



**Department of
Education**

Dennis M. Walcott, Chancellor



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

SCHOOL NAME : _____ P.S. 289 - THE GEORGE V. BROWER SCHOOL _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 17K289 _____

PRINCIPAL: _____ DENNIS JEFFERS _____ EMAIL: DJEFFER@SCHOOLS.NYC.GOV

SUPERINTENDENT: _____ BUFFIE SIMMONS _____

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
Dennis Jeffers	*Principal or Designee	
Jerome Walker	*UFT Chapter Leader or Designee	
Adonis Smith	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	CBO Representative, if applicable	
Kelvin Fraser	Member/Teacher	
Brian Roberts	Member/Teacher	
Lino Gomez	Member/Teacher	
Arlene Pearson	Member/Teacher	
Caridad Vasquez	Member/Parent	
Gloria Davis	Member/Parent	
Gayles Broomes-Belisle	Member/Parent	
Alma glover Davis	Member/Parent	
Berita Harvey	Member/Parent	

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

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013, all classroom teachers would have deepened their understanding of rigorous curriculum and task aligned with CCLS through looking at and analyzing student work by engaging their students in two literacy and two math tasks embedded in a unit of study.

Comprehensive needs assessment

P.S. 289 is a Common Core Learning Lab and as such we are required to complete tasks in preparation for implementation of the Common Core Standards. Our teachers need to be able to comfortably implement the use of the standards in their instruction. Our school is one of the pilot schools currently implementing the new standards and our committee members, after meeting with other staff members, are aware of the need for ongoing professional development in this area.

Teachers have expressed a need for additional training in their Professional Learning Communities and in conversations with their peers in unit planning using the common core standards. Teachers have also expressed a need for more professional development/training in the use of the Depth of Knowledge (DOK) chart. This chart is used in conjunction with the new standards and for planning/grouping for instruction.

Based on our last Quality Review report, lessons are not sufficiently differentiated to meet the academic needs or strengths of individual students or student groups. Classroom lessons do not demonstrate sufficiently rigorous instruction or challenge students to engage in higher order thinking. Teacher questions are not thought provoking and do not stimulate critical thinking.

Based on our last Quality Review report, there is a need to develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is aligned to the curriculum, engaging and differentiated to enable all students to produce meaningful work products.

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.

- 1. **Lead teachers will become familiar with the Common Core Library, especially the units of study for grades K-5.**
- 2. **Timeline for Implementation:**

September, 2012 – December, 2012: The Instructional Cabinet will work to complete two units in both ELA, Science, Math and/or Social Studies

January, 2013 – The Instructional Cabinet, along with the Administration, will conduct ongoing professional development with all staff members on unit planning in both ELA and Math.

February, 2013 – All classroom teachers will complete two units with their students – ELA, Science, Math or Social Studies

January 2013- June 2013—Teachers will continue to look at student work in teacher teams, planning for instruction change and unit planning for both the 2012-13 school year and 2013-14.
- 3. **Special Education teachers will differentiate instruction to meet the academic needs of the students in their classrooms.**
- 4. **Teachers will frequent the ARIS website for data use when planning instruction and grouping in collaboration with the Assistant Principals**
- 5. **Teachers will deliver rigorous curricula aligned with Common Core Learning Standards through implementation of a unit of study in Literacy and Mathematics.**

6. Teacher teams will use a protocol and a rubric to look at student work to develop a common understanding of what a rigorous curricula and tasks look like.
7. Teacher teams will continue to align the school's curricula with Common Core Learning Standards.
8. Inquiry Teams will continue to work on their focus question throughout the school.
9. Teachers will meet weekly in teams to conduct collaborative inquiry, assess student work and plan lessons that support rigor.
10. Teachers will engage in professional development workshops regarding improvement of questioning techniques and student engagement.
11. The Instructional Cabinet will continue their focused work around the common core state standards, the creation of units throughout the content areas utilizing the common core standards and will continue their participation in citywide professional development sessions for the common core lab site schools.

As a CCLS Lab Site school, teachers and administrators are attending city-wide Lab site professional development and embedding their learning into the design of tasks and examination of student work products.

Administration will continue the use of the Danielson framework for formative conversations with teachers so that teachers develop a common understanding of rigor, student engagement and higher order questioning techniques.

Strategies to increase parental involvement

- Our annual Family Literacy Night will take place in May, 2013 where averages of 350 family members attend.
- A Literacy and Math hands on workshop will take place for parents in December of 2012 and in February of 2013.
- We will provide materials and training to help parents work with their children to improve their achievement levels in literacy.
- We will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Parents will be given a monthly parent report card from the school.
- Workshops will take place for parents introducing them to the new Common Core Learning Standards in both ELA and Math.
- P.S. 289 will engage in an open exchange of information with students and families regarding students' learning needs and outcomes.

P.S. 289 will communicate high expectations to students and families, engage them in decision-making and promote active involvement in the school community.

Budget and resources alignment

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

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

If other is selected describe here: Other: As a Lab Site School, we have been provided with a budget to support this work for per diem and per session.

Service and program coordination

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds, and human resources to implement this action plan from Sept 2012-June 2013 and coordinate with the following programs:

The students participate in assemblies on violence prevention and bullying. These assemblies take place with our SAPIS worker and

our guidance counselors. Administration also participates in these workshops. In conjunction with these workshops, P.S. 289 is a PBIS school. This program has eliminated most of our behavior problems and has resulted in the students being more focused on instruction and learning.

Our Dietician has a committee comprised of students from grades 1 – 5 with a focus on the food pyramid and cafeteria meal preferences. Student representatives on each grade participate in the Nutrition committee which meets twice per month to discuss and plan various menus with the Dietician. This is especially helpful for our fourth grade students who are currently working on their ELA task in reference to school lunches.

The Guidance Counselor and Parent Coordinator invite outside agencies into the school to conduct workshops throughout the year on violence prevention, nutrition and housing. Additionally, the guidance counselor conducts in house workshops on violence prevention and identification of child abuse.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, 90% of students in grades pre-k to grades 5 will demonstrate improved writing skills as a response to classroom/cluster teachers' analysis of student work using the Six Writing Traits Rubrics.

Comprehensive needs assessment

- Using feedback from teacher made assessments and the scoring of the annual citywide exams, it is obvious that our students need to improve their writing skills. Students have difficulty organizing ideas and being descriptive with their writing.

Instructional strategies/activities

Teacher teams, on grade level, will meet weekly to discuss and look at student writing, with a focus on organizing ideas and descriptive writing . Instructional activities will include the components of the six writing traits and all stages of the writing process

Timeline for Implementation:

September 2012 – June 2013 – Teachers will focus on writing across the curriculum every Monday.

September 2012 – June 2013 – Teachers will plan writing activities at the end of each lesson for at least 10 minutes

September 2012 – June 2013 – Teachers will submit monthly writing samples of their student's work to their grade Supervisors for review and feedback. These samples will include all stages of the writing process

September 2012 – June 2013 – Students will participate in D.E.A.R. (Drop Everything and Read) for 20 minutes in the morning. This time frame includes a writing component for 5 minutes.

Teachers will assess the students writing using a rubric that incorporates the six writing traits

Supervisors will review the students writing samples monthly and provide feedback to the teachers.

Strategies to increase parental involvement

- Monthly progress reports will be sent home to parents focusing on the various academic levels of their children
- **Our annual Family Literacy Night will take place in May, 2013 where an average of 350 family members attend.**
- **A Literacy hands on workshop will take place for parents in December of 2012 and in February of 2013.**
- **We will provide materials and training to help parents work with their children to improve their achievement levels in literacy.**
- **We will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.**
- **Parents will be given a monthly parent report card from the school.**
- **Workshops will take place for parents introducing them to the new Common Core Learning Standards in both ELA and Math.**
- **P.S. 289 will engage in an open exchange of information with students and families regarding students' learning needs and outcomes.**
- **P.S. 289 will communicate high expectations to students and families, engage them in decision-making and promote active involvement in the**

school

Budget and resources alignment

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

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds, and human resources to implement this action plan from Sept 2012-June 2013 as indicated below:

- 1. The purchase of instructional materials to support curriculum development during the regular school day.**
- 2. The purchase of materials for professional development.**
- 3. The purchase of consumable instructional materials for use during extended day programs.**
- 5. Teacher per session and per diem**
- 6. Supervisor per session**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, all classroom/cluster teacher in grades pre-k to grade 5 will demonstrate greater application and consistency in differentiated instruction based on data collection from observations and instructional rounds and CCLS so that lesson planning reflects purposeful grouping, task accommodating different learning styles and questions extending thinking to maximize student learning so that the percentage of students in grades three through five achieving proficiency on both the ELA and Math will increase by 5%. For ELA, the percentage of students achieving proficiency will increase from 47.1% to 52.1% and in math the percentage will increase from 57. % to 62.1%.

Comprehensive needs assessment

For several years, P.S. 289 used Core Knowledge to teach literacy, science and social studies. The staff have been requesting the need for a Reading Program. P.S. 289 purchased a new Reading Program this school year – Journeys. In conjunction with the vendor, our staff will receive four full day sessions of Professional Development to effectively use the resources so that the students can benefit from the program. In addition, we received an overall grade of “B” on our progress report for 2012. The overall points received were 63.4 which are only 1.3 points away from an overall grade of “A.” Our overall grade for student performance was a B and we received 13.9% out of 25 points. We therefore fill that we need to increase student performance in both ELA and Math.

Instructional strategies/activities

1. Lesson plans will be differentiated based on data to meet the academic needs or strengths of individual students or student groups
2. Classroom lessons will demonstrate rigorous instruction or challenge students to engage in higher order thinking.
3. Teachers will question students using though provoking questions to stimulate critical thinking
4. We will use collaboratively designed rubrics to assess students’ use of questioning techniques.
5. Lesson planning will reflect purposeful groupings, based on data
6. Tasks will accommodate different learning styles, based on data
7. Questions will extend thinking to maximize student learning in all subject areas.
8. Teachers will incorporate information learned from Visual Thinking Skills training (VTS)
9. Teachers will implement strategies learned from the Junior Great Books Questioning Techniques Workshops
10. Teachers will continue to participate in Network Teacher Effectiveness Intensive (TEI)
11. Administrators will monitor progress of teachers during short, frequent cycles of observation and feedback, including formal and informal observations.
12. Administrators will work with teachers on the creation of lesson plans and the incorporation of higher order thinking questions within their lesson plans.
13. Inquiry Teams will continue to work on their focus question throughout the school.
14. Teachers will meet weekly in teams to conduct collaborative inquiry, assess student work and plan lessons that support rigor.
15. Teacher teams will monitor the progress of students who scored at the high level two range last year on both ELA and Math throughout the year.

Timeline for Implementation:

November, 2012 – First Professional Development Session will take place for all staff members

December 2012 – June 2013 – Professional Development Sessions will take place for all staff members Thursday mornings from 8:00am to 8:37a.m.

December 2012 – June 2013 – Professional Learning Communities will take place on grade level weekly for 90 minutes.

December 2012 – June 2013 – Teachers will continue their focus of the effective use of data through progress monitoring and will meet with their supervisor to discuss and plan for students around the data for both ELA and Math.

Strategies to increase parental involvement

1. Parent recognition assemblies will take place for parents of students with 100% attendance
2. Parents will receive incentives (items that can be given to their children) for attending monthly assemblies and PA meetings
3. Weekly parent meetings by the Parent Coordinator on a variety of topics (parent survey)
4. Parents are invited to participate in our annual Title 1 Parent Workshops for Math, Literacy and Science
5. Parents are invited to participate in our annual PBIS Family Literacy Night
6. Parents are invited to participate in our annual D.E.A.R. kickoff
7. Parents are invited to participate in our annual PBIS kickoff
8. Parents are invited to participate in our annual PBIS Walk-a-Thon
9. Parents are invited to visit their child's classroom and to participate in parent-teacher conferences
10. Parents receive monthly progress reports from the teachers on the progress of their children. They are invited to discuss the report with the teachers.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds, and human resources to implement this action plan from Sept 2012-June 2013 as indicated below:

1. The purchase of materials to support parent involvement during workshops.
2. The purchase of materials for parent professional development.
3. The purchase of consumable instructional materials for take home use with parents.
4. Teacher per session to conduct workshops with parents on Saturdays and evenings during the week
5. Supervisor per session

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	Repeated readings, interactive writing, accountable talk, questioning strategies	Cooperative small groups One to one Tutoring Extended day	Before school During school hours After school on Saturdays
Mathematics	Repeated readings of the math questions, rephrasing of the math questions, breaking down the questions using steps, accountable talk, questioning strategies to devise a plan for solving the problem and the use of hands on manipulatives for problem solving.	Cooperative small groups One to one Tutoring Extended day	Before school During school hours After school on Saturdays
Science	Repeated readings, interactive writing, accountable talk, questioning strategies, use of the computer for visual learners, hands on.	Cooperative small groups One to one Tutoring Extended day	Before school During school hours After school on Saturdays
Social Studies	Repeated readings, interactive writing, accountable talk, questioning strategies	Cooperative small groups One to one Tutoring Extended day	Before school During school hours After school on Saturdays

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Strategy varies depending on individual student needs and their IEP	Small group counseling One to one counseling	During school hours
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HIGHLY QUALIFIED TEACHERS (HQT)

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

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

P.S. 289, in collaboration with our Network, will continue to Provide ongoing and intensive professional development to enable the students to meet the State’s student academic standards. We will continue to design personalized programs so that staff can know students individually and follow their social and academic progress closely through the use of differentiated strategies including cooperative learning and team teaching.

Experts familiar with authentic literacy and math instruction as well as other content areas will provide professional development to all staff members. Experts will work individually with teachers in their classrooms, conduct workshops for staff and parents in all curriculum areas, with a focus on math, reading and science. P.S. 289 will connect with colleges such as Teachers’ College, NYU and Columbia University to present workshops and programs to teachers in the areas of reading and writing.

The current staff will continue to participate in weekly Professional Learning Communities where the teachers share best practices, plan curriculum units and use Atlas Rubicon to map their units.

Teachers will continue to receive Professional Development in mapping and unwrapping the Common Core Task Bundles in both ELA and Math.

Teachers are also sent to Network Wide Professional Development including Inquiry Team Meetings, Questioning Technique Institutes, and Common Core with the Content Area.

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

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

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

P.S. 289 PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

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

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

P.S. 289 SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll Altagracia Santana	District 17	Borough Brooklyn	School Number 289
School Name George V. Brower			

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

Principal Dennis Jeffers	Assistant Principal MS. W. Bourne
Coach NA	Coach NA
ESL Teacher Yi Jun Han	Guidance Counselor MS. Welch
Teacher/Subject Area Ms. Babb	Parent Caridad Vasquez
Teacher/Subject Area Ms. Lawrence Smith	Parent Coordinator Sureeta Collie
Related Service Provider E. Cordova	Other NA
Network Leader Altagracia Santana	Other NA

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	590	Total Number of ELLs	24	ELLs as share of total student population (%)	4.07%
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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. 

1. Upon registration the parents complete the HLIS forms with administering the HLIS which includes the informal oral interview in English and in the native language. For all admits, eligibility for LAB-R testing, done only once during the student's school year is based on the responses to the Home Language Survey. As new students register throughout the school year, the same process and criteria are used. ESL students in our school are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). Those who test out are deemed P(Proficient).

1a.

- We administer the HLIS and conduct an oral interview with both students and parents to determine the languages with the HLIS are completed.
 - The interview along with the HLIS are completed with parents using the parents' native language. In the event that the school does not have an interview, we will conduct the DOE Translation Unit.
 - One of the pedagogues trained in the intake process determines the students' home language based on the assessment of the HLIS and interview. Once the student's home language is determined to the language other than English, the student is LAB-Red by an ESL teacher.
 - Students who scored below the LAB-R out-off scores are entitled for ESL/bilingual services. Entitled Spanish speaking students are also administered the Spanish LAB. For those students who have a Hispanic background, the administration of the Spanish version may then be used in conjunction with the English version to determine language dominance. The Spanish version may also be used independently to measure the students performance in Spanish in the areas tested.
- 1) The certified teacher Ms. Cordova who speaks Spanish administers Spanish LAB for Spanish-speaking ELL students. The teacher will become thoroughly familiar with the directions in the manual, with the Student Booklet and the Answer Sheet, and arrange each testing session so that there will be no distractions or interruptions.
- 2) Level 1 consists of two subtests: Listening / Speaking and Reading / Writing. Beginning kindergarten students take only Test 1 Listening and speaking. End-of-year kindergarten students or beginning grade1 students take Test1 Listening and Speaking and Test2 Beginning Reading. Other grade1 and grade2 students take both test1 Listening and Speaking and Test2 Reading and Writing.
-) Each group may be given the subtest in a separate sitting. Testing may be scheduled for more than one period.
- The parents of all entitled students are invited to a parent orientation.
 - The entire process is completed within the first 10 days of student enrolment.
 - All entitled students are assessed with the NYSELAT in the spring.

1b.

- The languages are spoken by the ESL teacher Yi Jun Han are English and Chinese. The languages are spoken by the Related Service Provider Ms. Cordova are English and Spanish.
- The ESL teacher Yi Jun Han is a certified ESL teacher. Ms. Cordova is a certified Special Education teacher.

- The certified teacher Ms. Cordova is administering HLIS and LAB.
- The certified teacher Yi Jun Han is administering LAB-R.

1c.

- Steps taken to ensure all ELLs receive the NYSESLAT annually

1) We will administer the NYSESLAT to all ESL students in our school regardless of physical location of the student, classification as disabled, or number of years of service, until proficiency is attained as reflected in the score achieved on NYSESLAT.

2) The ESL teacher Yi Jun Han will be administering these tests will become familiar with the directions in the manual. The school will schedule an orientation session to allow the test administrator with training in the administration and scoring of the test.

3) Before the days that the NYSESLAT is to be administered, we will prepare answer sheets for each student taking the test.

4) We will prepare the testing rooms.

5) We will plan to administer the test at a later date to all students who are absent when the test is initially given.

6) Orientation of Students

We will inform the ESL students about the NYSESLAT a few days before its administration. We will tell the ESL students that the test is designed to show how well they can listen to, read, Write and speak the English language. We will make announcements in such a way to increase the students' interest in the test and at the same time not cause them to become overly concerned. We will explain the general types of questions they should expect to see on the test and the procedures they should follow in recording their answers.

7) Notification of Parents

We will inform parents / guardians of the dates of testing and the purpose of the test. We will ask them to encourage their students to do their best to ensure that their students are well rested on the dates of testing.

8) We will inform them that the NYSESLAT Parent's Guide can be found at <http://www.p12.nysed.gov/osa/nyseslat>.

- Names of pedagogues / title of pedagogues

The certified ESL teacher Yi Jun Han will administer the NYSESLAT.

- ATS reports will be used to determine NYSESLAT eligibility. The NYSESLAT is administered annually to all ESL students in Grades K-5 in our school. Students who take LAB - R and score below proficiency (i.e., beginning, intermediate or advanced level) will take the NYSESLAT. Students who take the NYSESLAT and score below proficiency (i.e., beginning, intermediate or advanced level) will take the NYSESLAT.

- Procedures for ensuring four components of NYSESLAT are administered.

1) The Speaking subtest must be administered to our ESLs individually at a location separate from other students.

2) The listening, Reading, and Writing subtests must be administered to groups of students. The make-up test dates are any dates that remain in the primary administration period.

3) Our ESL students with disabilities should be provided the testing accommodations specified in their IEP or Section 504 Accommodation Plan (504 Plan).

4) Our ESL students with disabilities must be provided with the testing accommodations authorized by the IEP or 504 Plan, with two expectations:

a) The Reading subtest may not be read to any student.

b) For the writing subtest, our ESL students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation.

5) The school must supply CD players for administering the Listening subtest to students in Grades 2 and above.

6) We will plan and administer the test at later date to all students who are absent when the test is initially given, The make-up date(s) can be any time within the designed testing period.

2. Our school's written translation and oral interpretation are used to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL).

- All parents are provided with appropriate and timely information they can understand.

- The written translation needs of the school are the following:

a. Home Language Surveys

- b. Parent Survey and Program Selection Form
 - c. Translated parent notices from our school the DOE
 - The oral interpretation needs are the following:
 - a. Oral translation at the orientation session of the parents of newly arrived bilingual students.
 - b. Oral translation at interviewing parents
 - c. Oral interpretation when principal, guidance counselors, teachers have a conference with parents
 - d. Use of translators to make phone calls to parents when it is necessary
 - During the parent orientation, the video is presented to parents informing them of the three available in NYC public schools: Free Standing ESL, Transitional Bilingual, and Dual Language.
 - This session is conducted by the ESL teacher along with an assisting staff comprised of the family worker and the parent coordinator.
 - This team assist with translation and interpretation.
 - A copy of the NYC guides for parents of ESL students describing the three programs is handed to parents at the orientation in their native language.
 - We will give the Parent Survey and Program Selection forms to all participants to make inform decision about the preferred program for their children.
 - The school informs parents of the requirements for TBE program formation that is a minimum of 15 students in two contiguous grades speaking the same language whose parents chose such program. Our school does not have the warranted number of the students to form a bilingual program, the school informs parents of sites within the district where bilingual programs are offered.
 - Parents either accept to transfer their children to another school with such program, or reject the transfer and opt to have their children participate in the school's ESL program.
 - Students are then placed in their parents' preferred program within their first 10 days of enrollment.
3. Parents of ELL students are notified in the languages they understand of Parent Survey Program Selection forms, and entitlement letters.
- All of these forms are printed in all the necessary languages applicable to our school so that parents can more readily understand and make informed choices.
 - To further facilitate parental enrollment and understanding all of these forms to parents are translated. Parent Survey and Program Selection Forms are sent to parents of the ESL students by the classroom teachers or the ESL teacher. The classroom teachers or the ESL teacher collect all of these forms from the ESL students or the parents of ESL students. All of these forms are stored and locked in the closet in ESL room. If Parent Survey and Program Selection forms are not returned, translators on our staff are provided to facilitate meaningful communication between parents and administration/staff. The parents of ESL students are called and explained by the school translators. The copies of entitlement letter records are maintained and locked in the closet in ESL room.
 - At the Parent Orientation, we discuss standards, assessments, school expectations, community resources as well as program choices. This helps parents of ELLs to become active knowledgeable members of our school learning community.
4. Performance levels on the LAB-R determine ELLs' entitlement.
- The new students who are entitled are tested with LAB-R and/or Spanish and placed in ESL program at our school.
 - Those students who have already been NYSESLAT tested last spring and scored on the B (Beginning), I (Intermediate) or A (Advanced) levels continue participating in ESL instructional program. The continued entitlement letters are sent to the parents of ESL students. The copies of the continued entitlement letters are maintained and locked in the closet in ESL room.
 - Our school strives to strengthen the home school relationship, increase parental participation in school activities and involve parents in the educational process. A school walk-through with translators is provided to inform ESL students and their parents about the school ESL program, school environment, and expectations.
5. The trend in program choices that parents have requested is that 90% of parents have chosen ESL services rather than bilingual or Dual Language instruction.
- Their most often expressed sentiments is that they want immersion in the new language, English, along with support of ESL

services which they feel helps their children learn English faster.

- The minority of native Spanish speaking parents request bilingual and/or dual language.
- The majority of native Haitian Creole speaking parents request the ESL program, with a small number requesting bilingual and/or dual language.
- Parents who are native speakers of other languages predominantly select ESL.

6. The ESL program offered at our school is aligned with parent requests. The few parents who request programs not available at our school are offered transfer options.s

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	0	0	0	0	0	0								0
Total	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	24	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	7
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	23	1	6	1	0	1	0	0	0	24
Total	23	1	6	1	0	1	0	0	0	24

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
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	2	3	2	1								13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	0	3	1	3								9
Haitian														0
French	1	1												2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	4	5	2	6	3	4	0	24						

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?

1. How is instruction delivered?
 - a. The organizational model is that our school provides ESL service to our ESL students through pull-out program.
 - b. The program models are Block (Class travels together as a group) and Ungraded (All students regardless of grade are in one class).
 - c. The ESL students are grouped homogeneously or heterogeneously as the situation demands.
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. Our school offers ESL program for oue ESL students. The number of ESL instructional units that an ESL student receives is regulated by New York State CR Part 154 regulations and determined by English proficiency levels (as determined by the LAB - R or NYSESLAT scores). The ESL teacher runs the RLAT to determine the ability of students. The two instructional program models include pull - out ESL classes and Push - in teaching. Our ESL students spend the mandated minutes of ESL instruction aligned to ELA standards daily.The instruction and distribution of time is in accordance with part 154. Our B (Beginning) and I (Intermediate) level students receive 2 units (360 minutes) of ESL per week. Our A (Advanced) level students receive 1 ESL unit (180 minutes) and 1 ELA unit per week.
 - b. Grouping our ESL students of different levels provides scaffolded learning experiences for ESL students. We provide a more intense pull - out program for our most newly arrived ESLstudents. Because their need is so great, we soupport their growth and learning by programing them for this " newcomer" class which provides more units of ESL per week as it addresses all four modalities: Lstening, Speaking, Reading and Wrting through the content areas. There is a push - in approach for some of our ESL students who are Advanced (A) Level students. There is strong cognitive involment and contextual support in the content areas, addressing all academic skills.
 - c. In oder to maximize English language acquisition for our ESL students, our ESL teacher and classroom teachers work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of our ESL students.
3. a. Content Areas Instruction
 - The ESL teacher plans for the development of both social and academic language skills. The ESL teacher also demonstrate knowledge about:
 - 1) Current scientifically based research in the fields of ESL and Cognitive Theory.
 - 2) Providing academic intervention for ESL students who have the English language deficiency, or low academic proficiency.
 - 3) Differentiating ESL instructions to align with ESL students' prior knowledge and their needs.
 - The ESL teacher develops English language and cognitive skills through content topics and themes.
 - Content area instructions are designed to mediate the ESL students' learning of various proficiency classifications: new comers, long-term ESL beginners, intermediate and advanced proficiency levels.
 - The ESL teacher's lesson plans are aligned to meet NYC and NYS ESL Standards which there is differentiation for the needs of ESLs in our school.
 - Ongoing assessment strategies are used to determine movement towards NYC and NYS content area standards.
 - Instruction of our ESLs is explicit, direct and systematic, emphasizing construction of meaning, problem-solving critical thinking

A. Programming and Scheduling Information

and vocabulary development in the content area.

b. Alignment of the ESL standards with the ELA standards

- English language instruction is aligned to ESL standards and ELA standards.
- The ESL teacher scaffolds instruction to support ESL students' participation in content area learning.
- The ESL teacher uses visual and/or manipulative to promote ESL student' understanding of the main academic content.
- The ESL teacher models the use of the English language in ways in which the ESL students are expected to participate.
- During the instruction, the ESL teacher uses the cultures of the ESL students to connect prior knowledge with new language.
- Teaching materials include a wide range of print, visual, and digital resources designed for the ESL students' English language and academic language proficiency.

- English language functions and structure are taught within the content of lessons.

c. Methods and Strategies

- The ESL teacher speaks slower, models language and questions they ask themselves as they read aloud, speak aloud their thinking process to answer questions and how to find needed information, become aware of cultural differences, gain expertise knowing and implementing ELA and ESL standards, promote social interaction among all ESL students.

- The strategies employed by ESL teacher include those highlighted in QTELC (Quality Teaching for ELLs) which focus on scaffolding. This strategy covers a wide range of techniques that includes modeling, bridging, contextualizing, schema building, text representation, and metacognitive development.

- These strategies are used along with cooperative learning, phonics awareness, and independent reading and writing.

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

We ensure that ESL students are appropriately evaluated in their native language by LAB

Spanish test, NYS Math test, and NYS Science test.

a. Test preparation is addressd as well to prepare ESL students for formal assessments. Test - taking strategies are provided for all content area exams: as well as word - by word glossoaries in Spanish, Arabic, and other languages for each exam. Ms. Codova (IEP teacher) who speaks Spanish, Ms. Henry (Teaching Assisstent), and Ms. Han (ESL teacher) who speaks Chinese are involved with ensuring appropriate evaluation.

b. If we need, formative assessment instruments in different languages are designed by in - house teachers. Summative assessment is conducted in May though the use of NYS. approved LOTE comprehensive language examination. Portfolio assessment is used extencively. Rubrics and checklists are developed in - house by the teachers if we really need.

5.How do you differentiate instruction for ELL subgroups?

a. Instructional plan for SIFE

- The ESL teacher provides SIFE ESLs with the literacy skills and concept development they have missed and help them develop enough academic English to survive in our school.

- The ESL teacher must help them build self-confidence and pride in themselves, their culture, and their language.

a. Our ESL tescher must create confident SIFE students who value schools, value themselves as learners, value their culture, and value their languages. Some SIFE students who try the hardest and are determined to succeed are confronted with constant language barriers. They become discouraged and begin to lose confidence in themselves as learners. The ESL tyeacher must know these SIFE students and how to give them access to academic content.

b. The ESL teacher needs to understand the complexities of these SIFE students' lives and must learn from and listen to English language learners in order to provide them with oportunities they need to close the gap and achieve at high levels academically.

c. The ESL teacher uses scaffolding teaching strategies for literacy development in English to help SIFE students gain social and scientific knowledge.

. Our SIFE students work in small group with the ESL teacher providing most of instruction.

d. Our ESL program is flxible and ungraded to allow SIFE students to move at their own pace. Classes are small and literacy and content are taught thematically. in addition, placement and exit criteria are well - defined.

- The ESL teacher enriches the linguistic context for SIFE ESLs by using pictures, gestures, intonation, and other nonlinguistic cues,

- The ESL teacher enriches the context by drawing on students' interests and background knowledge.

- The ESL teacher uses a number of techniques to make the English instruction comprehensible, including hands-on activities, visuals and regalia.

1) Manipulative, miniature objects, regalia.

2) Visual (photos, pictures and drawings)

3) Facial expression and pantomime

4) Clear expression and articulation

5) Short, simple sentences

6) Eye contact with students

7) High-frequency vocabulary

A. Programming and Scheduling Information

- 8) More description through synonyms
- 9) Prior content introduction (preview)
- 10) Reduction of idiomatic expressions
 - In order to accelerate the content-area learning for ESL students who have had an interruption in formal education our ESL program runs at extended time in the morning.
 - In order to enhance literacy development for our SIFE students, ESL strategies and/or native language instruction are utilized, So that their academic performance improves.
 - The ESL teacher applies stage of language acquisition, teaching practice in order to focus on phonics awareness, word families, word and sentence building and integrated area teaching and learning.
 - The ESL teacher modifies ESL teaching plans and makes curricular adaptations to teach SIFE students.
 - The ESL teacher focuses on word recognition developing vocabulary, reading comprehension, oral expression, daily writing and integrated content area learning to transfer one level to the next.
- b.
 - The ESL teacher uses scaffolding strategies and Balanced Literacy Reading strategies to develop ESL students' English language skills.
 - The ESL teacher meets with math teachers and literacy teachers on a regular basis to review ESL students' work as well as to plan the next phase of ESL instruction.
 - The ESL teacher designs learning activities that actively engage ESL students in ESL learning activities that build critical thinking skills.
 - The ESL students are required to write on daily basis across all subjects, using a variety written forms including retelling, paragraphs, summaries, stories, journals, brief reports, picture descriptions, charts and other graphs for math, social studies, and science information and explanation.
- c.
 - ELA and ESL teachers collaborate on lesson-planning and instruction that are designed to amplify ESLs' knowledge in content area reading strategies, identifying text structures, content-area vocabulary, literary elements, and text-taking strategies in preparation for the ELA exam.
 - Instruction also focuses on the six traits writing process in different genres, as well as the mechanics of writing and grammar conventions.
 - Recognizing the importance and effectiveness of instruction through technology, the advanced ESLs are enrolled in a reading intervention software program that is supplemented by classroom instruction in ELA.
 - The math instruction is delivered by a math teacher and an ESL teacher at the Block Time. ESL students acquire knowledge and reinforcement of math skills. Instruction is clear and explicit. Demonstration of the topic under consideration is employed through the use of the blackboard, charts, overhead project, computer and manipulative. Test preparation will be a part of ESL program as well, to prepare ESLs who are now required to take the standardized NYS Math exams.
- d.
 - There are no long-term ESL students in our school. If there are long-term ESL students, they are required to participate in a program that is aligned with mandated ESL and content learning standards and the core curriculum.
 - The long-term ESL students must participate in instructions that are aligned with both ESL standards and ELA standards.
 - The long-term ESL students participate in the Journeys Reading program. This program assists the ESL students in developing their English language skills and reading comprehension.
 - Teachers work collaboratively to evaluate ESL students' work and use data to ascertain the English language and cognitive demands of tasks aligned to NYC and NYS standards so that the long-term ESLs can demonstrate their learning through measurable products development, demonstrations, and exhibits.
- e.
 - The ESL teacher modifies ESL lesson plans and make curricular adaptations to teach those ESLs who struggle to understand the basic concept.
 - Providing teacher-direction
 - Offering manipulative (flashcards, out of sequence sentence strips)
 - Color-code elements (parts of speech, figurative language, quotes, and evidence in text)
 - Providing definitions/vocabulary/word bank
 - Providing a model of the type of writing expected (persuasive essay, memoir, comparison/contrast essay, a critical lens essay, a book review, an editorial, etc. for up graders)
 - Guiding with questions
 - Providing sentences starters to help structure their writing
 - Providing cloze passages (with or without word tanks)

A. Programming and Scheduling Information

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?

Our teachers of ELL-SWDs engage students in challenging theme-based activities to develop academic concepts. We draw on their background experiences, their cultures, and their languages. Our teachers organize collaborative activities and scaffolds instruction to build their academic English proficiency.

- Students see the big picture so they can make sense of English language instruction. The ESL reads a picture book to ESL students and points out how the pictures add meaning to the story so that with big meaningful pictures ESL students get to know who the characters are, where and when the story takes place, and what the main events are. They also understand what the problems are and how the problems are solved even though these ESL students can not read well. They can answer who, when and where, what, how, and why questions so that these ESL students can develop speaking skills and critical thinking skills. The ESL teacher uses big picture book reading to make these lower level ESL - SWDs actively engaged in the ESL classroom learning activities.

- Content areas (Math, Science, Social Studies, and Literature) are interrelated.
- Vocabulary is repeated naturally as it appears in different content area studies.
- Through theme based on big questions, teachers can connect curriculum to students' lives. This make curriculum more interesting.

- Because the curriculum makes sense, English language learners are more fully engaged and experience more success.

a. In the areas of the curriculum, the focus of planning and programming is often on the subject content. The themes and the knowledge are what determine the resources we use and the activities we plan for our ESL students. But focusing on content alone makes language the invisible curriculum in the school. For our ELL - SWDs' learning in English it is important that we are aware of English we use and that we deliberately create opportunities for our ELL - SWDs to hear and use it. We often consider how to select and focus on English in all curriculum areas with the aim of developing English that our ESL students will need for learning.

b. In a more integrated approach, language objectives and content objectives compatible with each other are taught to our ELL - SWDs concurrently by our ESL teacher and classroom teachers. In our school language objectives are integrated with all curriculum areas.

- Because themes deal with universal human topics, all students can be involved, and lessons and activities can be adjusted to different levels of English language proficiency.

- The materials that are used include grade- level content area text books, informational texts, magazines, and newspapers.

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

a. We implement the Pull - out and Push - in models. Our ESL teacher uses Pull- out model and brings our ELL - SWDs together with general education ESL students from various classes for English - acquisition - focused instruction. The ESL teacher plans carefully with general education teachers to ensure curricular alignment.

b. The ESL teacher uses Push - in teaching during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time.

c. In order to serve our ELL - SWDs the ESL teacher uses ESL strategies, ESL methodology, and instructional strategies to provide academic subject area instruction in English. The ESL teacher assists our ELL - SWDs to achieve the state designated level of English proficiency for their grade, and helps these students meet or exceed New York State and City Standards.

d. Our school uses constructs of effective instruction: challenge, involvement, success, scaffolding/feedback, collaborative learning, techniques for second-language acquisition/sheltered English, and respect for cultural diversity.

e. Our school challenges students academically, challenge them to think, learn, and engage intellectually. Our school addresses both meaning and skills, promote both high level thinking and appropriate drill and practice, and provide complementary portions of student-and teacher-centeredness. Our school achieves continuity in curriculum and instruction as students move from primary to middle to upper grades and from different language to English language arts. Our school builds upon and makes explicit the connections between students' existing knowledge, skills, and experiences and the academic curriculum to be learned (including language, literacy, and content. Our school provides ESL program, reading at extended time, afternoon program, and Saturday program to meet the diverse needs of ELL-SWDs.

Courses Taught in Languages Other than English ⓘ

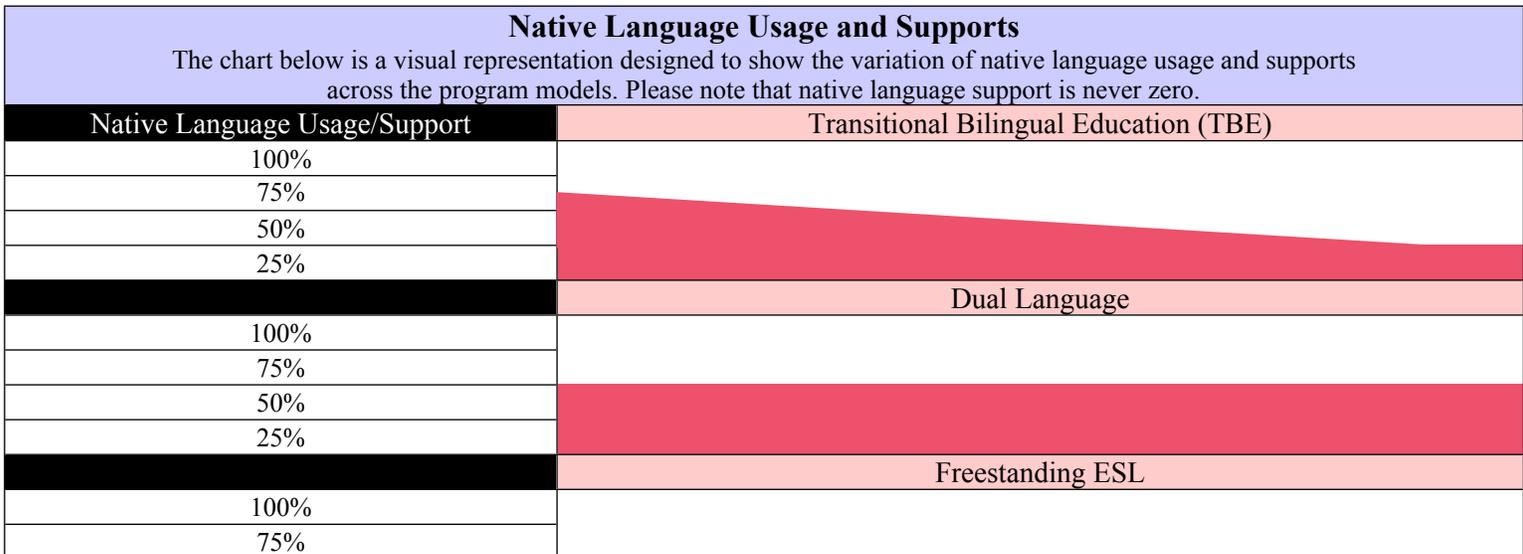
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8.

1). We have a pull-out intervention program to provide individualized instruction in listening, speaking, reading, and writing. In this intervention program the first key to success is to engage ESL students in challenging theme-based activities to develop academic concepts. The ESL teacher uses a variety of instructional techniques as a way of developing second language, content, cognitive and study skills, often delivered through thematic units.

We do our targeted intervention programming for language across the curriculum by identifying the functions of language such as classifying, comparing, criticising, denying, describing, enquiring/questioning, evaluating, explaining, hypothesising, identifying, inferring, predicting, refusing, reporting, sequencing, suggesting, wishing, and hoping.

2) To identify the language functions currently being used in ESL classroom the ESL teacher tries matching some of teaching and learning activities in ESL program with the relevant language functions. Our school checking that the ESL teacher is using a range of language functions throughout the ESL program will help ensure that the ESL teacher gives ESL students opportunities to hear and use it.

3) Our ESL students who exhibit inadequate growth on reading and writing receive 40 minutes at extended time per day in literacy instruction using reading and writing interventions focused on helping them achieve grade-level proficiency in each essential reading component (Phonemic awareness, phonics, letter recognition, and writing).

4) At DEAR Reading Time ESL students receive individual help in class.

5) In Math, Science, and Social Studies classes our cluster teachers help ESL students develop both language and academic skills by the language functions.

6) Our ESL students are given test accommodations for NYS tests.

9.

- The ESL teacher delivers content knowledge in a way that allows both concepts and academic English proficiency to be nourished. In this instruction, academic content is taught to ESL students in English by using techniques such as speaking slowly, using visual aids and manipulatives, and avoiding the use of idioms to ensure they are meeting NYS and NYC Standards.

- The ESL teacher encourages reading and celebrates accomplishment of reading many books or other written materials over time so that ESL students' fluency, language acquisition, vocabulary expansion, general knowledge, and specific content knowledge, are increased; also, understanding of concepts is depended.

- The ESL teacher will do the following:

- 1) Provide a wide variety of reading materials based on Common Core State Standards.

- 2) Provide adequate time of sustained reading with no other obligations, including writing or sharing

- 3) Allow student self-selecting of reading materials by interest level

- 4) Provide opportunities to pursue a favorite author, genre, or area of interest

- 5) Allow ESL students to take books and materials home

- 6) Provide appealing materials, books, colors, and pictures.

- The ESL teacher will provide opportunities for retelling stories to improve writing. Writing for others can be motivating, reinforces existing, helping form a sense of a community of learners, and introduces technology as having a purpose and benefit for others.

- 1) Sending invitations to classmates and others, notes to relatives, and postcards home to describe accomplishments

- 2) Color coding for multiple authors, feedback to peers with sticky notes, and highlighting favorite parts of a writing buddy's first

draft.

- 3) Create books and stories that can be illustrated by friends or younger students
- 4) Create a class journal that everyone helps complete at the end of the day or week
- 5) Set up e-mail pen and e-mailing parents and students

10.

The ESL teacher will analyze the data and provide opportunities for improving the reading and writing skills of the ESL students. For the upcoming school year our ESL students will write a variety of topics for improving the reading and writing skills.

1) Our ESL students will discover more effective writing techniques and strategies with the guidance of the ESL teacher and classroom teachers.

2) Writing will be reviewed as a collaborative, social process. Our ESL students will assist one another in composing texts.

3) Writing topics are student-controlled.

4) Writing shapes and refines thought. Our ESL students will create more meaning through writing.

5) Grammar will be taught in the content of writing for ESL students' communication.

6) Feedback will be given throughout the writing process by the teachers.

7) ESL students will be evaluated on the basis of the quality of their total writing process.

- The ESL teacher will improve ESLs' expository writing skills. The ESLs will:

- 1) Write a journal as diary

- 2) Write manuals, recipes, and how-to directions

- 3) Write new stories

- 4) Retell a story

- 5) Create factual reports, research papers

- 6) Perform note taking and summarizing

- 7) Write book reports

- The ESLs will:

- 1) Give details by using who, what, when, where, and why

- 2) Tell procedure step-by-step

- 3) Give directions, or tell how-to

- 4) Recall, reflect, and recount

11. No programs/services for ESLs will be discontinued. All programs/services for ESL students will be continued.

12. The ESL students are afforded equal access to all school programs including extended day. Some ESLs\ students participate in afterschool program. Some ESLs participate in extended time program. Parents of ESL students are informed of these program in their HL.

13.

- There is library in ESL classroom. The school provides ESL students with appropriate textbooks, Phonics books, fiction and various materials and special resources that are needed ("Phonics A, B, C, D", "Connecting Vocabulary A, B, C, D", Comprehension Connections A, B, C, D", "Quick Reads A, B, C, D", "Just Right P, A, B, C, D, E", and Math practice books.

- The ESL students use utilize technical, digital proficiency including, but not limited to maintenance of an electronic portfolio and learning log, research on the internet use programs in computer and the continued use of the computer.

14.

- In the ESL classroom the ESL teacher adds ESL students' native languages and cultures to the school curriculum, encourages parents of all groups to become involved in the school, using transformative models of teaching, and adopting types of assessment that show what ESL students can do.

- The ESL teacher finds out about the schooling of parents and siblings to determine the kinds of support ESLs can receive at home.

- The ESL students bring native languages' books home to read. Reading in native language develops the academic register of ESL students first language that reinforces English acquisition.

- An important strategy for drawing on ESL students native languages and teaching academic content is Preview/View/Review. In this strategy, key concepts are introduced by the ESL teacher or parents in the students' native languages (preview). Then ESL students are given opportunities to work with those concepts in English (View). The ESL teacher uses a number of techniques to make the English instruction comprehensible, including hands-on activities, visuals, and realia. Finally, ESL students are allowed to review the concepts in their native language to clarify, summarize, and ask questions.

- The ESL students will actively participate in cultural celebrations in our school. Lessons will be conducted to build knowledge about cultural awareness and help ESL students gain a better understanding of the different cultures.

15. Yes, they do. Our school provides required services, and resources. They are following:

- Word Processors

Writing on a word processing is challenging to the ESLs. The ESLs are able to work on word processors, especially if the programs are designed with them in mind.

- Computer Networks

Computer networks can provide an important means for communicating with follow ESLs in English. Their electronic discussions allowed them to initiate and/of extend their discussions about whatever it was that they happened to be studying or doing as a result of assigned work.

- Games

Computer games can present simulations that call for the ESLs to make decisions and they can require interaction with others involved in the game. Computer games are currently available in content areas. For example, a math program introduces ESLs to the concept number lines, number pairs, and graph plotting. Computer games also include chess, word games, memory games, teasers with missing numbers, and many more.

- Videos

Videos show real people in compelling scenarios like soap operas that enable the ESLs to have input. Another use of interactive video is to teach the listening skills necessary for academic success. Finally, a video disk can also be used as a dictionary.

16. A school walk-through is provided to inform ESLs and their parents about the school procedures, school environment, and expectations.

17.N/A. We do not offer language courses at our school.

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.

1.
 - The Professional Development Program will be a high quality and research-based program for our staff outlined in the school's comprehensive education plan. Professional development will engage all teachers of ELLs in a variety of high quality professional development activities, which will include studying ESL scaffolding strategies and content area teaching strategies that are aligned with the NYS ELA and ESL standards. Teaching and learning will have academic rigor in order to increase the number of ESLs who are proficient in English.
 - Our participating faculty will acquire through professional development activities:
 - 1) ESL methodologies and scaffolding strategies for improving instruction and promoting English language proficiency for ESLs through workshops.
 - 2) Use of authentic learning, hands-on activities, use of manipulatives, cooperative learning.
 - 3) The ability to engage in performance based assessment that provides qualitative data.
 - 4) The opportunity to collaboratively participate in small study groups regularly which allow for action research and sustain ability of effective teacher practices.
 - 5) The means to network and share successful teaching practices with other colleagues.
 - Our professional development activities accountability will be evidenced by: agendas, training materials, focus groups, surveys, questionnaires, workshop evaluation-self assessment forms, attendance sheet, journal writing.

2.
 - 1) Guidance Counselor provides intervisitation opportunity for other schools. Individual counseling session is provided by our bilingual Guidance counselor. The ESL students have a chance to participate in individual tutorial session during and after school hours.

- The school Professional Development Program will provide staff with skills in both content and pedagogy and by providing instruction on hands-on techniques and standards based content.
- It will provide interdisciplinary approach with literacy skills, math skills, science and social studies skills, as well as, the arts and activities that are easily integrated in the classroom. All staff will learn through song and dance hypothesizing, and experimenting and recreating our built and natural environment in order to assist our ESLs as they transition from elementary to middle school.

3.

Our professional development plans for 2011-2012 school year are designed to promote high levels of academic achievement while integrating second language instruction. The 7.5 hours ESL mandated professional development will be fulfilled for all staff. The 10.5 hours of ESL mandated professional development will also be fulfilled for all staff that serve special education students. Topics and tentative dates for all staff members, including para-professionals, include:

Date	Topic	Presents	Participants
November 8, 2011	K-5 Curriculum Maps for Literacy	Grade Leaders	All Staff
November 8, 2011	ESL-Stages of Language Acquisition	ESL teacher	All Staff
November 8, 2011	Attendance in SESIS for Special Education Students	IEP Teacher	All Staff
November 14, 2011	K-5 Curriculum Maps for Math	Math Cluster	All Staff
June 7, 2012	Training of Content Area Teachers for ESL Strategies	ESL Teacher	All Staff
June 7, 2012	Differentiated Instruction for Mainstream & ESL Students	ESL teacher Grade Leaders	All Staff
June 7, 2012	Using ESL Methodologies to Create Activities for Cooperative Learning	ESL teacher Literacy Cluster	All Staff All Staff

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?

01. Our school uses some types of parent involvement. They are the following:

1) Parenting

Help all families establish home environment to support children as students

- Parent education and other courses or training for parents. The parent coordinator will host a series of workshops throughout the school year to continue the dialogue as regards the importance of attendance at ELA/ESL and math institute. Parents of ESLs will be invited to join with their children to attend all sessions of the Math Skills Institute and the ELA/ESL Institute.

2) Communicating

Design effective forms of school-to-home and home-to-school communications about school programs and children's progress

- Conference with every parent at least twice a year
- Language translators to assist parents as needed
- Regular schedule of useful notices, memos, phone calls, newsletters, and other communications

3) Volunteering

Recruit and organize parent help and support

- School and classroom volunteer program to help teachers, administrators, students, and other parents
- Parent room as family center for volunteer work, meetings, and resources for families

4) Learning at Home

Provide information and ideas to families about how to help ESLs at home with homework and other curriculum-related activities, decisions, and planning.

- Information for families on skills required for ESLs in all subjects at each grade
- Information on homework policies and how to monitor and discuss school work at home

5) Gathering information from parents

School staff gathers information from parents of ESLs about their background

- Information about a student's prior education in his native language can help the ESL teacher gauge the challenges the ESLs will be facing.
- ESLs who arrive in U.S. schools with appropriate grade-level achievement in their native language will make the transition to learning in English more easily.

6) Participating

Parents are encouraged to participate in school activities, I.e. learning walks, assembly, field trips, technology classes, and etc.

2.

Our School partners with Brooklyn Children Museum

- Yes, it does. It identifies and integrates resources and services from the community to strengthen school programs, family practices, and student learning and development.
- It provides information for students and families on community health; cultural, recreational, or social support; and other programs or services.
- It provides information on community activities that are linked to learning skills and talents, including summer programs for students
- It provides service to the community by students, families, and schools (e.g. recycling, art, music, drama, and other activities for seniors or others)

3.

1). All parents of ESL students are invited to participate in a Welcome Back to school meeting and curriculum night in September every

year to receive information about our school. Topics are addressed include: school expectations, assessments, City/State Standards, the community resources as well as program options. Presenters include: Instructional Team leaders, ESL teacher, Guidance Counselor, Parent Coordinator, Principal, and Assistant principal. This helps parents of ESL students become active knowledgeable members of our school learning community. All parents express their opinions, give good advice and tell the school what they need.

2) Parents of ESL students are invited to attend our Parent Orientation Meeting where they are informed about the available services for their children. The Parent Selection forms are printed in all the necessary language applicable to our school so that parents can more readily understand and make informed choices. Their most often expressed sentiment is that they want immersion in the new language, English, along with support of ESL Services which they feel helps their children learn English faster. To further facilitate parental involvement and understanding, school letters and notifications to parents are translated. When needed, translators on our staff are provided to facilitate meaningful communication between parents and administration/staff.

3) Our school Parent Co-ordinator provides workshops for parents. Through talking and discussing with our ESL students' parents we get to know their thoughts, suggestions, and needs.

4) Through Parent-Teacher Conference, telephone conversation, writing notes to each other, going on trip together we obtain a lot of useful information and what our ESL parents really need.

- The role of the parent is vertical to ESLs' overall ability to achieve high standards.
- They lay the groundwork for high expectations that are carried out in our school.
- By participating in school activities and attending all sessions of the Math Skills Institute and the ESL/ELA institute, not only will parents be helping themselves, but, in addition, they will be forming special learning partnerships with their children that will be the great benefit of both parents and children. There will be awards and recognition to highlight literacy and achievement.

4.

1) Family Days will be held throughout the school year to encourage parental involvement in the academic development of their children. The teachers will conduct interactive activities for the children and their parents to enhance their learning and language experiences.

2) During Family Days, the teachers will use hands-on and developmentally appropriate activities to promote literacy skills, math skills, and scientific explorations for students and parents. The children and their parents can make connections, promote imagination, creativity, and have opportunities to learn new skills.

3) Encouraging parent involvement helps parents from other cultures may view their role in their children's education differently than U.S. parents. For example, instead of asking their children questions about a story- asking them to predict outcome, for instance, or having them interpret the story based on their own experiences- immigrant parents from rural of Mexico and Central America are more likely to use the story to teach a moral lesson.

4) To help the parents of ESLs contribute more actively to the education of their children, our school offers training at ELA/ESL and Math Institute sessions on increasing the knowledge and skills parents need to help their children with the acquisition of English, literacy development, and academic proficiency in different content areas.

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)	4	3	2	5	1	3								18
Intermediate(I)		2		1	2	1								6
Advanced (A)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	4	5	2	6	3	4	0	0	0	0	0	0	0	24

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

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

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

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1

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

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

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

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

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

1.
A.
1)

In our school for GK-2 literacy instruction we do regard and define a level of functional literacy as essential. Foundational use of phonics, demonstration of fluency, oral language use, early writing, and initial meaning creation are critical aspects of functional literacy. The functional literacy is critical to the overall development of our K-2 students and their ability to access and process information at an accelerating rate in an everchanging world.

2) GK-2 students learn to read, write, speak, and listen. Our purpose is to teach students how to read and write a basic level of functioning by the end of second grade and for those just learning English.

3) The K-2 assessments used to assess early literacy include:

- Oral Language Development: including speaking and listening
- Phonological Awareness: Sounds and their differences
- Phonemics: Translating sounds into symbols, learning the symbols
- Spelling/Early writing: Translating symbols into words in writing to convey meaning
- Fluency: Rate of Reading, flow of sounds, without the interference or errors
- Creating Meaning: Construcing what the written words are about, main ideas, literal information, details noted from words, pictures, speech, and other sources, easily getting the "gist" of a passage of print or graphic
- Narrative Writing and Descriptive: Telling a story, making comparisons, detailed descriptions, other forms of creative writing

4) Our school always highlights numerous strategies that work equally well for gathering both formal and informal data, instructions, and demonstrating learning. Data-driven decisions are critically important to choosing the most valuable instructional strategies for GK-2 learners in a variety of circumstances.

5) We have learned when different units are complete, we gather different kinds of data. The data helps us plan for future instruction and learning. One effect way to preassess literacy skills is through the use of an initial engaging unit of study that integrates many areas of literacy.

6) We have learned that the collection of the right kind of informal data can be invaluable in helping teachers plot out next steps. We can flexibly group students for phonics, select materials of an appropriate level to advance fluency and meaning, choose the next steps in writing and plan the type of sharing needed to advance oral language skills, and much more.

7) We have learned that diagnostic thinking is an essential element in a successful literacy program that meets and accelerates the learning of our K-2 learners. We have data about student learning and we have a repertoire of strategies to help students learn. We must connect what we learn about student performance with our selection of strategies.

8) We have learned that we must collect classroom data frequently so that we can adjust our strategies to reflect student speed of learning and success with learning. Continuous strategy adjustment and monitoring will increase the accuracy of our instruction and thereby increase the probability that student will demonstrate growth in literacy skills.

B.

- ESL students are provided with various formal and informal assessments. Our school uses ECLAS-2, ELSOL, Fountas and Pinnell, DRA,TCRWP to assess the early literacy skills of our ESL students.
- Assessment is carried out in a variety ways: teacher observation, conferencing with the student, articulation with ESL students' teachers, interim assessment testing, initial LAB-R, yearly NYSESLAT administration.
- All ESL students, other than those here for less than a year, are now required to take the ELA exam.
- Some ESL students must take all other content area state mandated exams: Math, Science, and Social Studies.
- The data provides information about ESL students' English proficiency levels.
- This information helps inform our school's instructional plan. Teachers modify their teaching plans to meet ESLstudents' needs.
- Our school collaborative teaching team program is offered specifically to ESL students. With team teaching support the ESL students become more literate and their English language proficiency levels are improved.

2.The information about ESL students' weakness and strengths in English language proficiency is revealed by the data patterns across proficiency levels on the LAB-R and NYSESLAT.

3. Patterns across NYSESLAT modalities will affect instructional decision. 80% ESL students do not pass LAB-R or NYSESLAT because of poor reading and writing. ESL teacher must use different effective teaching strategies to design teaching and writing skills.

4.a

- The patterns across proficiency and grades are the following:
Speaking is good. Listening is better. Reading is worse. Writing is worst.
- The conversational proficiency is better than the academic proficiency.
- School success depends on the development of the academic language. ESL students are faring in tests in English as compared to the native language if traditional ESL programs have often focused on helping ESL students develop academic language through content areas learning.

b.

- The school leadership and teachers are using the results of the ELL Periodic Assessment by providing additional support during the school day.
- Within the school day, ESL students get ESL services in small group settings to bolter literacy.

c.

- The school learning about ESL students from the Periodic Assessment is that limited-formal schooling ESLs and long term English learners appear to have conversational proficiency but lack academic proficiency.
- There is a need for social and academic language development in both the native language and English through experiences that develop language skills.
- The native language is used in evaluating prior schooling and native language proficiency as well as English proficiency. Although it may be a challenge for our school to find ways to evaluate ESL students' literacy skills in their native languages, that information is crucial because native language literacy and content knowledge are strong predictors of academic success in English.

5. NA

6.

- The success of ESL program for ESL students is that by the end of the school year ESL students' both conversational proficiency and academic proficiency are greatly improved.
- Within English language academic program, ESL students need to gain knowledge and experience in areas that are likely to lead to academic success.
- In order to succeed in ESL program, we use versions of the language experience approach, we begin where each ESL student is. By involving ESLs in a literature-based curriculum, we use the power of language to highten awareness and fully engage the mind. By these means, the reading and writing connection can be more fully realized. Motivation and guidance is provided through a workshop approach to writing in which the ESL students can take full advantage of the classroom community they and the teacher have established.

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: PS 289

School DBN: 17K289

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dennis Jeffers	Principal		1/1/01
Ms. W. Bourne	Assistant Principal		1/1/01
Sureeta Collie	Parent Coordinator		1/1/01
Ms. Han	ESL Teacher		1/1/01
Caridad Vasquez	Parent		1/1/01
Ms. Babb	Teacher/Subject Area		1/1/01
Ms. Laurance Smith	Teacher/Subject Area		1/1/01
NA	Coach		1/1/01
NA	Coach		1/1/01
Ms. Welch	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 17k289 **School Name:** PS 289

Cluster: _____ **Network:** CFN 410

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

Part A: Needs Assessment Findings

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

1. Various sources provide our schools with information about the different home languages of our students and translation needs for conferences, parent orientation needs, and school notices. They include:

1) Home Language Identification Surveys (HILS)

All parents of new admits to the school are required to complete HLIS as part of the registration process. The HILS is printed in a variety of languages so that the use of one in the appropriate languages facilitates its proper completion. Some parents /guardians are unable to complete the HLIS on their own. They receive support from on-staff interpreters who are called upon during the registration process to translate.

2) Parent Coordinator interviews

The Parent Coordinator, in making calls to students' homes for a variety of reasons, determines that some parents need translation or oral interpretation to better understand an issue.

3) ATS system provides information of the primary language of the students (RHLA).

4) Informal oral communication with parents and teachers

5) Attendance in PTA meetings

6) Interviewing students

7) Analyzing the existing translated materials

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.

Home Language Identification Surveys and teacher/parent input have proven that majority of our school parent population speaks English. Other languages spoken by our parents include: Spanish, Haitian Creole, French, Arabic, and other languages.

1) We send parental correspondence in each of the covered languages that represent at least 3% - 8% of our student population.

The written translation needs of the school are the following:

letters about students' progress and attendance, informative letters sent to parents about school events, flyers, posters, and signs.

2) We offer interpretation services during parent conference and meetings in the covered languages.

Oral translation is needed during the following sessions:

The orientation session of the parents of newly arrived bilingual students, at PTA meeting when necessary, at teacher/parent conferences and Open School Nights, oral interpretation when principal, guidance counselors, teachers and or deans have a conference with parents. We use school staff translators to make phone calls to parents when there is need. Our school always offers translation services during parent conferences and meetings in the covered languages.

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.

1) The school will provide written translation services through the use the NYCDOE Translation and Interpretation Unit, which provides a staff of professional translation services for eight standard languages by a net work of qualified vendors.

2) We will be using the NYCDOE translation unit for all translation needs: including many materials and forms already translated and available on the DOE website.

3) All parent correspondence will be translated by school staff or the Translation and Interpretation Unit, from English to the native languages of our school population.

4) We will translate documents that contain individual, student-specific information, including students'health, safety, legal or disciplinary matters, entitlement to public education or placement in ESL or any special education.

5) We will provide each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services and how to obtain such services.

6) We will post, in conspicuous locations, a sign in each of the covered languages indicating the office/room where a copy of the notification of parental rights regarding translation and interpretation services by school staff 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.

1) The NYCDOE Translations and Interpretation Unit also provide Oral interpretation services. The phone interpretation services are held Monday through Friday from 8:00 am to 5:00 pm. On site interpretation services are held during scheduled events such as Parent-Teacher Conferences, PTA Meetings, Test Meetings, IEP Meetings and, Workshops between faculty and non-English speaking parents.

2) The translation unit and our school staff members who are conversant in the covered languages will provide interpretation services so that they will be able to facilitate communication between parent and teacher, parent and administration, parent and support personnel.

3) We will interpret parent orientations/meetings and teacher conferences. The translations will be carried out by staff members, with assistance of the Translation and Interpretation Unit, or with the Use of a new ProLingual Translation program.

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>.

1) We will translate letters and notices to parents in the appropriate languages spoken by the parents such as: - Spanish, Haitian Creole, French, and Arabic.

2) Our school will provide each parent who speaks another language and who requires language assistance services with written notification of their rights regarding translation and interpretation and instructions on how to obtain such services.

3) We will use the services of the NYCDOE Translation and Interpretation Unit when we have no staff member who can translate.

4) For Spanish, Haitian Creole, French, and Arabic, we will use in-house staff to provide translations.

5) We will have translated all letters and notices that are sent home annually, such as: school code, discipline code, uniform code, promotion criteria, exam schedules, Parent - Teacher Meetings, Parents' Association meetings, student accountability, graduation requirements, middle school selection, alert holdover notices, supplemental school activities before and after school, and NYSESLAT notification. We will provide translation for new situations as they arise. Our school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from receiving those services due to language barriers.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: George V. Brower	DBN: 17K289
Cluster Leader: G. Groll	Network Leader: Altagracia Santana
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 26
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 1
of content area teachers: 5

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: Students coming into our school with English as their second language need to be given the opportunity to become proficient in English language. Our school will provide English language Learners with direct supplemental services in a Saturday Academy. Students of grades 2, 3, 4 and 5 will participate in the program. Subgroups include English Language Learners in general education and special education classrooms. ESL instruction will address all four modalities: Listening, Speaking, Reading and Writing through the content areas. Instruction will be delivered in English and a variety of materials will be used, these include Vocabulary Cards, Visual (photos, pictures and drawings), Tape Recorder, books for guided reading and manipulatives which include miniature objects and regalia and the SMARTBoard. In addition, the teachers will use phonic books, fiction and nonfiction books, Math and ELA textbooks that are used in the general education classroom. Students will be instructed in small groups. the goal is to help prepare students for the NTSELAT as well as the State examination. Five teachers and one administrator will participate in the Supplemental program. One holds the ESL license and the other four hold common branch licences but received training in ESL. A Saturday Academy will be held for ESL students. There will be five teachers participating including the ESL teacher. One supervisor will participate. The supervisor's role is to ensure that the teachers plan instruction to meet the needs of the students attending the program. Supervisor and teachers will examine data to identify strengths and weakness of students and to develop strategies that will help students become proficient in that area identified. A schedule will be developed and the pushin model employed. The ESL teachers will go into the classrooms and co teach with teachers who have common branch licenses as well as providing small group instruction. There will be ten sessions beginning at 8.30 and ending at 11.30 am.

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: On It is essential that all teachers become familiar with the strategies and resources that are helpful in supporting the English Language Learners thereby allowing them to become proficient in English Language. All teachers will be involved in a variety of high quality professional development activities which include ESL methodologies and scaffolding strategies for improving instruction and promoting English Language proficiency, use of authentic learning, hands-on-activities, use of manipulative and cooperative learning. The ESL teacher and content area teachers will receive training in ESL strategies and will be given the opportunity to participate in study groups and time to meet and plan together. The training will be held over a period of ten hours. Topics to be covered in the

Part C: Professional Development

Professional Development workshops are:

1. Curriculum Mapping,
2. Training of Content Area Teachers in ESL strategies,
4. Using ESL methodologies and strategies to create activities for Cooperative Learning
5. Differentiated Instruction for ESL students.
6. Aligning instruction for ESL students with the Common Core Learning Standards.

Our professional development topics are designed to promote high levels of academic achievement while integrating second language instruction. All staff will be given 7.5 hours of ESL training. The ESL teacher and members of the network will provide professional development for the teachers. In addition, teachers will be involved in professional development which includes data Analysis of the nyselat and classroom assessments, researching best practices for the targeted group, and ongoing monitoring of progress reports.

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: The ESL teacher, the Parent Coordinator, and personnel from the network will provide activities to involve parents. Parents of ESL students will be invited to join their children as they attend math and literacy workshops. Parents will participate in workshops that will teach them English as a second language. Workshops pertaining to daily living will also be presented. In order to communicate effectively with parents letters from sent home will be written in English as well as the child's native language. Communication will also include, newsletters, memos, notices and phonecalls. Conferences will be held with parents of ESL students at least three times a year. During the conferences, language translators will support the parents. Parents will also be given information about how to help the ESL student at home. Information on homework policies, and how to monitor and discuss school work at home will be given to parents. In an effort to link home and school, parents will be encouraged to participant in school activities such as family literacy night, assemblies, neighborhood walks, field trips and participating in the learning leader program.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$ 10,317.38	<p>Planning Sessions</p> <p>. Five teachers and one administrator involved in the program will be paid at per session rate for 2 two -hour sessions of preservice planning time. $5 \text{ teachers} \times 2 \text{ sessions} \times 2 \text{ hours} \times \\$50.19 = \\$1003.80$</p> <p>1 administrator x 2 sessions x 2 hours x \$52.52 = \$210.08</p> <p>Saturday Program</p> <p>. Five teachers and one administrator involved in the program will be paid at per-session rate for 10 three hour sessions of instructional time:</p> <p>5 teachers x 10 sessions x 3 hours x \$50.19 = \$7,528.50 1 administrator x 10 sessions x 3 hours x \$52.52 = \$ 1,575.60</p>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		Network staff will provide Professional Development. Network will recommend presenters for Professional Development
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 	\$882.62	Vocabulary Cards Language Games Word Sentence cards

Part E: Budget

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

Allocation Amount: \$11200

materials. • Must be clearly listed.		Wall charts Puppets Fountas and Pinell Assessments
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$ 11,200	