



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE LOUIS MARSHALL SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K276

Principal Name

Yasmine Fidelia

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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
Yasmine Fidelia	*Principal	
Vicky Halm	*UFT Chapter Leader	
Latoya Cenac-Fable	* PTA President/ Title 1	
Rhonda Stratford	DC 37 Representative	
Toni Sheree Martin	Member/Parent	
Nicole Etienne	Member/Parent	
Andrea Aaron	Member/Parent	
Christina Kennedy	Member/ Parent	
Veronica Campbell	Member/Parent	
Farah Jean Phillipe	Member /Parent	
Mindy Rich	Member/Teacher	
LauraJo Kelly	Member/Teacher	
Amy Valk	Member/Teacher	
Robert Rizzotti	Member/Teacher/ Chairperson	

** 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.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- *By June 2013, all students will experience 2 Common Core aligned units of study in mathematics as evidence by tasks, classroom observations and teacher-team evaluations.*

Comprehensive needs assessment

After conducting an analysis of data on state assessments, it was determined that students performed at a 2% increase in Math. The math tasks will involve students in deeper reasoning and in providing a rationale for their mathematical thinking that will focus greater on short/extended response questions.

Instructional strategies/activities

Activity #1

- *Professional Development: PD will be given on the following topics: Curriculum Mapping, Development of tasks, UDL, RTI*
- *Target Population(s): Teachers servicing all students in grades Pre-K – 5.*
- *Responsible Staff Members: Assistant Principal, Math Coach, Network Staff Developers and Data Specialist*
- *Implementation Timeline: September 2012 through June 2013*

Activity #2

- *Classroom teachers will be provided the opportunity to meet as teams to discuss the implementation and planning of units of study and revisions to tasks.*
- *Inter-visitations: Teachers have also agreed to decide on a particular practice or area of growth and videotape themselves teaching that area of practice during an observation. The observation then can be used as an inter-visitation during a common prep, debriefed and the feedback used as next steps to address the issue for common planning purposes, collaborative inquiry, etc.*
- *Target Population(s): horizontal, vertical and subgroup inquiry/ teacher teams.*
- *Responsible Staff Members: Assistant Principal, Coaches, Data Specialist.*
- *Implementation Timeline: September 2012- June 2013*

Steps for Including teachers in the decision-making process

- *Instructional Leaders have been chosen on every grade that will meet biweekly with administration, staff developers, teacher center staffers, etc. to receive PD on performance based assessment, effective teaching practices, instructional expectations, collaborative Inquiry, strengthening student work that they will then turnkey to their grade cohorts at common prep and planned meetings.*
- *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments weekly.*
- *Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.*

a) *Benchmark Assessments November 2012 and March 2013*

Strategies to increase parental involvement

- *Teachers will design training modules and host workshops and information sessions with parents.*
- *The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides*
- *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries in regards to NYS Math Exam and additional periodic assessments and CCLS.*

Budget and resources alignment

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

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

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

If other is selected describe here:

ARRA RTTT – Citywide Instructional Expectations

Service and program coordination

- *The school has established a Pre-K Program that focuses on improving the oral language abilities, emergent literacy and math skills that students will need in order to ensure a successful transition to the lower elementary school grades*
- *All students at low levels 2s to mid-level 3s are invited to participate at Saturday Academy to receive additional literacy and math standards based instruction as well as skills based strategies important for the NYS Math and ELA exams.*
- *An ELL Afterschool program using Title III funds runs from December through May to support all students from grade 2-5 that are receiving ESL services. This program focuses on reinforcing literacy and math skills while preparing students for the demands of the NYSESLAT.*
- *ARRA RTTT Funds were used to support the implementation of citywide instructional expectations in afterschool per session activities for teachers and administrators. Professional Development opportunities were provided for teachers by math coaches to develop the Envision Math units and performance tasks to our Curriculum Maps.*

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- *By June 2013, English Language learners and SWDs will demonstrate progress toward achieving State standards as measured by a 3% increase in students scoring at Levels 3 and 4 on the NYS ELA assessment.*

Comprehensive needs assessment

- *After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed increases in performance on the English Language Arts assessment, except for the ELL and SWD student groups, which have underperformed all other student groups for the past three years. As a result, we have made progress for our ELL and SWD subgroups a priority goal for the school year.*

Instructional strategies/activities

Activity #1

- *Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; UDL; RTI; use of rubrics with the language of the Common Core Learning standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.*
- *Target Population(s): Teachers servicing SWDs and ELLs and students in the ELL and SWD subgroups.*
- *Responsible Staff Members: Assistant Principal, School Psychologist, Staff Developers (network, teacher center, RB-ERN), Coaches/AIS and Data Specialist*
- *Implementation Timeline: September 2012 through June 2013*

Activity #2

- *Creation of a Data Room: A data room will be identified so that coaches and other instructional teacher teams will have a designated location to display school-wide and subgroup data to be referenced during training in the use of disaggregated student data, among other activities. This will include the use of cross curriculum data, focusing on ELLs/SWDs and at risk students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including students performing at levels 1-4.*
- *Target Population(s): Teams of Teachers working with ELLs, SWDs and former ELLs not making acceptable gains.*

- Responsible Staff Members: Assistant Principal, Coaches/AIS, SETSS, School Psychologists Data Specialist.
- Implementation Timeline: September-June 2013.

Steps for Including teachers in the decision-making process

- *Instructional Leaders will be chosen for every grade that will meet biweekly with administration, staff developers, teacher center staffers, etc. to receive PD on necessary academic initiatives to turnkey to teachers on their grades. ILs will meet biweekly on their own to discuss and measure their own effectiveness and plan their next steps with teachers.*
- *Teachers will meet in grade-level and cross functional teams to review student data gathered from all school assessments(Benchmark, running records, F&P, NYS Exams, etc.)*
- *Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.*
 - a) *Benchmark Dates: November 2012, January 2013 and March 2013*

Strategies to increase parental involvement

- *ELA and ELL teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.*
- *The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).*
 - *A Parent Meeting meets monthly with teachers and a representative from RB-ERN to discuss how to support their children’s transition to the community helping their children with homework, community resources, speaking with the teachers, curriculum expectations, etc.*
- *Parent Coordinator will host bookmaking and storytelling workshops for parents.*
- *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.*
- *The school will create and distribute a parent handbook that is translated in all the dominant languages.*
- *Parents will be trained on how to use ARIS Parent Link*
- *Through the use of Title I(and/or Title III) funds we offer a computer literacy program for parents to attend while their children are attending the afterschool program on Mondays and Tuesdays*

Budget and resources alignment

- Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

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

If other is selected describe here:

Service and program coordination

- *The school has established a head-start program that focuses on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades.*
- *All SWDs and ELLs will participate in one of the three CTE literacy-based programs that have been established as part of the overall instructional program.*
- *There is one class on each grade that house students receiving ESL services. The teachers are provided with an extra prep every Friday and a staff developer from RB-ERN comes in to provide them with support on effective ESL methodologies to support their students during that prep period or they receive PD from the ESL teacher based at the school.*
- *An ELL Afterschool program using Title III funds runs from December through May to support all students from grade 2-5 that are receiving ESL services. This program focuses on reinforcing literacy and math skills and preparing students for the demands of the NYSESLAT.*
- *The Parent Coordinator and a school aide sets time aside daily as attendance buddies to students who are habitually absent to call the home of those students, to support academics as part of the school's efforts to improve attendance for SWD's and ELLs.*

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- *By June 2013, all students will experience 2 Common Core aligned units of study in English Language Arts as evidence by tasks, classroom observations and teacher-team evaluations.*

Comprehensive needs assessment

After conducting an analysis of data on state assessments, it was determined that students performed at a 1% increase in ELA at levels 3 and 4. The ELA tasks will engage students in opportunities to read and respond to a combination of literary and informational texts that will accelerate their learning and deepen their conceptual understanding and strengthen their ability to use textual evidence in writing and discussion.

Instructional strategies/activities

Activity #1

- *Professional Development: PD will be given on the following topics: Curriculum Mapping, Development of tasks, UDL, RtI*
- *Target Population(s): Teachers servicing all students in grades Pre-K – 5.*
- *Responsible Staff Members: Classroom teachers, Assistant Principal, ELA Coach, Network Staff Developers and Data Specialist*
- *Implementation Timeline: September 2012 through June 2013*

Activity #2

- *Classroom teachers will be provided the opportunity to meet as teams to discuss the implementation and planning of units of study and revisions to tasks.*
- *Teacher Teams and Inter-visitations. Teachers have also agreed to decide on a particular practice or area of growth and videotape themselves teaching that area of practice during an observation. The observation then can be used as an inter-visitation during a common prep, debriefed and the feedback used as next steps to address the issue for common planning purposes, collaborative inquiry, etc.*
- *Target Population(s): horizontal, vertical and subgroups inquiry/ teacher teams.*
- *Responsible Staff Members: Assistant Principal, Coaches, Data Specialist.*
- *Implementation Timeline: September 2012- June 2013*

Steps for Including teachers in the decision-making process

- *Instructional Leaders have been chosen on every grade that will meet biweekly with administration, staff developers, teacher center staffers, etc. to receive PD on performance based assessment, effective teaching practices, instructional expectations, collaborative Inquiry, strengthening student work. They will then turnkey to their grade cohorts during common prep and planned meetings.*
- *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments weekly.*
- *Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.*
 - b) *Benchmark Assessments November 2012 and March 2013*

Strategies to increase parental involvement

- *Teachers will design training modules and host workshops and information sessions with parents.*
- *The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides*
- *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries in regards to NYS ELA Exam and additional periodic assessments.*

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- *The school has established a Pre-K Program that focuses on improving the oral language abilities, emergent literacy skills that students will need in order to ensure a successful transition to the lower elementary school grades*
- *All students scoring at low levels 2s to mid-level 3s are invited to participate at Saturday Academy to receive additional literacy and math CCLS-based instruction as well as skills based strategies important for the NYS Math and ELA exams.*
- *An ELL Afterschool program using Title III funds runs from December through May to support all ELL students from grade 2-5. This program focuses on reinforcing literacy and math skills and preparing students for the demands of the NYSESLAT.*

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

- By June 2013, Principal will conduct 4 short frequent observations of each teacher using Danielson Framework of Teacher Effectiveness as evidenced by providing teachers with timely specific written feedback.

Comprehensive needs assessment

- The 2011-2012 New York State Provided Growth Data reported that almost all of the teachers at the school had a Growth Rating of Effective with 1 teacher at Highly Effective and 1 teacher at Developing. Additional professional development is necessary if more teachers are to become highly effective. This will enable teachers to hold themselves more accountable for student learning and to allow more students to achieve at higher levels of achievement

Instructional strategies/activities

Activity #1

- *Professional Development: Teacher teams will engage in PD to build and deepen a shared understanding of the expectations of specific Danielson competencies which will be focused on to promote professional growth, assess student work so as to adjust practice and plan for shifts in instruction.*
- *Target Population(s): Teachers servicing all students in grades Pre-K – 5.*
- *Responsible Staff Members: Principal, Assistant Principal, Network Staff Developers*
- *Implementation Timeline: September 2012 through June 2013*

Strategies to increase parental involvement

- *The Parent Coordinator and administrators will attend regularly scheduled parent meetings (e.g., SLT, PTA) to share information and respond to parent questions and inquiries in regards to Teacher Effectiveness, NYS ELA, Math Exams and additional periodic assessments.*

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

- *Professional Development opportunities will be created for teachers to participate in during inquiry, to support teachers in learning how to become more attuned to the characteristics of the students in their classrooms so as to analyze students' work, adjust their teaching practice, and plan more effectively for students' learning.*
- *Common planning time will be used to revise instructional plans to meet the various needs of the learners in classrooms creating resources and reviewing scope and sequence to align them with the changes of the NYS exams.*
- *Per session hours will be used for professional development for administrators and teachers to develop a normed understanding of Danielson and the instructional shifts required to meet the CCLS.*

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 361/ 32 /120	Foundations, SuccessMaker/ Buckle Down/ NY Ready	Small Group	Extended Day/ELL After School/Saturday Program
Mathematics 361/ 32 /120	Foundations, SuccessMaker/ Buckle Down/ NY Ready	Small Group	Extended Day/ELL After School/Saturday Program
Science	Activities Folders	Small Group	Extended Day
Social Studies	Activities Folders	Small Group	Extended Day
At-risk services provided by the Guidance Counselor, Dean	At risk as needed	Small Group, One to One	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

All teachers are Highly Qualified except for one who receives mentoring by a teacher on staff. The mentoring is evidence on the Mentoring site.

All teachers receive Professional Development monthly through Faculty conferences, during common preps from network staff developers, coaches, RB-ERN staff, or go out to additional available PD opportunities. Teachers keep a chart in their rooms to track the PD that they are involved in yearly. Teachers also are surveyed at the end of each year as to the professional development activities they feel that they need to strengthen their instructional effectiveness and meet the professional goals that they have set for themselves based on self- assessments and administrative feedback from short frequent informal observations.

Teachers participate in a yearly survey whereby they are encouraged to share their ideas about professional development workshops they would like to participate in in the upcoming school year. Teachers are also encouraged to hold their own workshops through Lunch and Learns, Chat and Chews, on Inquiry Wednesdays or during Common Preps that are designated for workshops. Taking on leadership roles are encouraged school-wide because most of the teachers in the building have been teaching for over five years have bring on a wealth of experience that they can share with their peers. On each grade there is an instructional lead that meets with their team every week to share information, best practices, and/or to plan the month's unit of study. The instructional lead meets bi-weekly with the administrative team to update and share the grade's concerns, challenges and successes. The team also meets bi-weekly amongst itself to plan next steps for the grades. Once a month instructional leads meets with a staff member from the teacher center for PD on Six traits of Writing

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Charles Amundsen/Jean McKeon	District 18	Borough Brooklyn	School Number 276
School Name Louis Marshall			

B. Language Allocation Policy Team Composition

Principal Ms. Yasmine Fidelia	Assistant Principal Ms. Leslyn Ward
Coach Ms M. Veltre	Coach Ms. M. Keegan
ESL Teacher Ms. J. Meyerson	Guidance Counselor Ms. F. Saracino
Teacher/Subject Area Ms. G. Pierre Louis, Bilingual	Parent type here
Teacher/Subject Area Ms. R. Musto, Bilingual	Parent Coordinator Ms. K. Small
Related Service Provider Ms. V. Halm, SETTS	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	795	Total Number of ELLs	55	ELLs as share of total student population (%)	6.92%
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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. 

Parents/Guardians of all newly enrolled students to PS276 are required to complete the Home Language Identification Survey (HLIS) which is translated in various languages. Parent responses to questions on the HLIS about their child's knowledge and use of their home language is the first step in identifying those students who may be eligible to take the Language Assessment Battery-Revised(LAB-R) to determine eligibility for ESL/Bilingual services. Trained school staff members meet with the parent/ guardian to discuss home language and make an initial determination of the child's home language. If the home language survey indicates the student's native language is other than English taken from 1 response to questions 1-4 and 2 responses to questions 5-8, an informal oral interview and a formal initial assessment are conducted various periods throughout the school day by Ms. Meyerson, a certified ESL teacher, or a licensed pedagogue, the Assistant Principal, Ms. Ward or the Principal, Ms. Fidelia. Parts 1,2 and 3 must be completed and signed by the parent/guardian completing the form. A licensed teacher Ms. Pierre Louis or Ms. Musto serves as a Haitian Creole translator and Ms. Vinson serves as a Spanish translator, interviews the parent and child. If there are no translators available at our school, our school calls the Translation/Interpretation services. Once it is determined that the child speaks a language other than English in the child's home or the student speaks little or no English, the appropriate geo code is indicated on the HLIS and the LAB-R is administered by Ms. Meyerson, a certified ESL teacher, within the first ten days of enrollment. If the students' raw score falls at a beginning, intermediate or advanced level of proficiency they are eligible for state mandated services and therefore, placed in a bilingual education or a Freestanding ESL Program. Students who speak Spanish at home and score at or below proficiency on the LAB-R are administered the Spanish LAB to determine language dominance. If needed, Ms. Vinson helps administer the Spanish LAB. A list of handscores are kept on file in the ESL teachers' room.

In the Spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) by Ms. Meyerson a certified ESL teacher to determine English proficiency.To ensure that all ELLs receive the NYSESLAT the ATS report RLER is generated. The RLER indicates the list of student's eligible to take the NYSESLAT. The NYSESLAT data determines whether or not the student continues to qualify for ELL services. The data implicates the instructional decisions for the student. NYSESLAT scores are used for program and classroom planning, differentiating instruction and grouping ELLs to provide enriched language instruction. The ESL teacher plans a program that best fits the ELLs needs so that ELLs are grouped by proficiency levels and grade for tailored learning activities and instructional time in English. Parents are sent a letter of continued entitlement or non entitlement/transition letter.

Once the student is identified as an ELL, the parent/guardian is notified with an entitlement letter. The parent/guardian has the opportunity to attend an ELL parent orientation session which includes Ms. Meyerson, the ESL teacher and the Parent Coordinator, Ms. Small. A letter is sent to the ELL parents notifying them about the orientation. The parent coordinator calls the parents that have been invited to remind them about the orientation session. At the orientation the ELL parents are provided with information about ESL/Bilingual services and an opportunity to ask questions so that they can make an informed placement selection. Parents view a video in their native language or English which provides information about the different options of choosing between the three educational programs that support ELLs: Transitional Bilingual Education, Dual Language, and Freestanding ESL. When needed, translators on our staff are available to facilitate meaningful communication between parents and staff. At the parent orientation standards, assessments, promotional policy, school expectations and community resources are discussed. Parents must complete and

sign the Program Selection form confirming the program selection for their child. Parent forms are analyzed. A placement letter is sent home to the parents informing them of their child's eligibility into the ESL Program or Transitional Bilingual Program based on their choice. Identification and placement of ELLs are made within ten days of enrollment. One on one individual sessions are made to accommodate parents that were not able to attend the parent orientation. Phone calls are made to other individual parents.

Entitlement letters/non entitlement letters are sent home with the child in their homework folder which is placed in their book bag. If the letter is not returned in a reasonable amount of time, then a letter is sent in the mail. A return checklist of forms, letters, HLIS and parent choice forms are kept on file in the room of the ESL teacher.

If a students' raw score falls at a beginning, intermediate, or advanced level of proficiency on the LAB-R they are identified as an ELL. The parent may opt for one of the three educational programs: Transitional Bilingual Education Program, Dual Language Program or Freestanding ESL Program. The student must be placed within ten days of enrollment. If a parent does not select a program, the student is automatically placed in a bilingual class, if it is available, or an ESL program. Our school offers an ESL Program and two Haitian Creole bridge Transitional Bilingual classes for grades 2,3 and 4,5. If needed, the parent is consulted by a translator informing them about the options they have for placement of their child.

After reviewing the Program Selection forms for the past few years, the trend in program choices at PS276 have been requesting is for their child to be placed into a Freestanding ESL Program which offers an immersion in English. PS 276 offers a Freestanding ESL Program. Out of eight new ELL admits, three ELL parents opted for the Freestanding ESL Program and five opted for the Bilingual Program. PS276 offers a Transitional Bilingual Program in addition to the ESL Program. Presently twenty one parents of ELLs in grades 2,3 and 4,5 that have already been in our school have opted to place their child into the Haitian Creole Transitional Bilingual Program at our school. At the Meet Your Child's Teacher meeting the two bilingual teachers conducted the meeting in Haitian Creole and English explaining the two bilingual classes that would be a choice for their child.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Total	0	0	2	0	2	0	0	0	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	42	Special Education	7
SIFE	2	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	24	2		2						26
Dual Language										0
ESL	26	0	6	3		1				29
Total	50	2	6	5	0	1	0	0	0	55

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian			4	6	9	7								26
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	4	6	9	7	0	26						

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		3		2										5
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic		3	1		1	1								6
Haitian	3	5	3	9	12	10								42
French			1											1
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	3	12	5	11	13	11	0	55						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

English Language Learners at PS276 participate in the instructional model, a Freestanding ESL Program where the ELLs are taken out of their classrooms for English language acquisition focused instruction. The freestanding ESL program provides instruction in English using ESL methodologies and native language support to enrich comprehension. The ELLs are placed into small groups which are grouped according to grade level and proficiency levels to provide instruction for their individual needs. The groups consist of heterogeneous proficiency levels. Grouping provides the ELLs with enriched language instruction to enhance them to acquire the English language proficiency and academic knowledge they need. The students receive language arts and subject matter instruction in English. Instructional goals are set for all ELLs. Instructional goals are set for instruction in English for specific amounts of time as determined by the LAB-R or NYSESLAT results. The RLER, RLAT, and the RLAB indicate the ELLs who are eligible to take the NYSESLAT, and gives data of the proficiency levels of the ELLs. Beginning and intermediate ELLs receive 360 minutes of ESL instruction per week, and advanced ELLs receive 180 minutes of ESL instruction per week and 180 minutes of ELA instruction as required under Part 154. The instructional program is consistent with Part 154 guidelines and is committed to raising the standards of English Language Learners in the English as a Second Language Program. In the two bilingual classes, standards based subject matter instruction is provided in the students' native language with intensive support in ESL by the ESL teacher, who pushes into each class as well as pulling out the newcomers. The ESL component develops skills in listening, speaking, reading, and writing in English. Content area instruction is provided in the native language and english which teaches subject matter to the ELLs, and a native language component develops skills in listening, speaking, reading and writing in the students home language while encouraging an appreciation of their history and culture.

As per CR-Part 154, native language arts instructional minutes are delivered for 60-90 minutes per day for beginning ELLs, 45-60 minutes

A. Programming and Scheduling Information

per day for intermediate ELLs, and 45 minutes per day for advanced ELLs

The ELL teacher collaborates with the classroom teachers who are involved in the education of ELLs. Articulation between the ELL teacher and the ELLs classroom teacher is ongoing. They articulate student progress, ESL methodology, ESL materials, testing concerns, and units of study that are being taught. They articulate about ELLs requiring instruction that focuses on academic English and instruction that is differentiated to meet their academic backgrounds and linguistic needs. Instruction for general and special education ELLs integrate the major skill areas of listening, speaking, reading and writing. Instruction for ELLs is aligned with the Common Core State Standards, performance indicators and Citywide Comprehensive core curriculum in Balanced Literacy and Mathematics. Math Steps is used in kindergarten, Envisions is used in grades 1, 2, 3 and 5. Envisions is a math program that is aligned with the NYS Math Standards. The fourth grade uses a computer math program, Time to Know.

Appropriate activities and strategies are developed to provide differentiated instruction. The learning environment addresses the variety of learning styles, interests and abilities found within each ELL group.

The ELL population is continuously provided with successful ESL approaches, strategies and practices to promote effective ESL instruction and is beneficial for students learning English as a Second Language. Academic content areas are taught using ESL methodology and instructional strategies that allow for the acquisition of academic material. Language Arts is taught using ESL methodologies. Content areas are taught in English using ESL strategies. Instructional scaffolding techniques such as modeling, questioning, reflecting, bridging and graphic organizers are used to support learning and raise the performance of ELLs in the content areas of math, science and social studies. Visuals, realia, manipulatives, charts and graphs and vocabulary charts are provided for comprehensible context clues. ESL strategies such as Total Physical Response activities, cooperative learning, learning experience, Quality Teaching and hands on activities support ELLs to develop skills and assist them to achieve the same standards expected of all students. Rigorous instruction in standards based academic instruction is ongoing. Creative planning is used to teach study units to prepare ELLs to think critically, solve problems, demonstrate, use the computer and communicate in English. Literacy is stressed by adapting ESL techniques to read aloud, shared reading, guided reading, independent reading, modeled and independent writing. Integrating literature that reflects students' various cultures provide a positive and enjoyable experience for ELLs and enhances the development of their speaking, listening, reading and writing skills. Instructional time for reading and writing address oral and literacy development in the language arts skills of listening, speaking, writing, viewing and presenting. Language is an important focus for teaching. Learning academic language is effective when the focus is on integrating language and content area. Thematic related readings in the content areas social studies, science, music, art and multicultural literature provide meaningful vocabulary, relevant language and experiences, and grammatical conventions. ELLs are exposed to relevant and familiar vocabulary which is essential for language acquisition. To ensure literacy, ELLs need a strong and growing vocabulary base that requires knowledge of words, word parts and word relationships. Language is made comprehensible through teaching content area concepts using concrete items, photos, pictures, realia, graph organizers, charts, leveled readers, and vocabulary charts. To elicit ELLs prior knowledge experiences and knowledge will foster both concept and language development. ELLs participate in multiple assessment activities that provide the ESL teacher with formative data and information on the students' mastery skills and English language development. Multiple informal assessment activities are used to differentiate instruction to meet the ELLs needs.

Balanced literacy is implemented as a balance between reading and writing. Balanced literacy teaches ELLs reading, writing, speaking and listening. The delivery of teaching to, with and by the students incorporates listening, speaking, reading and writing and build upon the English Language Arts standards. The reading and writing processes support one another as the teacher models, observes, interacts and encourages communication between the ELLs. The classroom teacher and the ESL teacher provide ELLs with small group instruction in balanced literacy. PS276 participates in the core knowledge curriculum. Each grade follows a core of common learning. The teachers on the grade meet and collaborate to teach a sequenced curriculum. The curriculum is cumulative, the knowledge and skills the students' learn each year become the students' foundation for learning in the school years to follow. The content is modified to make it understandable for ELLs. ELLs build a foundation for understanding rich content. Teachers use strategies and adapt them to support and meet the needs of the ELLs.

Instruction is differentiated for all ELL subgroups. A range of instructional strategies and different learning modalities are provided for ELLs. Each ELLs attitude, interests, experiences, skills, knowledge and learning styles are profiled. Assessment activities are used to help the ESL teacher make instructional decisions. The ESL teacher uses data from the LAB-R, NYSESLAT, and the ELL Periodic Assessment to drive instruction. The assessment strategies help the ESL teacher find out what the ELL students know and can do. Each assessment activity has a specific objective linked purpose. The ESL teacher conducts multiple forms of evaluation (anecdotal records, checklists, rubrics, test scores) to assess the progress of her ELLs and to plan instruction. Besides the use of dictionaries, glossaries and materials in the home language, the ESL teacher buddies students of the same language and are grouped for certain activities so that they can assist each other and respond in the home language. School personnel provide support students during the school day and are utilized

A. Programming and Scheduling Information

to provide clarification for ELLs who might be struggling with content and concepts in the content areas. The TBE class uses Words Their Way a phonics based program which includes a word study notebook, Big Book of Rhymes which incorporates phonics. Treasures Reading Program which includes vocabulary and reading comprehension and Treasure Chest for English Language Learners practice book and books for small group instruction. Envisions is the math program used, Science Harcourt School Publishers NYC edition, and for Social Studies New York City Houghton Mifflin and The U.S., Canada and Latin America.

Oral assessments and interviews are given in the native language to evaluate the ELLs for language development, grammar and vocabulary. In the bilingual classes leveled Haitian Creole books and Haitian Creole alphabet books are utilized. Pedagogues that speak the native language of the students provide translation. Spanish speaking ELLs are administered the Spanish LAB as an assessment. Students practice the use of, and are provided the English and native language versions of formal and informal assessments.

My plan for ELLs that have been in an US school for less than three years (newcomers) is to address their readiness needs. I offer teacher direction, guide them with a model, hints, furnish step by step directions, provide graphic organizers, give sentence starters, support with visuals, diagrams or pictures, provide manipulatives, sentence strips, and label common objects in a picture. For listening/speaking activities Total Physical Response, reading stories aloud with picture clues, sequence events based on pictures or a short narrative are implemented, and language experience stories are implemented. For reading/writing sight word recognition, cloze procedures, writing sentences based on graphic organizers, creating a paragraph based on a picture, and describing a picture, scene, story or event are some of the activities used.

Some students also need a lot of direction and hands on activities. The plan is the same as for newcomers. For ELLs receiving service 4 to 6 years the plan is to design activities that are more complex, abstract, and independent. The ELLs note relationships: comparison and contrast, cause and effect, problem and solution. The ELLs are challenged to think across cultures, and time periods. Other activities include poems, biographical sketch of their self or another literary character, and narrative, informative writing. Data indicates that these ELLs need improvement in their reading and writing skills. Reading and writing skills are being addressed.

For Long Term ELLs, data is evaluated from the NYSESLAT, ELL Periodic Assessment, city and state tests and are used to determine where their weaknesses and strengths are. Tiered activities are used. Visual, auditory and kinesthetic options are provided. Students are expected to make text to self, text to text and text to world connections. Reading and writing practice skills are addressed.

ELLs having special needs are provided with auditory, visual and kinesthetic options. The IEP goals are read. Data is taken from the city and state tests to drive instruction. Tiered activities are used. Reading and writing skills are addressed.

A number of instructional strategies and grade level materials are used with the ELL-SWDs. Instructions are given in smaller increments so the students are able to keep up with the class. Reading Triumphs is the reading intervention program that uses a mix of fiction and nonfiction reading to acquire basic reading skills. The program offers intensive instruction to accelerate learning of the skills. ELL-SWDs use guided reading books, visuals, flash cards and picture cards for vocabulary development.

When working in math the student is provided with appropriate manipulatives for the specific topic. Visual methods and tactile materials are utilized too. Teachers modify the curriculum to the ELL-SWDs level. Providers of the ELL-SWDs collaborate with one another to not interfere with the student's classroom ELA instruction. The ESL focuses on the same skills as the classroom teachers.

Courses Taught in Languages Other than English ⓘ

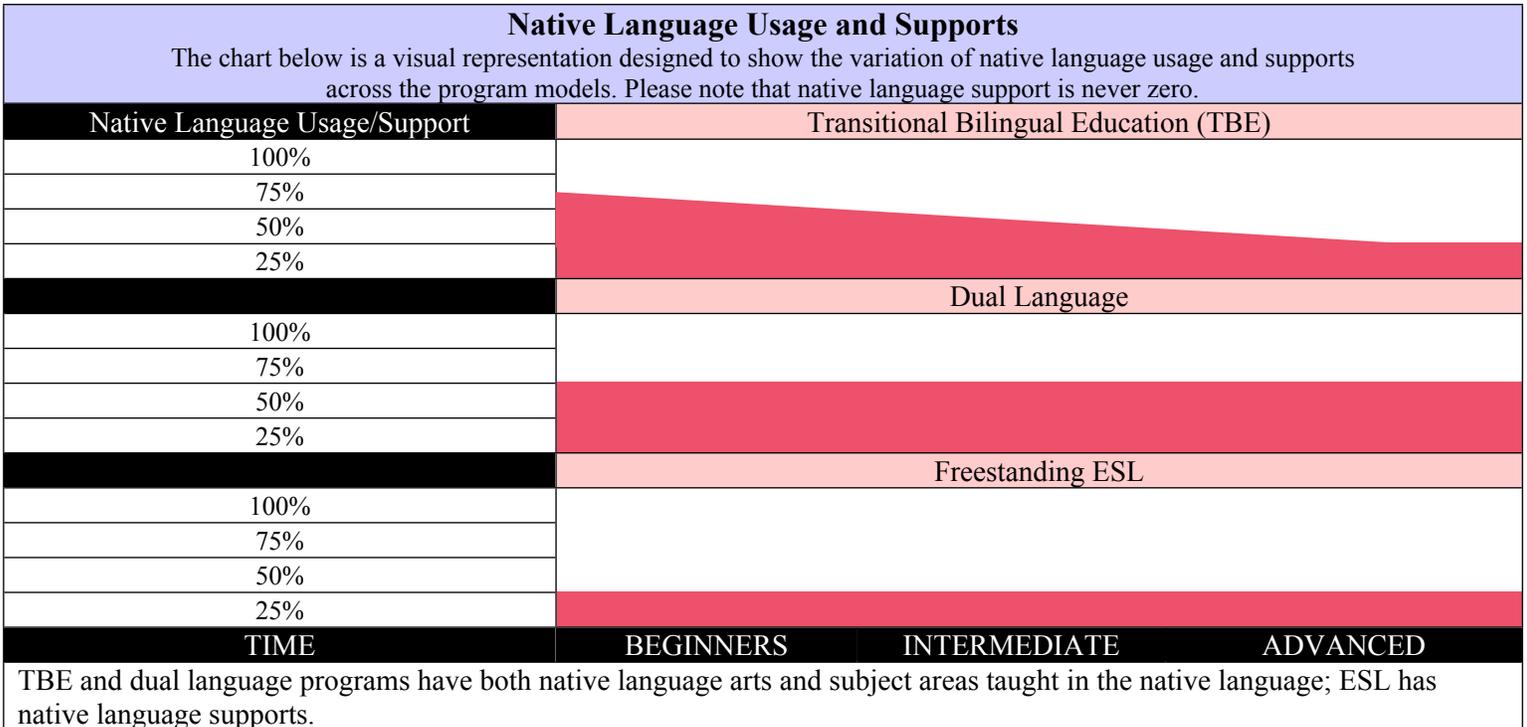
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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	Haitian Creole			
Social Studies:				
Math:				
Science:				

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

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



B. Programming and Scheduling Information--Continued

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

PS 276 provides ongoing educational support and appropriate interventions in English to English Language Learners to achieve and maintain a satisfactory level of academic performance. The following interventions are available to ELLs. Academic Intervention Services (AIS) provides English instruction in listening, reading, writing and math for ELLs in grades 1-5. Extended day is offered to ELLs in grades 1-5 concentrating on reading and math skills. Counseling is provided based on individual needs. Resource Room is provided as indicated on the IEP. All ELLs in targeted intervention programs are provided with glossaries, dictionaries in the native language. School personnel provide translation support to ELLs. In the intervention programs the ELLs with the same language are grouped in order to assist each other in their native language. The Title III Afterschool program provides supplemental small group instruction in ESL and the content areas of ELA, science and math for ELLs in grades 3,4, and 5. PS 276 continues to have a Title III Math and Literacy Afterschool Institute which supplements instruction for ELLs. The program is designed to develop and increase English proficiency skills and reading skills among ELLs and increase their achievement in math. The afterschool literacy program provides small group instruction in English language skills and balanced literacy. The Math Tutorial afterschool program targets those who scored at the lowest levels on the math state tests and those ELLs that need basic skills. Through the math afterschool class ELLs acquire a reinforcement of basic skills and concepts, test taking techniques, review of math operational skills, fractions, problem solving, graphs and step by step reasoning skills. A supplemental math program is used to scaffold the ELLs learning math and move them into achieving higher levels of math. Supplemental materials make lessons clear and meaningful. To provide additional support for the ELLs in the content area science, ELLs are given additional practice assessments, hands on activities and an emphasis is placed on additional exposure to nonfiction materials. Professional development in both literacy and math is provided by a coach for teachers of the ELL population.

ELLs that have reached proficiency on the NYSESLAT and have tested out and exited the ESL program are still entitled to test accommodations of time and a half for up to two years. A list of ELLs that are entitled to extra time are kept on file. Former ELLs participate in the Title III Afterschool Program.

All services for ELLs will continue as they have in the past school year. The classroom teacher works with the former ELLs and articulates with the ESL teacher. The ELLs are entitled to AIS and extended day services.

ELLs are invited to be part of any extracurricular programs that are available in the school. These include afterschool homework help, sports and chorus. The ELLs are entitled to participate in the Title III Afterschool program.

Instructional materials are aligned to the Common Core state standards. The continuation of a Balanced Literacy and Math Approach consists of using research based materials with high interest curriculum based on nonfiction leveled readers, independent reading sets in the areas of social studies, science and math. Many ELLs are visual learners, others are auditory learners and still others are kinesthetic learners. Phonics and Alphabet workbook activities are accompanied by CDs and are used to integrate music with learning. Computer assisted learning is used to promote individual research. The ELLs use the computer as a reference tool for research and to gain educational skills. Other instructional materials that are used to support the needs of the ELL students are: Phonics for the Real World (Knowledge through Phonics) by Rosen Publishing Groups, Factivity Series (Physical Science readers) by Dominie Press, Inc., Best Practices in Reading, Just Right Reading strategies for content area reading, Listening skills, Connecting Vocabulary, Comprehensive Reading Assessment, Nonfiction comprehension learning center, InStep leveled readers by Rigby, English to a Beat workbooks and folktales by Hampton Brown, Just the Right Word workbooks, theme books library with cassettes, Word by Word workbooks by Pearson, GPS Reading by Options, Assorted Picture Dictionaries, Science readers by National Geographic and Reading Express by Perfection Learning, and Buckle Down(Math) by Options. Programs on the computer are used to support the ELLs. Starfalls is used to learn the alphabet letters and sounds, and beginning reading. Kid Biz 3000 is a skill based program on the computer which differentiates instruction.

The Bilingual classes have leveled libraries in English and the native language. Smart boards, computers and the balanced literacy model is used in native language instruction.

Whenever possible, ELL students are provided with academic support in their native language. Bilingual translation dictionaries, glossaries, textbooks in various languages are available for the ELLs in the ESL and TBE programs. ELLs can take state and citywide content area exams in their home language. Some teachers and paras and students are fluent in some of our ELLs native language. The ESL teacher and classroom teachers use multicultural literature and decorate the classroom with posters and objects that reflect students' diversity of language and culture. When available, ELLs have the opportunity to take city and state content area tests in their native language. The Transitional Bilingual Classes include subject matter in the students' native language as well as instruction in English. The ELLs in the bilingual class use the workbook, Guide To Learning Haitian Creole. Lessons include dialogue, vocabulary, grammar, phonics, and reading comprehension exercises. Instructional materials include a wide range of print, visuals, realia, manipulatives and resources designed for increasing English language proficiency.

PS 276 provides support for newly enrolled ELL students before the beginning of the school year. The ELL teacher, parent coordinator, a school administrator and translators are available to assist newly arrived parents with registration, paperwork involved in the registration process, pupil placement and parental concerns. Support and information is given to the newly arrived students and parents. Parents are encouraged to ask questions about the school. Parents and newly enrolled students are taken on a school tour. The tour showcases our school. The parent coordinator is introduced to the newcomers and parents to give them support with the information they need to know. This helps the newly enrolled students and parents to feel welcomed and get acclimated to the school.

ELLs are in some of the general and education classes that participate in learning Spanish.

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)?

D. Professional Development and Support for School Staff

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

Professional development is available for all personnel who work with ELLs. Included are common branch teachers, special education teachers, guidance counselors and assistant principals, secretaries, parent coordinator, paraprofessionals, school psychologist, occupational/physical therapists, and speech therapists. They are provided with professional development in ESL strategies and methodology, approaches, planning, delivery of instruction, assessment and ESL standards and best practices for ELLs in the classroom. Teachers learn ways they can improve instruction for ELLs. Professional development makes the staff sensitive and aware of the needs of our ELLs. Professional development activities will take place during common preps and faculty conferences. Staff development workshops for 2010-2011 will include:

October, 2011- Working with ELL students in the classroom, grades K-5. Tips for teachers. Communicating with newly arrived ELLs, oral language development for beginners. (How to use TPR)

November, 2011- Instructional scaffolding techniques, ESL theories and methodology.

December, 2011- Differentiated Instruction for ELLs

January, 2012- Strategies for test taking, interweaving the four language skills.

February, 2012- Modeling strategic thinking through a think aloud story and demonstrate thinking strategies.

March, 2012- Aligning instruction for ELLs with ESL Standards.

April, 2012- NYSESLAT- From standards to assessments.

May, 2012- Promotional criteria for ELLs. Use of multiple criteria.

June, 2012- Books and resources for ELL students during the summer.

The ESL teacher provides the staff with support to assist ELLs as they transition from one school grade to the next. The ESL teacher articulates and conferences with the ELLs new teacher. Information about the child's strengths, weaknesses and goals are discussed. Checklists, anecdotal records, rubrics and data from the LAB-R, ELL Periodic Assessment and NYSESLAT are used to show progress made. The ESL teacher provides guidance and support explaining the routines and differences in middle school as compared to elementary school. Question and answer meetings are organized for the ELLs concerning transition to middle school. The guidance counselor has ongoing meetings with teachers to provide them with instruction to assist the ELLs concerning transition to the middle school and how to complete their applications to middle school.

All staff will attain 7.5 hours of ELL training. Special education teachers will attain ten hours of ELL training. Training will be provided by QTEL, oell training sessions, and citywide conferences. A checklist is kept on file to assure meeting the requirement.

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?

Parents of newly enrolled ELLs have the opportunity to attend an ELL parent orientation session which includes the ESL teacher and the Parent Coordinator. Parents view an orientation video in English or in their native language which provides information about programmatic offerings. Parents have the opportunity to ask questions regarding ELL services. Translation/Interpretation services are available by teachers in the school that speak the native language of some of the parents.

ELL parents are informed and encouraged to attend onsite English Language Arts and Math workshops. Translators are available. They are also informed about PTA meetings, parent teacher conferences, and special school events via letters, and if necessary be translated in their native language. This helps the parents of ELLs to be actively involved in their child's education.

ELL parents are asked to volunteer two hours to help the children in our school. The program is the Two Hour Power Program. Parents would be involved in school events, office help, lunch help, mom and dad events. The parent coordinator serves as a liaison to ELL parents. The parent coordinator is partnered with community based organizations to provide workshops and services for ELL parents. Millenium helps with the support and assistance in parental involvement. They funded Dad Take Your Child to School Day. Camba provides help with legal services, immigration, housing and education. The Brooklyn Parent Center provides workshops on Special Education.

The ESL teacher has informal and formal interviews with the ELL parents on an individual basis. Information is gathered about the ELL parents' concerns and questions which are recorded on a checklist. Workshops are provided about literacy, math, standards, testing and social involvement. At Parent Teacher conferences the needs of the parents are discussed too.

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)	11	2	2	1	3	4								23
Intermediate(I)	4	4	6	2	4	3								23
Advanced (A)	1	2	2	7	5	10								27
Total	16	8	10	10	12	17	0	0	0	0	0	0	0	73

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A		1		7	5	10							
	P						2							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	5	0	0	8
4	3	4	3	0	10
5	7	6	1		14
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	2		10		0				12
4	4		6		2				12
5	9		6		1				16
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	1		2		6		2		11
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

New York State Regents Exam

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

Native Language Tests

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

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

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

ECLAS and Dibels are used to assess the early literacy skills of the ELLs. ECLAS analyzes phonemic awareness, reading comprehension, running records, sight word recognition. Dibels assesses initial sound fluency, letter naming, word segmentation, and nonsense word fluency. Students are told their Fountas and Pinnell reading level. Books are leveled and placed in book baskets. As a result of these assessment tools, ELLs instruction will be driven as a result of the data.

To monitor the progress of ELL students throughout the school year, the ESL teacher uses teacher observations, checklists, rubrics, conferencing, teacher made tests and data from the NYSESLAT, LAB-R and ELL Periodic Assessment.

Based on an analysis of the data from the LABR and the 2011 NYSESLAT, the RNMR report indicates that the patterns across proficiency levels show that ELLs on every grade scored higher on the speaking/listening modalities. ELLs scored the poorest on the reading/writing modalities. Therefore, an emphasis of instructional time is allocated to develop reading and writing skills for ELLs. Balanced Literacy develops literacy skills by incorporating a number of activities, including read aloud, shared reading, guided reading, independent reading, phonics and spelling, vocabulary enrichment, shared writing, modeled and independent writing. On a daily basis the teacher reads to the students, with the students, and provides opportunities for independent reading. The ESL teacher and the classroom teachers of ELLs work collaborately evaluate ELL student data in order to drive instruction. In the ESL program and the bilingual classes the teachers use the ELL students' results to inform decision making and drive instruction. The school leadership team, classroom teachers, and the ESL teacher use the results of the ELL Periodic Assessment as data to inform decision making and drive instruction. The ELL Periodic Assessment measures the progress in English language proficiency and predicts performance on the NYSESLAT. The results provide the ESL teacher, classroom teachers of ELLs and the bilingual teachers with detailed results about the strengths and weaknesses in English language development and serves as a resource to help plan individual and group instruction. The Periodic Assessment is given to ELLs in grades 3,4, 5 in the Fall and the Spring. Teachers use the results to determine the progress the ELLs are achieving.

The ELLs have been taking the content area tests in English because they are not able to read in their native language.

The success of the program for ELLs is evaluated by the data of the NYSESLAT, ELL Periodic Assessment and rubrics. On the NYSESLAT if the ELL moves up a proficiency level, and scores well on the ELA, math and science state tests and shows continuous progress, then the program is successful.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **18K276** School Name: **Louis Marshall**

Cluster: **2** Network: **CFN**

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

Part A: Needs Assessment Findings

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

Part 3 (Parent Information) on the Home Language Survey(HLIS) indicates to our school community the language of choice that the parent would like to receive written information and the language the parent prefers to communicate orally. Each child has a HLIS form in their cumulative record card. On each child's blue emergency contact card, a language preference is indicated. Upcoming parent meetings, workshops and school events that are on a telephone relay are if needed, translated into the parents' preferred language. We conducted our assessment of written translation based on parental involvement. A number of letters in the native languages were sent out to notify the parents of a Parents Association meeting and fundraising event. For example when we sent 15 Haitian Creole letters and 15 Haitian Creole parents attended the meeting, we realized that our translation services were successful. The ESL and the parent coordinator work collaborately to provide teachers and staff in the school community the parents who need language access support.

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.

Limited English speaking parents are provided with language access support at our school. Our school provides plan written translation services to invite parents for Math and Literacy workshops, Moms and Muffins workshop, and Dads and Donuts workshop. Oral translation is available before, after, and during these workshops to answer questions and address concerns that our parents may have. The majority of our ELL parental population speaks Creole, some Spanish, and Arabic. If we provide test preparation materials in those three main languages, we will target more parents who will be able to help their children at home. The ESL teacher and parent coordinator keep current records on file of the language preference of our parents and is shared with our school community.

Part B: Strategies and Activities

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

The school will provide written interpretation services by translating all "going home" notices into Creole, Spanish, and Arabic. In house certified teachers will provide Creole, Spanish, and Arabic translations. To ensure timely provision of translated documents, all interpretation will be completed one week prior to the day when notices go home.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We plan to provide oral interpretation services at Parents Association Meetings, fund raising events, Math and Literacy workshops, Moms and Muffins, and Dads and Donuts. In addition, we will use oral interpreters during registration to help non-English speaking parents get to know our school and our special programs. Just like with the written translation services, in house staff will attend all parental gatherings to translate into Creole, Spanish, and Arabic languages to ensure that our non-English parents are able to participate in the discussions, ask questions and express their concerns. At Parent Teacher conferences parents may rely on an adult friend, relative or companion for language assistance.

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>.

Our school maintains a current record of the language that each parent would like to receive written information and communicate orally taken from the HLIS, Part 3. Our school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by ensuring that translation and interpretation services is provided to all parents who require language assistance and that all materials are available in our three major foreign languages(Creole, Spanish and Arabic) for the parents at any time. We will use our in-house certified teachers to provide translations. Our school posts signs in the main entrance, main office, guidance office and parent coordinators office indicating availability of interpretation services. The Bill of Rights is in the main office for parents to read about their rights regarding translation and interpretation services. Parents will be provided translations of the Bill Of Rights if needed. The schools' safety plan will contain steps for ensuring that parents in need of translation and interpretation services are able to get in touch with the school's administrators. Parents will be able to access services from the Department of Education's website.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Louis Marshall	DBN: 18K276
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Public School 276's Title III Afterschool Literacy and Math Tutorial Institute is designed to supplement instruction for ELLs. The program is designed to develop and increase English proficiency, literacy skills amongst ELLs and increase student's achievement level in mathematics. Title III helps maximize instruction to develop literacy, language and math skills for the ELLs.

The Title III Afterschool Literacy Program will target ELLs in grades 3, 4,5, which includes newcomers(ELLs receiving service 0-3 years), ELLs receiving service 4-6 years), special education ELLs, and SIFE students, and provide the students with instruction on Mondays from 3:15 to 5:15pm. A licensed ELL teacher, a licensed bilingual teacher and two common-branch teachers will team teach and collaborate on lesson planning and instruction to meet the diverse needs of the ELLs. There will be 3 groups of ELLs. The ELL Teacher will push-in to each group for 40 minutes each session, to provide support.

The groups are assigned as follows:

- Group 1 (Beginners 3,4,5 - 12 ELLs)
- Group 2 (Intermediate 3,4,5 - 14 ELLs)
- Group 3 (Advanced 3,4,5 - 12 ELLs)

The teachers will provide instruction in English language skills and balanced literacy to beginning, intermediate and advanced ELLs. Based on an analysis of data taken from the NYSESLAT, ELLs scored the poorest on the reading/writing modalities. Data taken from the ELA state tests indicate that most ELLs scored a level 1 or 2. Therefore, an emphasis of instructional time in the Title III afterschool program will be allocated to develop reading and writing skills for level one and two ELLs moving them toward grade level proficiency and to advance one overall proficiency level on the NYSESLAT between two test administrations. The emphasis will be on the workshop model and standards based instruction. The ELL students will learn different techniques which will be introduced to them through successful strategies and approaches. The students will engage in activities taken from Comprehension Matters-Reading by Triumph Learning. It will give ELL students the tools to build understanding and excel on standardized reading tests with practice in key comprehension skills. The activities include practice lessons with engaging reading passages, multiple levels which provide customized instruction, writing connection links comprehension to emphasize sentence structure and grammar, and graphic organizers which stimulate visual learners. New York State Progress Coach Empire Edition by Triumph Learning is created for level one and two students to make progress toward grade level proficiency. It provides targeted support and guided practice. Struggling students will be able to grasp the concepts.

Common Core Clinics, by Triumph Learning is developed around best practices for reading instruction and focus on the essential skills behind each of the standards. The individual workbooks at different

Part B: Direct Instruction Supplemental Program Information

grade levels differentiate instruction. Each lesson begins with teacher led instruction, move on to guided practice, and end with independent skills application. Lessons address the rigor of common core, visual glossary, manipulative picture cards, and hands on games enhance learning and interactivity.

The Math Tutorial will target ELLs in grades 3,4,5 and provide the students with instruction on Tuesdays from 3:15-5:15pm. The program will be taught by two licensed common branch teachers and one certified Bilingual teacher. The class will consist of two groups. One group will be ELLs in grades 3 and 4 and the other group will be ELLs in grade 5. The Bilingual teacher will push-in to work with each group of ELLs for an hour. The grade 3,4 group will consist of 19 ELLs. The grade 5 group will consist of 19 ELLs. The Math Tutorial Program will assist ELLs to acquire a reinforcement of basic math skills and concepts in order to be successful with grade mathematics. Students will grasp an understanding of key math skills and will move into achieving higher levels of math on the state math test.

New York State Progress Coach Mathematics by Triumph Learning will be used as a resource to reach level one and two students. Focused support will move students toward grade level proficiency. Lessons are written to the lowest prerequisite skills of the grade. Periodic progress checks first test the basic skills, then the grade level skill for graduated practice and test readiness. Lessons are scaffolded with examples, content vocabulary is defined in each lesson.

An administrator will be available for safety and dismissal of children who are not picked up on time.

Title III Afterschool programs will begin in January for a total of 26 (2 hour) sessions until mid April.

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:

A math professional development will be presented by the Math Coach, Ms. Keegan. Participants in the professional development will include six afterschool teachers of ELLs for 2 one hour sessions. The Math Coach will provide professional development for the afterschool teachers and parents of ELLs. The lessons presented will be best practices in math, operations and computation. The participants will be involved in hands on activities and using manipulatives. The math workshop will provide strategies that will improve instruction for the classroom teachers of ELLs and how to differentiate instruction. Parents will learn strategies that can be conducted at home to support their children. Title III Funds will be used for this professional development.

A planning session will take place for a 2 hour session for the 4 teachers of the After School Literacy and Math Programs. The teachers will discuss which math and ELA materials will be used for beginning, intermediate, and advanced ELLs on each grade level, and the sequence of topics to be taught.

Part C: Professional Development

In addition to Professional Development opportunities funded through Title III, the school offers ongoing PD related to the needs of ELLs as follows:

September/October - ELL Identification Process and Strategies for Classroom Teachers of ELLs (Presented by ESL Teacher)

Ongoing (once a month) Support for Classroom Teachers of ELLs through planning/coaching (Facilitated by RBERN)

Ongoing (twice a month) ELL Team including classroom teachers, bilingual teacher and ESL Teacher meet to discuss student needs, progress, and strategies/support for teaching ELLs. Next steps are discussed to ensure all ELLs are making progress.

In addition, PS 276 takes advantage of PD opportunities offered by OELL and the Network.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of the ELL population will have the opportunity to participate in PS276's Title III Computer Connection Afterschool Program which will increase parents' knowledge about computers, general computer use, ways in which computers can support education, literacy and awareness. Computer knowledge will enable parents to learn how to use the internet (websites) for research to assist their children with homework, research reports, book reports, support of the internet and to learn what their children know about using the computer. Parents will learn computer programs such as Microsoft Word and Microsoft Power Point. The ELL parents will become familiar with and how to access the ARIS parent link. The skills parents acquire will enable their individual effectiveness with computers as well as support their children educationally in accordance with increasing technological demands. The Computer Connection will be taught by a computer teacher who has an abundance of knowledge of the computer. There will be from 8-12 parents in the class. The class will meet on Mondays from 3:15-5:15pm. for 12 two hour sessions. Letters will be sent home to parents of ELLs that include a tear-off slip to be signed to indicate interest in participating.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session 		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		