



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** THE SHIRLEY TANYHILL SCHOOL ~ PS/IS 288

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K288

PRINCIPAL: JOELENE-LYNETTE KINARD

EMAIL: [JKINARD2@SCHOOLS.NYC.GOV](mailto:JKINARD2@SCHOOLS.NYC.GOV)

SUPERINTENDENT: ISABEL DIMOLA

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Joelene-Lynette Kinard	*Principal or Designee	
Felicia Turner	*UFT Chapter Leader or Designee	
Mavis Palmer Patricia Mack	*PA/PTA Co-Presidents	
Tenakia Edmunds	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Marie Paul-Jeanty	CBO Representative, HeartShare	
Odeon Perez	Member/Parent	
Andrea Epps	Member/Parent	
Serene Turpin	Member/UFT/Guidance	
	Member/	
	Member/	
	Member/	

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

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

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

By June 2013, all students in Grades Pre-K - 5 will experience four common core-aligned units of study (two in mathematics and two in ELA), as evidenced by tasks, classroom observations and teacher-team evaluations.

### **Comprehensive needs assessment**

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

During the 2012/2013 school year, all students are required to complete common core-aligned units of study, as outlined in the Citywide Instructional Expectations. Last school year, 26% of students school-wide were proficient in ELA and 52% were proficient in Math. As the NYS assessments transition to be Common-Core aligned, we recognize the importance of aligning our instruction to the new standards to ensure students are college and career ready.

### **Instructional strategies/activities**

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

Beginning September 2012 through June 2013 there will be a focus on rigorous curriculum and teaching methodologies:

- ❖ Incorporating common core standards throughout the curriculum
- ❖ Differentiating instruction for all learners through content, process, product and environment
- ❖ Incorporating the cognitive rigor matrix when planning lessons, products, assessments and other student activities
- ❖ Tiered oral questioning that elicits high order thinking skills including: synthesis, analysis, and evaluation
- ❖ Incorporating technology for multi-sensory stimulation:
  1. SmartBoard technology to foster authentic student/teacher learning and collaboration
  2. Video clips and short film episodes on various subjects to bolster student understanding and evoke articulate written and oral responses.

Teachers will receive professional development in understanding and using the citywide instructional expectations for 2012-2013

Collaborative teacher teams, along with ELA and math coordinators, will develop focus areas on supporting students in grades Pre-K - 5.

Our network will provide in-school professional development to assist teachers with aligning rubrics to the Common Core Learning Standards, in order to assess student learning.

Teachers will analyze the resulting student work from the tasks to refine instruction and determine next steps, putting students on the trajectory for college and career readiness.

Lead teachers will attend professional development provided by the network and turn-key the information to the staff.

Assistant principals will attend AP conferences on the Common Core Learning Standards so that they can better assist the teachers with the common core expectations.

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

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

Recognizing parent involvement as a critical component to academic success:

- ❖ We will continue to offer parent workshops. Topics will include but not be limited to common core standards, data interpretation, and strategies for helping their children at home.
- ❖ We encourage parents to take advantage of the night center and other activities the HeartShare Beacon program has to offer, including parent GED and ESL classes.
- ❖ Unity Banquets are held, serving dinner to parents and their families, and discuss with them the opportunities and activities that are going on at the school.
- ❖ Our parent coordinator is available to meet with parents, provide resources and offers workshops of interest to the parent. Our parent coordinator is also instrumental in enrolling our students in the after school programs.
- ❖ A FaceBook page has also been established as an additional way to keep parents informed about school events and projects.

**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**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). HeartShare Beacon, our community based organization, is housed within our school building. They provide after school academic and recreational activities for the students; adult recreation; and family counseling services to our children and their families.

In recognition of the fact that healthy children achieve more academically, we have implemented the healthy snacks program which is provided daily to the students.

On February 26, 2013 a free program by *Partnership with Children*, funded by FEMA, will commence. Their mission is to help improve students' social, emotional and cognitive skills to increase their capacity to learn and achieve. This program will continue until June.

A collaboration was also formed with *Studio in a School* who will provide a free art residency to all students in Grades Pre-K and K. This program combines art making with discovery, encourages children to ask questions about what they see and reflect on what they make. It also gives them opportunities for problem solving and working cooperatively in groups; and expands their vocabularies and self-confidence as they are encouraged to take risks and explore their own creativity. Also included in this residency are two parent workshops, which increases opportunities for parent involvement.

Our literacy and math coordinators will facilitate common planning and coach teachers of all grades in improving instructional practices during common and/or individual prep periods.

**Strategies to increase parental involvement**

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- ❖ We encourage parents to take advantage of the night center and other activities the HeartShare Beacon program has to offer, including parent GED and ESL classes.
- ❖ Unity Banquets are held, serving dinner to parents and their families, and discuss with them the opportunities and activities that are going on at the school.
- ❖ Our parent coordinator is available to meet with parents, provide resources and offers workshops of interest to the parent. Our parent coordinator is also instrumental in enrolling our students in the after school programs.
- ❖ A FaceBook page has also been established as an additional way to keep parents informed about school events and projects.

**Budget and resources alignment**

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

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

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

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Our literacy and math coordinators will facilitate common planning and coach teachers of all grades in improving instructional practices during common and/or individual prep periods.



## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #3**

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

By June 2013, all students in Grades 6-8 will experience six common core-aligned units (two in mathematics, two in ELA, one in social studies and in science) as evidenced by tasks, classroom observations and teacher team evaluations.

### **Comprehensive needs assessment**

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

During the 2012/2013 school year, all students are required to complete common core-aligned units of study, as outlined in the Citywide Instructional Expectations. Last school year, 26% of students school-wide were proficient in ELA and 52% were proficient in Math. As the NYS assessments transition to be Common-Core aligned, we recognize the importance of aligning our instruction to the new standards to ensure students are college and career ready.

### **Instructional strategies/activities**

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

Beginning September 2012 through June 2013 there will be a focus on rigorous curriculum and teaching methodologies:

- ❖ Incorporating common core standards throughout the curriculum
- ❖ Differentiating instruction for all learners through content, process, product and environment
- ❖ Incorporating the cognitive rigor matrix when planning lessons, products, assessments and other student activities
- ❖ Tiered oral questioning that elicits high order thinking skills including: synthesis, analysis, and evaluation
- ❖ Incorporating technology for multi-sensory stimulation:
  1. SmartBoard technology to foster authentic student/teacher learning and collaboration
  2. Video clips and short film episodes on various subjects to bolster student understanding and evoke articulate written and oral responses.

Teachers will receive professional development in understanding and using the citywide instructional expectations for 2012-2013

Collaborative teacher teams, along with ELA and math coordinators, will develop focus areas on supporting students in grades 6-8.

Our network will provide in-school professional development to assist teachers with aligning rubrics to the Common Core Learning Standards, in order to assess student learning.

Teachers will analyze the resulting student work from the tasks to refine instruction and determine next steps, putting students on the trajectory for college and career readiness.

Lead teachers will attend professional development provided by the network and turn-key the information to the staff.

Assistant principals will attend AP conferences on the Common Core Learning Standards so that they can better assist the teachers with the common core expectations.

**Strategies to increase parental involvement**

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

Recognizing parent involvement as a critical component to academic success:

- ❖ We will continue to offer parent workshops. Topics will include but not be limited to common core standards, data interpretation, and strategies for helping their children at home.
- ❖ We encourage parents to take advantage of the night center and other activities the HeartShare Beacon program has to offer, including parent GED and ESL classes.
- ❖ Unity Banquets are held, serving dinner to parents and their families, and discuss with them the opportunities and activities that are going on at the school.
- ❖ Our parent coordinator is available to meet with parents, provide resources and offers workshops of interest to the parent. Our parent coordinator is also instrumental in enrolling our students in the after school programs.
- ❖ A FaceBook page has also been established as an additional way to keep parents informed about school events and projects.

**Budget and resources alignment**

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

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

If other is selected describe here:

**Service and program coordination**

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

HeartShare Beacon, our community based organization, is housed within our school building. They provide after school academic and recreational activities for the students; adult recreation; and family counseling services to our children and their families.

In recognition of the fact that healthy children achieve more academically, we have implemented the healthy snacks program which is provided daily to the students.

On February 26, 2013 a free program by *Partnership with Children*, funded by FEMA, will commence. Their mission is to help improve students' social, emotional and cognitive skills to increase their capacity to learn and achieve. This program will continue until June and will continue until June. After working with all grades the counselors will consult with classroom teachers and administrators to work with select students in small group or individual counseling sessions.

Our literacy and math coordinators will facilitate common planning and coach teachers of all grades in improving instructional practices during common and/or individual prep periods.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #4**

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

By June 2013, the Administrative Team will conduct fourshort frequent observations of each teacher using Danielson Framework of Teacher Effectiveness as evidenced by providing teachers with timely and specific written feedback.

#### **Comprehensive needs assessment**

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

Teachers have expressed an interest in receiving constructive, meaningful feedback with regard to the delivery of instruction, classroom management and/or environmental matters.

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- ❖ Administrators will receive training from the network and CITE in using the different assessment models available, with particular emphasis on the Danielson Framework.
- ❖ Administrators will create their goals for improving teacher effectiveness, evaluate progress, and make changes where necessary by providing specific, actionable, time-bound feedback to teachers.
- ❖ Administrators will draft a schedule to ensure all teachers are observed multiple times.
- ❖ Frequent oral and written feedback will be provided to teachers in a timely manner.
- ❖ Logs of assistance will be created for teachers in need of extra support.

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

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

Parent workshops will be offered by administrators to discuss the expectations of school staff and the academic progress of their children.

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

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

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

If other is selected describe here:

**Service and program coordination**

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

Providing options and methods for teachers through conversion programs and utilizing school's five (5%) percent Title I funds to become highly qualified.

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Our literacy and math coordinators will facilitate common planning and coach teachers of all grades in improving instructional practices during common and/or individual prep periods.

### 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	Re-teaching and reinforcement of <i>Journeys</i> reading program for grades K-4 (phonics through grade 2, and literature) which provides students with skills to hear, read and write phonemic sounds; and to blend and decode	Small group, tutoring and/or one-to-one	Service is provided during the 37 1/2-minute period before school; during the school day and after school

	sounds to form words and sentences. Re-teaching and reinforcement of <i>Reading Street</i> Reading Program for grades 5-8 and the extension of the Readers and Writers Workshop		
Mathematics	Classroom instruction is differentiated for all grade levels. Re-teaching and reinforcement of <i>Everyday Math</i> is used in Grades K-2 with cyclical concepts; McGraw Hill math in Grades 3-5; and McDougal Littell in Grades 6-8. Our Math coordinator also assists in classroom across the grades, further reducing group size.	Small group, tutoring and/or one-to-one	Service is provided during the 37 1/2-minute period before school; during the school day and after school
Science	Our science teacher provides additional instruction with small groups, incorporating literature and technology in the content area of science. The students in grades 4 and 8 are also preparing for the NYS Science Test.	Small group	Service is provided during the 37 1/2-minute period before school, and during the school day
Social Studies	Social Studies instruction is conducted in the inquiry-	Small group	Service is provided during the school day

	based learning workshop model		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Our guidance counselor services at-risk students	Small group	Service is provided during the school day
	Our school psychologist provides classroom observations and/or one-to-one counseling for at-risk students	One-to-one	Service is provided during the school day
	Our social worker provides one-to-one and family counseling for at-risk students	One-to-one	Service is provided 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.

Strategies that are being implemented during the 2012/2013 school year to ensure that staff is highly qualified include:

- ❖ Providing options and methods for teachers through conversion programs and utilizing school's five (5%) percent Title I funds to become highly qualified
- ❖ Supporting new teachers through coordinators and lead teachers
- ❖ Encouraging teachers to use online HOUSSE to demonstrate subject matter competency.
- ❖ Including teachers in the decision-making process, which recognizes them as professionals in the school community, encourages them to remain in the school, and encourages them to take on leadership roles such as lead instructional teachers.
- ❖ The principal provides breakfast for Teacher Appreciation Day and lunch for the staff throughout the school year for special occasions.
- ❖ Every teacher has been provided with a laptop for planning/instructional purposes. Most classroom supplies are provided.

## **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, PS/IS 288, 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-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-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; common core standards, and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

#### ***SCHOOL-PARENT COMPACT***

Our school, PS/IS 288, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Ms. N Manning-Andrews</b>	District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>288</b>
School Name <b>The Shirley Tanyhill School</b>			

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

Principal <b>Ms. J-L Kinard</b>	Assistant Principal <b>Ms. D. Lambert</b>
Coach <b>Mr. J. Whitaker</b>	Coach <b>Mrs. R. Codeniera</b>
ESL Teacher <b>Ms. H. Famina</b>	Guidance Counselor <b>Mr. S. Turpin</b>
Teacher/Subject Area <b>Mr. W. Hitchhock/ Science</b>	Parent <b>Mrs. P. Baker</b>
Teacher/Subject Area <b>Mrs. A. Sands/Writing</b>	Parent Coordinator <b>Mr. R. Monroe</b>
Related Service Provider <b>Mrs. T. Francois</b>	Other <b>Mrs. R. Alpert</b>
Network Leader <b>Ms. N. Manning-Andrews</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>518</b>	Total Number of ELLs	<b>28</b>	ELLs as share of total student population (%)	<b>5.41%</b>
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## Part II: ELL Identification Process

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

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

According to the Department of Education mandated requirements, every newly admitted student goes through the LEP Identification Process. The team responsible for this process includes a fully certified and licensed ESL teacher, Ms. Famina, an ESL administrator, Ms. Lambert, a school secretary, Ms. Nissen, and one or two school members that speak one of our ELLs' native languages (Ms. Villalba, Spanish; Ms. Famina, Russian; Mr. Saed, Arabic) and can assist during an oral interview.

The first step in identifying ELLs is an informal oral interview which is given to each student whose Home Language Survey and other background information indicate that he/she may be an English Language Learner. The interview is conducted in English, or student's/parents' native language, if needed, asking the questions on the HLIS form to help identify student's understanding and ability to speak the English language.

The next step of the LEP Identification Process is the administration of the Home Language Identification Survey which includes an informal oral interview in English, one in the student's native language, and a formal initial assessment. As a result, if it's discovered that the student speaks a language other than English and/or speaks little or no English at all, the ESL teacher moves to the second step of the LEP Identification Process and administers the Language Assessment Battery-Revised (LAB-R) within the first 10 days of the student's entrance.

If a student scores at or above a state designated level of proficiency on the LAB-R, he or she is placed in a general education program. If a student scores below that level, he or she is identified as an ELL and placed in an appropriate ESL program which is a Pull-Out ESL program in PS/IS 288. Students whose native language is Spanish and who score below proficiency on the LAB-R are administered a Spanish LAB to determine their language dominance.

As soon as a student is identified as an ELL, his/her parents or guardians are notified in writing through Parent Entitlement Letters and are invited to attend a Parent Orientation Session which is conducted by the ESL teacher, the Parent Coordinator (Mr. Monroe), together with other designated staff members within a week after LAB-R administration. Parents who cannot attend the session can set up an appointment to meet and discuss the program.

During this session parents watch an Orientation Video for Parents of English Language Learners in their native and/or English languages, get familiar with all three ESL program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) that are available in different schools around the city and the ones that are present in the school. Additionally, every parent is informed of the state standards, various assessments, tests, and school expectations that govern the ESL programs. At the end of the session each parent has an opportunity to ask questions about the programs; he/ she completes the Parent Survey and Program Selection form making his/her choice. Most of the time, the ESL program model offered at the school is aligned with parent requests.

If a Program Selection form is not returned, the default program for ELLs is Transitional Bilingual education as per CR Part 154. However, because the only program available in PS/IS 288 is an ESL Push-in/Pull-out program, an ESL teacher, Parent Coordinator and all designated staff members have a consultation with a parent (conducted in his/her own native language) and he/ she is provided with information about nearby schools that might support the same ESL and/or Transitional Bilingual Education programs in which the parent is interested. All Program Selection forms are returned at the end of the orientation session (or during a set-up appointment), kept on file and revisited a few times during a school year. If a parent chooses to select a bilingual program as their first choice and if the number of ELLs in the school grow to support a bilingual class in the same native language (in grades K-8 when there are 15 or more

ELLs of the same language in two contiguous grades), then the student will be placed in a bilingual class at PS/IS 288. In cases of changing or adding another ESL program in the school all parents are notified immediately. Within the last few years, only a few parents requested a Transitional Bilingual and Dual Language program. This year one of the LAP team's main goals is to monitor the number of bilingual parent requests in order to determine if there are enough students to warrant one or two bilingual classes. The annual evaluation of ELLs in PS/IS 288 takes place every spring through the administration of the New York State English as a Second Language Achievement Test (NYSESLAT). Its results are used to determine ELLs' English proficiency and whether or not students must continue ESL services. According to NYSESLAT results, ESL students who score at a Beginning or Intermediate level receive 360 minutes of ESL instructions per week. Students who score at an Advanced level receive a total of 180 minutes of ESL instruction per week. All students that score at a Proficient level stop getting ESL services and continue their general education program.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	6
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	2

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	25	1	3	1	0	1	2	0	2	28
Total	25	1	3	1	0	1	2	0	2	28

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_\_

Hispanic/Latino: \_\_\_\_\_

Native American: \_\_\_\_\_

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

Other: \_\_\_\_\_

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	3	5	2	2		1	1						20
Chinese						1	1							2
Russian														0
Bengali														0
Urdu		1												1
Arabic	1			1		1	1	1						5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

There are 28 ESL students (grades K-8) in PS/IS 288.

All ESL students are grouped either heterogeneously or homogeneously in order to meet all ELLs' needs. There are four ESL groups in this school (grades K-1, 2, 3-5, 6-8). Each group contains between four and eleven students. According to the language proficiency determined by the LAB-R and/or NYSESLAT, every ELL scoring at the Beginning and Intermediate levels in these groups receive 360 minutes of ESL instruction per week which is equal to eight periods per week. All ELLs that scored at the Advanced group receive 180 minutes of ESL instruction per week which is equal to four periods per week. According to Part 154 of the Commissioner's Regulations (CR Part 154), all Advanced ELLs receive 180 minutes (4 periods) of ELA instruction per week.

As there are 28 ELLs in the school in grades K-8 and all of them come from different classes, the only ESL program presently available at PS/IS 288 is a "pull-out" model. A full-time licensed ESL teacher pulls out ELLs from their classes for two periods two to four days a week to provide ESL instruction to the students.

This year the ESL certified faculty members along with administration developed a new approach in order to try to minimize pull-outs as much as possible and focus on a combination of sheltered immersion classes, push-in, and co-teaching approaches. Students from one or two grades will be grouped together in fewer groups for instruction for 4 or 8 periods a week according to their level of English proficiency and receive ESL instruction during a regular or cluster class period. In order to implement this model, an additional ESL teacher is needed. There is also a need for additional ESL professional development in the area of Second Language Acquisition for regular education teachers and administrators.

This year our school organized content-based ESL periods provided by the ESL teacher and content-area teachers (our math coach and science teacher) at a minimum of two times a week for each of all four groups. This instruction is delivered through sheltered and small group instruction. Also, teachers provide meaningful language input using TPR, visuals (diagrams, charts, pictures) realia, hands-on activities, and NLA support. Very often ELLs are grouped heterogeneously and thus, have opportunities to work with their peers who serve as peer tutors.

All four groups of ELLs in PS/IS 288 receive a variety of ESL instruction on a daily basis in a small group setting.

Out of 28 ESL students, 6 students are placed in self-contained Students with Disabilities classes (in grades 1, 3, 6, 7). They receive services in accordance with the mandates of their IEPs.

Instructional plans for ELLs' subgroups are the following:

ELLs that have been in US schools fewer than 3 years (newcomers):

- Lowering students' "affective filter"
- Activating students' prior knowledge
- Providing small-group instruction

## A. Programming and Scheduling Information

- Differentiated instruction
  - Constant modeling and repetition
  - Creating cooperative learning groups with bilingual peer helpers
  - Creating comprehensible input through usage of visuals, charts, TPR, realia, hands-on activities, games
  - Simplifying the language of instruction ( e.g. in the very beginning asking yes/no or one-word questions and encouraging students to show/point/draw; then developing their vocabulary and all four language skills (speaking, listening, reading and writing)
  - Developing BICS and simplified CALP
  - Employing NLA lesson components to make content comprehensible (e.g. reading bilingual books and literature describing students' culture and history)
  - Incorporating choral reading and Read-Alouds into every lesson
  - Using bilingual picture dictionaries
  - Incorporating more reading and writing with every lesson
  - Performing various formal and informal assessments (Running Records, teacher-student conferences)
- \* Teaching students simple test-taking skills and focusing on test terminology
- \*\* Using all these strategies during cluster periods

ELLs receiving service for 4 to 6 years:

- Small group instruction
  - Differentiated instruction
  - Grouping students homogeneously and heterogeneously
  - Constant modeling and scaffolding
  - Encouraging students to use English in different forms such as describing, retelling, comparing, contrasting, summarizing verbally and in written form
  - Creating comprehensible input using graphic organizers, charts, diagrams, posters, television and radio
  - Asking inferential and higher order thinking questions
  - Introducing and developing figurative language
  - Focusing on developing students' CALP and BICS
  - Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history)
  - Teaching note-taking
  - Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences, final projects etc.)
- \* Teaching students various test-taking skills and focusing on test terminology
- \*\* Using all these strategies during cluster periods

Long-Term ELLs (6 years and longer):

- Small group instruction
- Differentiated instruction
- Modeling
- Using every opportunity to transfer students' literacy skills from L1 to L2
- Focusing on developing CALP rather than on the development of BICS but at the same time providing continuous language support to access content
- Scaffolding (especially in ELLs' weak areas such as writing)
- Working with a variety of texts in order to provoke discussions or model some writing styles
- Guided Writing employing various contents and structures
- Teaching skills to help ELLs pass the standardized tests and various assessments
- Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history)
- Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student

## A. Programming and Scheduling Information

conferences)

\* Teaching students various test-taking skills and focusing on test terminology

\*\* Using all these strategies during cluster periods

ELLs identified as having special needs:

- Co-teaching of ESL and Special Ed classroom teachers
- Small group instruction
- Employing teaching based on different learning styles
- Differentiated instruction
- Scaffolding
- Constant modeling and repetition
- Activating the students' prior knowledge
- BICS and CALP development
- Providing modified ESL instructions and specialized teaching strategies to account for the student's disability (organizing one-on-one ESL sessions, motivating and encouraging students, providing more practice, etc.)
- Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history)
- Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences)

\* Teaching students various test-taking skills and focusing on test terminology

\*\* Using all these strategies during cluster periods

SIFE ELLs :

- Co-teaching of ESL and classroom teachers
- Flexible curriculum
- Smaller-group instruction
- Intensive development of BICS and CALP
- Differentiated instruction
- Modeling and repetition
- Scaffolding
- Promoting motivation and engagement for effective learning
- Sheltered content instruction
- Content-based ESL instruction
- Creating cooperative learning groups (with bilingual peer helpers if needed)
- Creating comprehensible input through usage of visuals, charts, TPR, realia, hands-on activities, games, graphic organizers, multimedia
- Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history)
- Using age appropriate and culturally appropriate materials during lessons
- Constant monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences etc.)

\* Teaching students various test-taking skills and focusing on test terminology

\*\* Using all these strategies during cluster periods questions 1-7 here

ELL students continue receiving ESL services in the least restrictive environment in PS/IS 288. Our main goal of special education services for ELL students is to provide the instruction and support they need in order to accelerate English language development, help them achieve progress in school and develop their social skills.

## A. Programming and Scheduling Information

The following strategies have been developed and implemented for ELL-SWDs in PS/IS 288:

- Teachers promote collaborative working relationships between special education, cluster and ESL teachers to benefit all students;
- There is a team of educators that plan collaboratively and effectively by grade level, content and specialized areas;
- There is an implementation of co-teaching model for instruction where two teachers work together to design, evaluate, prepare instructional materials and deliver lessons so as to increase student achievement;
- Teachers improve instructions through constant professional development training;
- Teachers set high academic standards for ELLs with special needs and ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students.
- Teachers provide instruction of academic language that is direct, explicit, and systematic (guided instructions in developing the four literacy skills, vocabulary, grammar, sentence structure, syntax etc.)
- To differentiate instruction for diverse learners using different approaches and methodology (instructions based on learning styles, small group instruction);
- To effectively and purposefully integrate current technology into ELLs' daily lesson plans accelerating student learning through using technology like interactive smart-boards, computers, laptops, e-readers, documentation cameras, digital microscopes, listening centers, and various software programs;

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

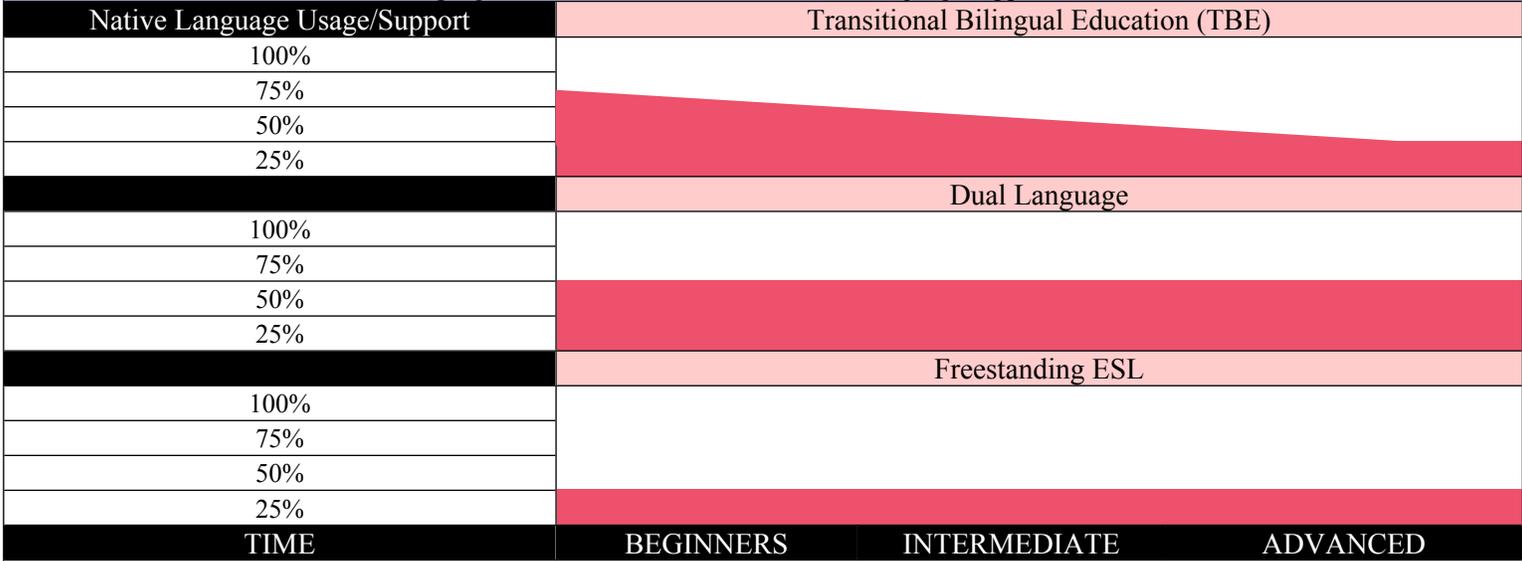
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

PS/IS 288 provides targeted intervention programs for ELLs in grades 3-8 in ELA and Math. All programs are offered in English with NLA support in order to enhance ELLs' literacy and math skills and improve their academic performance and test scores.

The Math Coach and literacy specialists who received ESL Professional Development turn-key to the classroom and cluster teachers. Our math coordinator reinforces Everyday Mathematics program in grades K-2, the MacMillan McGraw Hill Math program in grades 3-5 and the McDougal & Little Series in grades 6-8. Our literacy specialists reinforce the Open Court Phonics program in grades K-2 and a new reading series, Scott Foresman's Reading Street in grades 3-8. The Math Coach and literacy specialists provide direct ESL support, employ various visuals, manipulatives and effective hands-on strategies in their programs.

Our students also get additional help in our Math + ESL After School Program which they attend for two hours every Monday and Wednesday. The program is developed and co-taught by Math and ESL teachers and incorporates various components of teaching Math content through the prism of ESL, its strategies, techniques and NLA support.

As of this year, our school plans to open an ESL Saturday School that will target ELLs' special needs and help to develop language skills. One of the priorities of the program will be to provide transitional support for former ELLs (for the first two school years after they pass the NYSESLAT) and monitor them.

There are some other supplemental services that PS/IS 288 offers to ELLs.

We have an After School Home Tutor Program (to help with homework or reinforce work being done in school), consultation, translation/interpretation services for ELLs and their families which are provided to ELLs before and after school.

PS/IS 288 supports its ESL curriculum with lots of instructional materials and technologies:

- On Our Way to English Program by Rigby with all of its components (K-5)
- Leveled ESL library (A-Z levels, grades K-8)
- Running Records toolkit (K-8 grades)
- Audio Center with a leveled Audio Library (grades K-8)
- Multicultural and bilingual library (grades K-8)
- Getting Ready for the NYSESLAT and Beyond by Attanasio & Associates, Inc. (complete sets of NYSESLAT and ELA test prep books for grades K-8)
- "Contact USA" (1, 2 and 3), "What A World!" Amazing Stories from Around the Globe (1, 2 and 3) and "What A Life!" Stories of Amazing People by Longman (a complete set of workbooks in beginning, high beginning, intermediate and advanced levels; grades 5-8)
- Longman Picture Dictionaries (K-2) and Longman Photo Dictionaries of American English (grades 3-8) sets
- Various grammar, vocabulary, reading and writing books and workbooks (K-8)
- Smart Boards (Math and Science, grades 3-8)
- computer-based technologies (laptops, desktops, TV, Internet, ESL software (alphabet and spelling programs for lower grade ELLs; stimulation and word-processing software for upper grade ELLs).

Native Language support is delivered in our Freestanding ESL program with a help of Native Speaker Software (word processors, desktop publishing and story-building software in students' native languages), bilingual picture dictionaries and literature about students' culture and history of the countries they came from. Also, such techniques and strategies as direct translation, spending 5-10 minutes of each class on various activities in student's native languages and language skills (speaking, listening, reading, writing) every day (e.g. mini-puzzle in Spanish) help the students to learn about other language structures, develop literacy skills in their native languages and then transfer them to learning English.

In order to support age, grade and proficiency levels of our ESL students and meet their needs, all our materials, resources and services correspond to their ages and grade levels. There is a constant collaboration between the ESL and classroom teachers and their programs. This allows our students to be engaged in various activities and actively participate.

The needs of our ESL students currently are being met by the above outlined program. The data shows that this program is effective as we

had 12 students last school year who scored at the Proficient level on the Spring 2010 NYSESLAT. Also, we had many ELLs that moved from Beginner to Intermediate, as well as from Intermediate to Advanced levels.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

There is a professional development plan for all ELL staff in the school.

Our ESL teacher receives regular ESL professional development provided by the DOE. Within the last few years, she attended various ESL workshops and seminars including an Effective Second Language Acquisition Seminar that was held by Stephen Krashen, an international expert, author and leader in ESL Professional Development. This year she will attend workshops provided by the Department of Education's Office of English Language Learners, including compliance meetings as well as instructional professional development. Ms. Famina, Mr. Turpin (Guidance Counselor), Ms. Watson-Byers (Social Worker) will attend Brain Research: Keeping ELLs in Mind workshop. This three-session workshop (November 2, 17, 2011, and December 7, 2012) is developed to help ESL teachers to get a deeper understanding of the cognitive, cultural and emotional aspects of ELLs' learning in order to help students become more successful in school. Our Math Coordinator, Mrs. Codeniera, will attend School Leadership for ELL Mathematics Workshops on December 8, 2011, January 26, February 9, March 15, April 19, May 17, and May 31, 2012. This workshop is dedicated to improving the quality of teaching the new CCLS for math to English Language Learners. She will also attend Common Core Learning Standards: Developing Standards for Mathematical Practices for ELLs workshop on November 1, 2011 November 30, December 13, January 19, February 13, and March 12, 2012. The workshop will help math teachers and coordinators to increase performances by ELLs in math in order to meet state standards and to give the opportunity to develop a sufficient understanding of the underlying mathematical concepts.

Other PD's that are planned for 2011-2012 school year will be targeted to support ELL's on the ELA, Math, Science, and Social Studies exams, developing and understanding content area instructions, building comprehension in the native language as well as through English. Members of our School Leadership team, including school administrators and Mrs. Nissen, the secretary, will also attend a professional development on LAP (November 11 and December 8, 2011) which will help to study an updated LAP tool kit and create academically rigorous programs to meet the needs of the ELL population.

Ms. Famina (along with classroom teachers) will attend professional development sessions and workshops to gain a better understanding of the literacy, math, social studies, science curriculum and ways to support ELL's in it.

PS/IS 288 provides support for English Language Learners as they transition from elementary to middle school. Mr. Turpin, our school guidance counselor, holds sessions where he informs and explains about possible middle school placements and provides information to understand about middle school. Mr. Monroe, the school's parent coordinator, meets with ELLs and their parents. ELLs also have the opportunity to talk with teachers and staff members about the local middle schools.

Every year our non-program staff (content-area teachers and classroom teachers) receive additional ESL professional development provided by the DOE and on-site ELL training provided by an ESL teacher for about 7.5 hours per year. This allows our educators to expand their skills and learn effective strategies and techniques for teaching ELLs in order to meet all their needs.

The following topics will be addressed during ESL staff development in the 2011-2012 academic school year:

- Creating Content Based ESL Curriculum to ease the ELLs' transition from elementary to middle and middle to high school;
- Effective Strategies and Support for Teaching ELLs;
- Closing the Vocabulary Gap for ELLs (a six-step scaffolding process, etc.);
- Differentiating Instructions for ELLs (flexible grouping, using diversity, etc.)

Also, all teachers in PS/IS 288 have constant access to various professional magazines, books, publications and websites describing different approaches in order to effectively teach ELLs in their classrooms and during cluster periods.

## E. Parental Involvement

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

Parental involvement is very important in PS/IS 288. We have a PTA that provides parents with comprehensive resources and encourages them to get involved and stay involved in the lives and education of their children. The PTA holds meetings every month and discusses main issues our parents are interested in or challenges and problems they face. During these meetings we evaluate the needs of the parents analyzing the data received from various parents' questionnaires and surveys that are mailed to parents once a year. In the beginning of every school year our school organizes a special workshop for all parents where they are taught to reinforce educational concepts at home (parents of ELLs are offered this workshop in their native languages and/or English).

Also, as mentioned before, parents of general education and ESL students receive various consultations regarding their children, their academic success and other issues on a daily basis. ESL parents are also provided with translation/interpretation services. PS/IS 288 holds parent-teacher conferences every fall and spring. In addition to report cards, progress reports will periodically be sent home as well. During these conferences parents have an opportunity to discuss their children's academic progress with all their children's teachers, who, in their turn, can address all the needs of the parents. Additionally, every year our school offers ELLs' parents ESL evening classes and ESL Saturday classes (which they can attend for free), organizes Cultural Events for ESL parents and their children, invites all parents to volunteer and participate in different school events (such as Sport's Day, Halloween Parade etc.) and go on field trips. Twice a year parents are invited to attend a Parent Unity Banquet where they have an opportunity to communicate with teachers and administration and representatives from SES after school programs. All these involvement activities help educators and administration to understand, address and analyze the parents' needs and provide better service to them and their children.

## 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)	1	1	1			1								4
Intermediate(I)														0
Advanced (A)	3	2				1								6
Total	4	3	1	0	0	2	0	0	0	0	0	0	0	10

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3				3
4	1				1
5	4	2			6
6	3				3
7		1	1		2
8	2	3			5
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		1						3
4	1								1
5	2		4		2	1		1	10
6	1		2		1				4
7			1		1				2
8	2		3						5
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								1
8	2		3						5
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

The ESL program administrator periodically evaluates the ESL program using a database (LAB-R, NYSESLAT, Math, ELA, and Science scores; report card grades; ECLAS-2 and language proficiency levels) to determine if students are making progress and improving their English language skills as well as meeting or approaching academic standards.

Seventeen of our ESL students tested out of the ESL program.

As seen in the tables above, the data patterns across proficiency levels (on the LAB-R and NYSESLAT) reveal that only five ESL students in grades K-8 moved one or two levels up in comparison with the last 2010 NYSESLAT. However, we had seventeen ESL students in grades K-8 attained English Language Proficiency and tested out during the administration of the 2011 NYSESLAT. Still, as it can be noticed from the NYSESLAT modalities scores, Reading and Writing modalities became the weakest areas for our ESL students last school year. As a result, it has affected instructional decisions and made all teachers working with ELLs modify their instructions in order to target these weak areas. It was decided to leave the instructional ESL plan the same for all ESL groups and subgroups, except devoting about 30%-40% of the instructional time to improve ELLs' most needed skills. All teachers working with ELLS will use mini-lessons and teach writing, grammar, and reading strategies and constantly monitor students' comprehension and progress.

Another important fact drawn from the NYSESLAT data analysis is that the number of ESL students in grades K-8 who became proficient on the 2010 and 2011 NYSESLAT increased dramatically in comparison with 2007-2008 and 2008-2009 school years. However, the data shows that only one student in grade 5 became proficient last school year. Thus, this group automatically became our target group.

Twenty ELLs took the State ELA exam in grades 3-7.

Twenty-five ELLs in grades 3-7 took the New York State mathematics test. The LAP team found that the ESL students did not perform on the State and City tests as well as their mainstream counterparts. However, as drawn from the data, the math test scores of our ELLs have improved for the last three years.

The team will address this problem by utilizing the following methods and strategies:

- Implementation of targeted intervention programs for ELLs in grades 3-8 in ELA and Math
- Providing more ESL professional development and support in the area of Second Language Acquisition for regular education teachers, cluster teachers and coaches
- Focusing on teaching and reinforcing test skills and test-taking strategies

All instructions are modified by teachers through formal and informal observations, analysis of assessments, students' progress, and the ELL Periodic Assessments. The ELL Periodic Assessments provide our ESL, classroom, and cluster teachers with detailed information about their students' progress, strengths and weaknesses and their English language development. They also help educators to plan their teaching instructions and focus on students' most needed areas.

The main criteria to evaluate our ESL program include the following:

- Observations of ESL classes and cluster classes providing ESL support and their analysis
- Effectiveness of ESL program (achievement of short-term and long-term goals)
- NYSESLAT and other Standardized tests (ELA, Math, Science) scores
- ECLAS-2, EPAL and DRA scores
- ESL students' progress measured through analysis of the students' ESL and class work portfolios.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** The Shirley Tanyhill School

**School DBN:** 21K288

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. J-L Kinard	Principal		10/26/11
Ms. D. Lambert	Assistant Principal		10/26/11

**School Name: The Shirley Tanyhill School**

**School DBN: 21K288**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. R. Monroe	Parent Coordinator		10/26/11
Ms. H. Famina	ESL Teacher		10/26/11
Mrs. P. Baker	Parent		10/26/11
Mr. W. Hitchcock/ Science	Teacher/Subject Area		10/26/11
Mrs. A. Sands/Writing	Teacher/Subject Area		10/26/11
Mr. J. Whitaker	Coach		10/26/11
Mrs. R. Codeniera	Coach		10/26/11
Mr. S. Turpin	Guidance Counselor		10/26/11
Ms. N. Manning-Andrews	Network Leader		10/26/11
Mrs. R. Alpert	Other <u>Technology</u>		10/26/11
Mrs. T. Francois	Other <u>Speech</u>		10/26/11
	Other		10/26/11
	Other		10/26/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **21K288** School Name: **The Shirley Tanyhill**

Cluster: \_\_\_\_\_ Network: **CFN110**

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

**Part A: Needs Assessment Findings**

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

A review of the 2009 New York State English as a Second Language Achievement Test (NYSESLAT) scores show that our ELL students scored higher in Listening and Speaking and that they have difficulty with the Reading and Writing sections of the exam. A review of the latest NYS standardized tests indicates that most of our ELLs scored at Levels 1 and 2 in ELA, math and other content areas. Initial contact with parents of newly enrolled targeted ELL students occur via the Parent Orientation meeting which is held in the fall and periodically thereafter. Information and requirements in their native language is provided regarding the ELL Mandated Program. Our parent coordinator is available to meet ELL parents and supply materials and resources whenever needed. Parents of ELLs are encouraged to participate in the school's Parent Teachers Association. Parents are provided with appropriate and timely information by officers of the PTA, many of whom are bilingual, as well as bilingual paraprofessionals, and other school staff. Written communications are transcribed on the computer and edited by these individuals.

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.

To date, there have been no major difficulties providing parents with written translation and interpretation needs.

## 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.

Parents are provided with appropriate and timely information by officers of the PTA, many of whom are bilingual, as well as bilingual paraprofessionals, and other school staff. Written communications are transcribed on the computer and edited by these individuals. To date all translation services have been done with in-house school staff and/or parent volunteers.

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.

Oral interpretation services will be provided during parent meetings, parent-teacher conferences, etc. They will be provided by in-house school staff.

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>.

Signs are prominently posted at all exits in the eight required languages informing parents that translation and interpretation services are available. All communications from our school are sent home in both English and Spanish (our ELL population's dominant language).

## 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: The Shirley Tanyhill School	DBN: 21K288
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: 30
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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 2

## 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: PS/IS 288 provides a targeted after-school program for ELLs in grades 3-8 in ELA and Math with ESL support from 3 – 5 p.m, on Tuesdays and Thursdays, beginning February 1, 2013 for a total of 28 sessions (14 weeks).

Based on the evaluation of 2011-2012 ELA and Math test scores, our after-school co-team came up with the decision to target our ELLs' weak areas in these subjects as it was found that the ESL students did not perform on the State and City tests as well as their mainstream counterparts. Materials to be purchased will include Double Click 3 student packs and Teacher Guide by Express Publishing, supplemental math workbooks, bilingual dictionaries, native language resources, general writing supplies e.g., paper, pens, pencils, etc.

The after-school co-team focuses on teaching and reinforcing not just key elements in ELA and Math, but also test skills and test-taking strategies with the help of ESL. The program is developed and co-taught by two common branch teachers and one ESL teacher and incorporates various components of teaching Math and ELA through the prism of ESL. An ESL teacher pushes in to each of the two groups for one hour each session. The ESL teacher provides a meaningful language input through a variety of ESL instructions using TPR, visuals (diagrams, charts, pictures), realia, hands-on activities, and NLA support. ELLs are grouped heterogeneously (by grade bands 3-5 and 6-8) and, thus, have opportunities to work with their peers serving the role of peer tutors.

ESL, Math and ELA teachers work effectively with two groups of fifteen English Language Learners to enhance their ELL's literacy and math skills and improve their academic performance and test scores. All three teachers work together to co-plan and design instruction in ESL and content subjects. Co-planning plays a very important role as there are three teachers teaching at the same time. The teachers employ two models of teaching: parallel teaching and co-teaching. During parallel teaching, a group of kids are divided into two smaller groups to be delivered instruction both in Math and ELA. One group is taught by the ELA teacher. The second group is taught by the Math teacher. After one hour the groups switch so that students receive instruction in both subject areas during each session. During her scheduled time, the ESL teacher is able to provide the necessary support and contribute her knowledge in terms of second language acquisition.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here: Our ESL teacher will provide professional development to the other teachers in the Title III program. This PD will focus on language acquisition and strategies for differentiation to meet the diverse needs of our ELL population. Our ESL teacher regularly participates in PD opportunities provided by OELL and the CFN. Additionally, she turn-keys PD to classroom teachers, aligned with the following schedule:

September and October 2012 - How ELLs are Identified and Strategies for Dealing with Newcomers

November and December 2012 - Reading Strategies for ELLs to Use in Your Mainstream Classroom

January and February 2013 - Scaffolding Common Core Learning Standards for ELL Students

March 2013 - Math Strategies for ELLs to Use in Your Mainstream Classroom

April and May - 2013 Helping Your Students Succeed with the NYSESLAT

Monthly planning sessions will be held regarding the after school program to ensure that each child's individual needs are being met.

### 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: Parental involvement is very important in PS/IS 288. We have planned five hour-long parent meetings that take place during the school day in January, February, March, April, and May. The following topics will be addressed during these meetings. Goals and Highlights of ESL After-School program); Meeting the Needs of English Language Learners at Home and in School); Stages of Language Acquisition; BICS and CALP, State Testing (the school's expectations and parents' expectations); Different Ways of Achieving the Same Goal. The Parent Coordinator's schedule of parent workshops include How to Help Your Child at Home; the Importance and Goals of State Testing in Literacy and Math; Common Core Standards - What Are They? During each of the meetings the coaches, parent

**Part D: Parental Engagement Activities**

coordinator and the ESL teacher collaborate. They have also been discussing main issues parents are interested in or challenges and problems they face. Interpreters of Spanish and Arabic languages have been available on-site during each meeting.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		