take place through student participation in the reading and writing workshops in their classrooms as well as further more specialized instruction from their ESL teacher. ESL teachers will work to make content area and language instruction accessible to students by employing sheltered English content instruction as well as scaffolding techniques and the use of realia, manipulatives and visual representations (photographs, pictures, etc.) wherever possible. In addition to these supports, newcomers should also receive extra attention through after-school programs and additional academic intervention.

Plan for SIFE

Students with interrupted formal education (SIFE) require special attention in order for them to succeed in our educational system. Currently, we have no students who are classified on the BESIS as SIFE. However, if one were to be enrolled we know that instructional approaches used to reach SIFE pupils will vary depending on factors such as native language and the level of native language literacy skills.

Besides after school programs and additional academic intervention, our plan to service these students includes teaching grade level content as well as the numerous skills that SIFE students are often lacking. Therefore, language classes will be structured in order to address both past content objectives and current content objectives. For example, a SIFE in third grade may need instruction in order to develop literacy skills that his or her peers received in earlier grades. Additionally, a SIFE will receive the opportunity to practice these skills in an age appropriate environment. SIFE students will also be grouped together with peers in order to provide motivation, support, and language acquisition opportunities.

Plan for Long Term ELLs

We will service long term ELLs under the belief that each student progresses at his or her own rate through the language acquisition process. Furthermore, we believe any group of learners will be made up of students who are at different stages in their language

## A. Programming and Scheduling Information

acquisition and cognitive development. Following the natural order of language acquisition presented by theorists many students will develop BICS first and CALP second. Accordingly, our primary focus for long term ELLs will be to develop CALP so that students can achieve mastery of reading, writing, speaking and listening skills for application in academic content areas. In order to provide them with the extra instruction necessary for success, long term ELLs will also receive instruction in after-school programs and in some cases individualized intervention plans.

### Plan for Special Needs Students

At P.S. 250 we have a small population of ELLs who are designated as Special Education students. This population receives individualized instruction from their classroom teacher, their SETSS teacher (Special Education Teacher of Support Services), paraprofessionals, and the ESL staff as prescribed by their Individualized Educational Program. Collaboration between teachers is essential to ensure congruence and focused planning. In addition to this instruction, students in Special Education are also serviced with the Wilson Program by the school's IEP teacher. To provide access to academic content areas for ELL-SWDs, ESL teachers will work in conjunction with the classroom teacher. We will reread what the teacher or child has already read in class in order to scaffold and support work done in class. We will also use trade books from the ESL libraries or our school library to aid and support academic content areas and accelerate English language development.

To further ELL-SWD's acceleration of English language development, teachers will use multiple components of the Treasures Reading Program. This work will be based upon their IEP as well as their reading levels.

Our special education students are grouped with our general education students for ESL instruction. Planning and curriculum are done together by general education teachers and special education teachers to provide a rigorous education. ESL teachers meet and plan with special education teachers. Schedules are created so that the children being serviced by ESL and supplemental services so as not to interfere with core curriculum subjects being taught in the classroom. Core curriculum subjects are scaffolded so as to meet the IEPs of our children.

Our ESL team provides scaffolded support in all content areas, including math, science and social studies. We make certain that academic language, including testing language, is stressed. We include a test sophistication unit in all areas of study. We use the Leapfrog program to include Math, Social Studies and Science electronic books.. We collaborate with the cluster teacher as well as the classroom teacher in all content areas.

We give continual support to our former ELLs. Most are placed in classes where they can receive extra language support. During testing these students are given a separate location and extended time. For our current ELLs and our former ELLs all listening passages receive an extra reading. Our current ELLs are offered all exams, other than reading, in their native language.

### Courses Taught in Languages Other than English

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

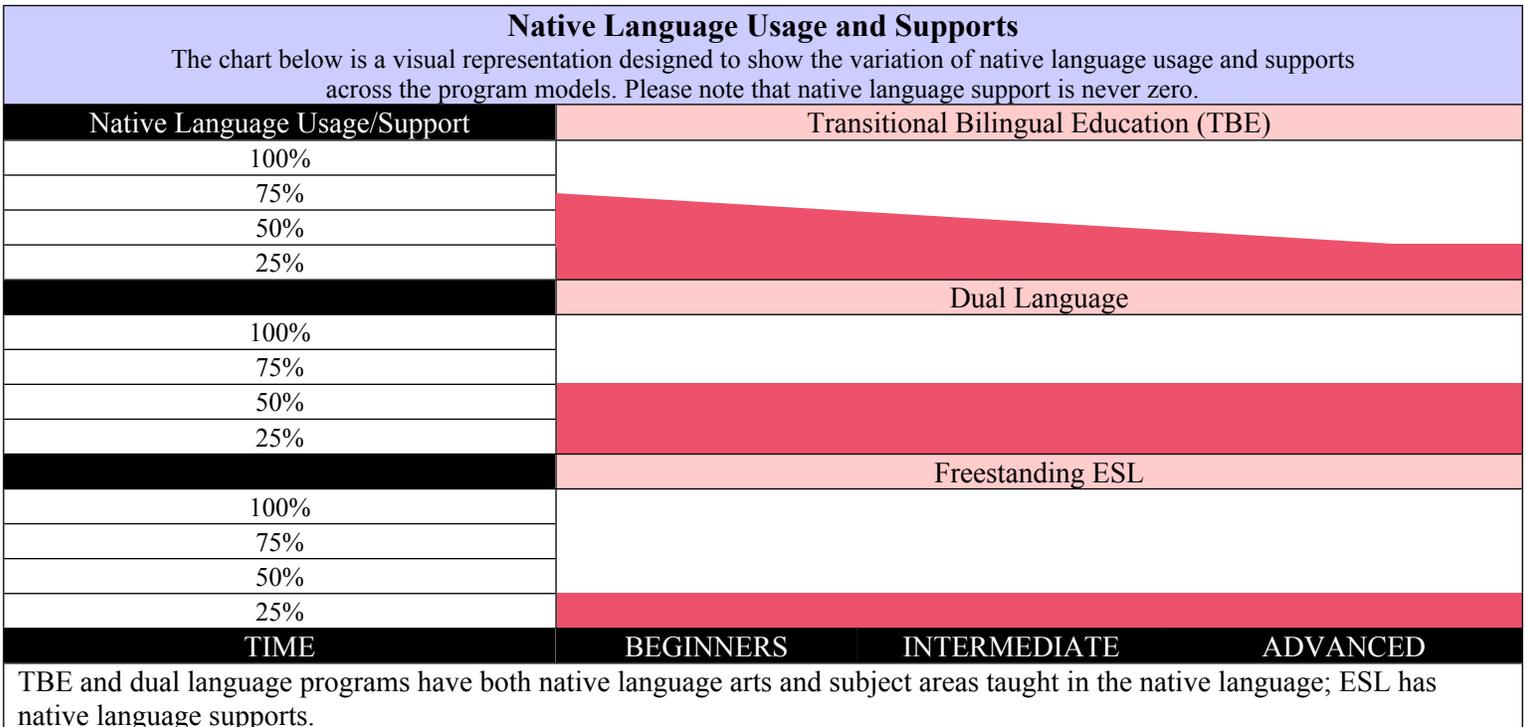
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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

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



## 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?

P.S. 250 has intervention programs for students in grades K-5, both general education and special education. As is the case with all programs at P.S. 250, AIS programs are made available to all our ELL students. This includes our 37.5-minute academic intervention period. ELLs reaching English language proficiency receive AIS support and they are often placed in ESL classrooms so that an ESL teacher is still working with them in whole group lessons, and tracking their assessment data and ensuring continued success for those students.

The Freestanding ESL program uses a number of programs in set curriculums in addition to teacher-developed materials. Curriculums employed for all content areas including math, science and social studies include the AWARD Reading Program, Sundance Comprehension Strategy Kits, Weekly Reader Focus on Reading Content Area Intervention Kits, Buckle Down Test Prep Materials, Addison-Wesley ESL, Leap Frog Program, and the Treasures Reading Program. We plan to use all of these materials in the 2011-2012 school year. In addition to these programs, our curriculum also uses our large guided reading library to allow for differentiated ELA instruction. For newcomers, P.S. 250 has native language materials available as part of our ESL library as well as a large selection in the school library. These texts are used to maintain native language literacy. The parents of newly enrolled students are provided with information in their native language in order to help them prepare for their child for the upcoming school year.

We arrange for ESL classes to have access to books on the reading level as well as on their grade level. Students are grouped by language level and are often grouped with others on the same language level regardless of their grade.

During the spring registration period we meet with the parents and the students of our newly enrolled ELL students. A certified ESL teacher or a certified teacher interviews the parents and the student in their native language or through an interpreter. We explain their rights to choose from among the three types of services offered by the NYCDOE. We provide informational material and allow them to view the NYCDOE video explaining these program in their native language. We answer all their questions and provide assistance.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

There will be ongoing professional development for ESL teachers and all staff members including paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists. The school's Professional Development is organized through The Children First Network, our Math coach, Literacy Coach and by school faculty. Sessions include:

- Differentiating Instruction in Mathematics
- Monitoring Comprehension: Developing Assessments and Setting Benchmarks
- Goals: What is a goal? Goal writing and goal monitoring
- Instructional Strategies in Literacy for ESL

Our school secretaries and the parent coordinator are all trained in all ELL intake procedures.

In order to support our staff in assisting ELLs into their transition to middle school, P.S. 250 organizes informational parental meetings, school visits and middle school fairs. The minimum of 7.5 hours of ELL training mandated by Jose P are met at grade level meetings, faculty conferences, half day workshops, and through ELL department updates provided by the ESL teachers. Agendas and attendance sheets are kept on file.

Paste response to questions 1-3 here

## 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?

All ELL parents are encouraged to join all our parent activities. Specifically parents of ELL students are included in our school Learning Leaders workshops. They are encouraged to volunteer as a Learning Leader. Our ELL parents are invited to participate or are on all school committees, such as the School Safety Committee, the Attendance Committee, Pupil Personnel Team and School Leadership Team. They are encouraged to join the Parent's Association and attend their meetings. Chinese and Spanish translations are provided. They are also invited to our Fabulous Friday events and the Parent Coordinator's workshops. Parents of ELLs are included in our E-Chalk training explaining how to reach the school website and obtain important information. During Parent-Teacher conferences Spanish and Chinese interpreters are available.

We have alliances with several Community Based Organizations which provide services to ELL parents. The St. Nicholas Alliance, runs not only a student after school program here, but also has workshops for parents and a literacy program. Learning Leaders has literacy and math workshops for our ELL parents. Cornell University Extension runs a series of nutrition workshops which our ELL parents attend. We have a partnership with Woodhull Hospital that provides an Asthma program for our students and ELL parents.

The role of our Parent Coordinator, Ana Ponce, is very important. She speaks to our ELL parents on a regular basis discussing the needs of our parents and their children. She is a native Spanish speaker who translates for our parents and acts as interpreter between the parent and the principal, teacher etc. When a parent has a problem that does not involve a student's academics they go to Ms. Ponce for direction. There are always translation services available for both Spanish and Chinese speaking parents. We provide a survey for ELL parents, in English, Spanish and Chinese, asking them in which topics would they like training. It also asks "How can we be of assistance to you?" We then make an attempt to fulfill their requests.

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	14	8	3	1	3								34
Intermediate(I)	2	8	9	8	2	0								29
Advanced (A)	12	1	4	9	6	5								37
Total	19	23	21	20	9	8	0	0	0	0	0	0	0	100

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	6	3	2	0	11
5	5	8	2	3	18
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	0	0	0	0	0	0	1
4	3	0	7	0	2	0	0	0	12
5	4	0	6	0	6	0	3	0	19
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	2	0	4	0	3	0	12
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	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				
Other				
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.

The assessment tools that our school uses to assess the early literacy skills of our ELLS are the ECLAS-2 and the DRA. These tools provide a snapshot of the child's skills and the learning that needs to take place. They show us our ELL students' specific needs. They are used for placement, flexible grouping and targeted instruction. Our assessments show that many of our ELL students need basic vocabulary, phonics, and comprehension skills. For example, in our first grade ESL class, 57% of the ELL students did not master the decoding strand of the ECLAS-2 and only 48% mastered the spelling strand. The LAB-R data shows that 63% of the new admits are ranked in the advanced level, the percentage drops to only 4% in 1<sup>st</sup> grade and 8% in the 2<sup>nd</sup> grade. This shows that greater effort needs to be made on reading and writing skills in Kindergarten and 1<sup>st</sup> grade. The NYSESLAT modality shows that ELL students acquired listening and speaking skills earlier than reading and writing skills. The percentage of Beginner/ Intermediate level ELL students in Listening and Speaking is 12% of the total ELL population, while 55% of the ELL students are on the Beginner/Intermediate level for Reading and Writing skills. This shows that we need to put more of an emphasis on reading and writing instruction. When you look at the Listening and Speaking proficiency levels 61% of students reached proficiency level in 2<sup>nd</sup> grade, while only 12% of students reached proficiency level for 3<sup>rd</sup> grade. 17% of 2<sup>nd</sup> grade students reached proficiency level for Reading and Writing while no students reached proficiency in 3<sup>rd</sup> grade. On the 4<sup>th</sup> grade, 8% of students reached the Beginning/Intermediate level in Listening and Speaking, while 25% are in the Beginning/Intermediate level in Reading and Writing. In 5<sup>th</sup> grade 10% of 5<sup>th</sup> grade students are in Beg/Int for Listening and Speaking while 26% of 5<sup>th</sup> grade are in Beg/Intermediate in Reading and Writing. Ms. Chan, who teaches grades K and 1, Ms. Schwartz, who teaches grade 2 and 3, and Mr. Wu, who teaches grades 4 and 5, along with Ms. Barnes and Ms. Alicea have met and have decided to align our ESL curriculum with the Core Curriculum Standards, in order to improve our reading and writing instruction. On the ELA we found 18% of students reached proficiency levels in 4<sup>th</sup> grade and 27% of 5<sup>th</sup> grade ELL students reached proficiency levels.

The school leadership and the teachers use the results of the ELL Periodic Assessment to enable them to focus on which skills, according to the Item Analysis for example, that need to be taught, retaught, or reinforced. It also tells the ESL teachers which skills they need to focus on.

We are learning that students were able to correctly answer questions which had illustrations. They were able to answer questions correctly less often, if there were no illustrations and only sentences. Therefore we need to work on vocabulary, sight words, and context clues.

In our ESL program teachers do not use any native language for instruction purposes. If possible we assign a buddy student who speaks the same native language, to assist the new admit to help him/her acclimate. Older students are also given native language-English dictionaries, such as Spanish, Chinese and Arabic. For content area NYS testing the ELL students are offered the opportunity to use the native language versions.

We evaluate the success of our programs for ELLs based upon the movement on the NYSESLAT. According to NYSESLAT Modality Analysis more ELL students tend to move to advance level after 2-3 years of ESL service. There are less students in the upper grade ESL program because they tend to reach proficiency level by that time. Those who remain in the program have moved to the advance level. As an example, 1<sup>st</sup> grade has 17 ELL students and only 3 have reached proficiency. As opposed to the 4<sup>th</sup> grade that has only 12 students. Of those 12 ELLs, 5 have attained proficiency, 6 have reached advance level and only 1 intermediate level student remains.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

**School Name:** 0000000000

**School DBN:** 14K250

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nora Barnes	Principal		10/21/11
Cathy Alicea	Assistant Principal		10/21/11
Ana Ponse	Parent Coordinator		10/21/11
Jason Wu	ESL Teacher		10/21/11
Man Lai Koo	Parent		10/21/11
Alison Chan / ESL Teacher	Teacher/Subject Area		10/21/11
Evelyn Agosto-Diaz / Grade 1	Teacher/Subject Area		10/21/11
Harlene Schwartz	Coach		10/21/11
Rosecindy Siegel	Coach		10/21/11
Diana Green	Guidance Counselor		10/21/11
Margarita Nell	Network Leader		10/21/11
Henry Xu	Other <u>Related Service Prov</u>		10/21/11
Kathryn Tejada / Grade 3	Other <u>Classroom Teacher</u>		10/21/11
	Other		10/21/11
	Other		10/21/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **14K250** School Name: **PS 250**

Cluster: **6** Network: **612**

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

**Part A: Needs Assessment Findings**

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

We used the data provided by the Home Language Surveys. We also used the data on ATS regarding the parent's preferred language of communication both written and oral as indicated on the Emergency Contact Card. The information is uploaded into ATS as soon as feasibly possible. This enables us to notify the school community as soon as possible so that all communication can be in the appropriate language.

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.

Upon analyzing this data we were able to determine that the majority of those parents preferring another language other than English preferred either Spanish or Chinese. School community has been notified of these findings through the Parent's Association, faculty conferences and grade conferences.

## Part B: Strategies and Activities

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

Pursuant to Chancellor's regulation A663, the school will identify the primary language needs of the parent population via an informal survey or other means as determined by the Office of Teaching & Learning. Utilizing staff and parent volunteers the school will provide translated documents in identified languages to all parents requiring such services. An outside provider will be utilized should a need arise in a language other than those spoken by the staff and parents. An accurate record of families requiring translated documents will be kept by the school so that all letters/documents sent home will be sent in the appropriate language on the same day (to the extent possible) as the English version. Report cards will continue to be sent home with Spanish, Arabic and Chinese translations where needed. Parent's Association communications are also sent with Spanish and Chinese translations.

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.

Staff and/or parent volunteers will provide oral interpretation services as well. The assistant principal, the parent coordinator, and numerous school aides speak Spanish, two teachers are fluent in Chinese dialects. Our Parent's Association President is also a fluent Chinese speaker. During Parent-Teacher conferences Spanish and Chinese interpreters are provided.

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>.

School will notify parents of translation and interpretation services via Attachment A of the Chancellor's Regulation A-663. This attachment will be sent home in a multi-language translated format as evidenced below.

## 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: George Lindsay	DBN: 14K250
Cluster Leader: Jose Ruiz	Network Leader: Margarita Nell
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 checked="" type="checkbox"/> Other: _____
Total # of ELLs to be served: 75
Grades to be served by this program (check all that apply):
<input checked="" 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers: _____
Describe the direct instruction supplemental program here and include the
<ul style="list-style-type: none"> <li>• rationale</li> <li>• subgroups and grade levels of students to be served</li> <li>• schedule and duration</li> <li>• language of instruction</li> <li>• # and types of certified teachers</li> <li>• types of materials</li> </ul>

### **Part B: Direct Instruction Supplemental Program Information**

Begin description here: We are committed to developing inquisitive, critical thinkers who will embark on a lifelong journey of learning. We believe in the value of developing citizens who are proud of their cultural heritage and become bicultural as well as bi-literate. We are proud of the accomplishments we have made with our ELLs and currently provide many programs that support the academic achievement of ELLs. To continue our support for these students we will use Title III funds for Puppets in Practice. This program is research based and very effective in helping ELLs make progress in language acquisition. 3 classes will participate in a 20 week residency with a Chinese, Spanish speaking or ESL certified instructor. They will use ESL methodologies, puppetry, storytelling, technology/animation and book arts to improve literacy. They will create literature and puppets and an animation project based on the history of the Brooklyn Bridge. Parents of these ELLs will also participate in a workshop that will focus on how they can help their child at home. Students will also take part in language and cultural activities in and outside of the classroom through trips to various cultural institutions such as El Museo del Barrio, the Chinese Museum, and Puppets in Practice Museum, the Brooklyn Bridge and the Children's Brooklyn Museum.

Teachers will maintain a classroom environment that supports language and culture, where students feel comfortable taking risks. They will plan activities that differentiate instruction to meet the individual needs of learners and integrate cultural information with language and core curriculum of other content areas. The scheduled trips will provide students with the opportunity to explore our diverse city and its rich cultural institutions. These experiences will directly impact student achievement in a long lasting and positive way.

Based on the results of the New York State English as a Second Language Assessment Test (NYSESLAT) and the English Language Arts assessment, it is apparent that a supplementary instructional program in ESL is essential to the academic and social success of our English Language Learners. In addition, the arrival of upper grade newcomers (grades 2-5) also suggests the need for a supplementary ESL program. The Title III Program will support student English language development in basic interpersonal communication and cognitive academic language skills. The program will take place two days after school for one (1) hour per day for a total of two (2) hours per week for a total of 50 hours/year. The program will include two (2) free standing groups of four (4) to five (5) students per group to include a newcomer program and assessment preparation program. Students in 3rd, 4th and 5th grade will be serviced. Two certified ESL teachers will provide instruction in English.

The supplemental newcomer program will focus on the following instructional activities, including acquiring and practicing basic interpersonal communication skills through small group hands on activities. Students will work on collaborative language projects, participate in Total Physical Response activities, listen and respond to read alouds, and use visual props to aid communication. In addition, students will have exposure to a variety of literary and communicative genres. The program duration will begin in December 2012 and continue throughout the 2012-2013 school year.

The assessment preparation program will focus on test taking strategies, time management strategies, understanding the language of tests, using native language glossaries in addition to reading and comprehension strategies. The duration of the assessment preparation program will begin in November and run to May focusing on various assessments as they arrive. The program from December to January will focus on ELA preparation. The program from January to March will focus on Math preparation. The

### **Part B: Direct Instruction Supplemental Program Information**

program from March to May will focus on Science and NYSESLAT preparation.

Supplemental materials will be acquired for Title III to provide support to the newcomer and test preparation groups. Instructional materials including teacher and non-fiction student books, teaching aids, and other various appropriate realia will be purchased.

### **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: Professional development helps to bring new ideas and innovative teaching strategies for supporting the academic growth of students to teachers who are not certified in ESL. Staff will participate in In-House professional development conducted by the ESL teachers and the principal. In addition, teachers will be offered opportunities to participate in off-site programs offered by the Office of English Language Learners and the Department of Education. In house professional development will be ongoing and continuous. On site professional development will include planning sessions and grade meetings with classroom teachers in Kindergarten through 5th grade, and collaborative planning with the literacy specialist on the Common Core Standards focused on ELA and content area learning in Social Studies and Science once a week during Inquiry/Planning sessions, strategies for supporting Beginning ELLs and 1:1 coaching and classroom modeling by the In-House math coach on number sense and the Common Core Mathematics focused on modeling mathematics.

Off-site professional development will include English Language Learners and the Common Core Standards, and assessment and promotional policy. The target audience for these professional development workshops are teachers of English Language Learners. Other professional development for English Language Learners will be attended as they are announced by the Department of Education.

The continuous professional development will support the supplemental instructional program by providing various strategies for guiding instruction, assessing instruction and for implementing effective instruction. By attending professional developments, the ESL teachers will be kept abreast of current and novel teaching methodologies as well as enabling communication between themselves and classroom teachers.

### **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

#### Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: To ensure parents are familiar with the expectations we have we use funding to enhance our workshops already offered by providing writing and reading workshops with activities specifically for parents. We would also use the services of artist Ana Soto and literacy consultant Victoria Delgado to enhance the writing through illustrations. Parents will self publish books about their life, family or culture. The workshops will be led by the teachers and Ana Soto. Materials to be purchased include painting materials, drawing materials, and blank books. We anticipate that parents that participate in the program will become familiar with writing strategies with which to encourage and nurture their child's strengths and interests and improve their own writing literacy. Parents will be notified through letters sent home.