



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 32k377

PRINCIPAL: DOMINIC ZAGAMI    EMAIL: DZAGAMI@SCHOOLS.NYC.GOV

SUPERINTENDENT: LILLIAN DRUCK



### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Dominic Zagami	*Principal or Designee	
Todd Marks	*UFT Chapter Leader or Designee	
Nancy Ortiz- Gonzalez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Yazmin Perez	Member/ A.P	
Nadine Marshall	Member/ A.P.	
Lizette Mayor	Member/ Teacher	
Francis Acosta	Member/ Parent	
Martin Murphy	Member/ Parent	
Betsy Mercado	Member/Parent	
Lady O’Farril	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

**Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation**

Develop supports for staff to improve the school culture and enhance guidance opportunities for students so that they achieve success. (4.4 )

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

To increase the rigor of instruction in all classrooms, grade level supervisors will conduct a minimum of 6 observations per teacher using the 2012-2013 Teacher Effectiveness Program rubric.

By June 2013, supervisors will have completed 2 cycles of observations, which include 4 partial period observations and two formal observations for 90% of the teachers (45 teachers) with 50% of the teachers moving one Danielson performance level during at least one observation.

**Instructional strategies/activities**

- Beginning August 2012, an administrator and teachers from the Teacher Effectiveness Team attended a professional development session with regards to knowledge development.
- Attendance at ongoing PD sessions for administrators and teachers is occurring related to implementation of the Danielson rubric.
- On October 26, 2012, administrators and a member of the TEP team will attend a professional development session with regards to knowledge development.
- Ongoing professional development will be provided to all instructional staff with regards to knowledge development of the Teacher Effectiveness Program and all its components.
- Professional development provided by the Teacher Effectiveness program coach introducing the navigation of ARIS Learn and the Teacher Effectiveness Program framework for teachers and administrators.
- Weekly instructional cabinet meetings identifying evidence aligned to the Teacher Effectiveness Program framework (domain 2D will be part of the agenda).
- Administrators will utilize templates and checklists that are aligned to the Teacher Effectiveness Program Rubric version 1.
- Administrators will provide timely feedback in writing to teachers.
- Written feedback to teachers (all information will be accessible in ARIS).
- Low inference evidence collected from observations.
- Teacher Professional Development plans, attendance and agendas.

- PBIS, TCI, RTI, SWISS training for administration and staff by DOE consultants occur in order for the school to allow creation and implementation of necessary tools and structures to implement systems to improve the culture and tone of the school.
- Administration provides teachers with professional development on anecdotal forms and data gathered on student infractions so as to support teachers in their efforts to maintain a positive environment.
- Four faculty conferences have been devoted to provide teachers with tools and strategies for effective implementation of new structures to support the school in improving the school climate and culture.
- The DOE consultants from STOPP (Strategies, techniques and options to prior placement) will have worked with the school nine times throughout the course of the year.
- Danielson domain 2D will be used to provide feedback to teachers and professional development for teachers will be done a pre and post observation conferences to provide teachers with techniques and strategies for instruction to improve classroom management and student learning. (Rounds of administrative observations the second half of the year will focus on Danielson domain 2D, managing student behavior).

**Budget and resource alignment**

Indicate your school's Title I status: **X** School Wide Program (SWP)

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

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

- The school will be using the Title IA funds for funding professional development of teachers, parents and Highly qualified teacher allocations (10%, 1% and 5%, respectively). Title 1 10% set aside will be utilized for purchasing AUSSIE Math Professional Development days at our school.
- Title1 10% set aside will be utilized for purchasing Teachers College Professional staff developers and calendar days. Per diem funds will not be utilized for covering teachers.

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

Expand systems for measuring progress towards achievement of goals so that timely adjustments are made across the school to accelerate learning for all students. (5.3)

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

All students across grades Pre-kindergarten through 8<sup>th</sup> (600 students) will complete two literacy and two mathematics performance tasks that are aligned with the Common Core Learning Standards and the instructional shifts prioritized by the DOE.

By June 2013, all students in Pre-kindergarten through Grade 8 will have engaged in two literacy and two math performance tasks aligned to the CCLS and prioritized instructional shifts, 25% (150 students) will have moved up at least one level as measured with the ELA/Math rubric.

**Instructional strategies/activities**

- On September 5, 2012, all staff received professional development on the 2012-2013 Citywide Instructional Expectations with a focus on Literacy and Math Instructional Shifts and implications for instruction.
- Beginning the last week in October 2012, Inquiry teams across grades Pre-kindergarten-8 will conduct team meetings using protocols with a focus on analyzing student work.
- During the 2<sup>nd</sup> week of November 2012, grade conferences will be conducted across all grades that focus on revisiting the Common Core ELA/Mathematics bundles in an effort to identify and understand how specific elements (including essential questions, Common Core State standards, tasks and rubrics) support the overall goals of the unit.
- By the first week of November 2012, TC Performance assessments aligned to the common core standards will be distributed to all grade levels during extended day Professional Development. Teachers will examine the bundles to identify its' alignment to the Citywide instructional expectations. Revisions will be made to the bundles as needed.
- Prior to the administration of the grade level performance based assessment, a school-wide pre-assessment will be administered for the purpose of providing teachers with specific professional development aligned to looking at student data and effectively aligning students' needs to the teaching and learning.
- On December 3, 2012, implementation of the performance based assessments (bundles) will begin.
- By February 2013 Math Performance assessments aligned to the common core standards will be distributed to all grade levels during extended day Professional Development. Teachers will examine the bundles to identify its' alignment to the Citywide instructional expectations. Revisions will be made to the bundles as needed.

- By March 2013, implementation of the Math Performance Based Assessments will begin.
- Teachers will be provided with data feedback to inform next steps.
- Ongoing PD focused on the TC/EDM/Impact Math units of study aligned to CCLS will be provided by the TC/AUSSIE staff developers and network 412 instructional specialists.

**Budget and resource alignment**

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

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

- The school will be using the Title IA funds for funding professional development of teachers, parents and Highly qualified teacher allocations (10%, 1% and 5%, respectively).
- All tasks will be drafted during common planning time and AUSSIE and Teachers College Professional Development days.

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

Improve consistency in tracking the achievement of goals through better communication with the school community to support student learning. (3.3 )

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

X  4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

\_\_\_ 4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

To continue to focus on the mathematical performance of the school’s bottom one third population of students in grades 4 through 8 including Special Education students, English Language Learners, African-Americans and Hispanic students.

By June 2013, 25% of the students ( 85 students) identified in the lowest one-third will achieve a one level increase in between benchmark assessment periods as measured on the Kaplan benchmark assessments.

**Instructional strategies/activities**

- On September 5, 2012, all staff received professional development on the 2012-2013 Citywide Instructional Expectations with a focus on Literacy and Math Common Core Selected Standards.
- In October 2012, all teachers will attend professional development with the focus of Examining Common Core Aligned Bundles in ELA and Mathematics.
- By the week of October 29, 2012, teachers in grades 4 through 8 will develop initial mathematical goals based on the beginning of year class matrix data.
- By the first week of November 2012, small group differentiated instruction informed by the baseline assessments will begin.
- By the first week of November 2012, teachers will begin using interim formative assessments (teacher created checklists) for daily progress monitoring as well as end of unit assessments to identify patterns and trends.
- By the first week of November, test sophistication will begin across grades 4-8.
- Ongoing PD will be provided throughout the year centered on the following topics: strategy lessons for differentiated instruction, types of formative assessment measures and tracking tools, Competency 3D, Using Assessment in Instruction from the Teacher Effectiveness Program Rubric version 1.
- Data information will be communicated to teachers across level to demonstrate cross level impact of instruction on student performance.

**Budget and resource alignment**

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

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- The school will be using the Title IA funds for funding professional development of teachers, parents and Highly qualified teacher allocations (10%, 1% and 5%, respectively).  
FSF/Tax Levy funds will be utilized to purchase KAPLAN test preparation materials across grades 3<sup>rd</sup> through 8<sup>th</sup>.

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

Provide a variety of supports to students and families so that students meet the school’s expectations and achieve success in their next level of learning. (3.4 )

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

To continue to focus on the social and emotional development of middle development of middle school students by maintaining a culture of mutual trust and positive attitudes that support the academic growth of middle school students.

By June 2013, at least 75 percent of students will show an increase in academic and personal behavior as measured against our PBIS matrix and SWISS data.

**Instructional strategies/activities**

- Students will self reflect by completing three surveys across the remaining of the school year measuring the impact that PBIS and advisories are having on individual student academic and personal behavior.
- School staff will collaboratively work on creating a school wide matrix that addresses expectations to increase academic and personal growth.
- A school wide incentive system will be developed to encourage positive behavior focusing on enhancing personal behavior development.
- Advisories have been established to support students through academic, social, and emotional growth.
- Monthly middle school assemblies will take place to support the social and emotional development. Assembly programs will be provided by 83<sup>rd</sup> precinct youth officers.
- A student council committee has been established to provide student voice for school level concerns. Student school council meets on a monthly basis.
- The school has established a basketball team and a cheerleading squad to promote sportsmanship and a healthy life style.
- School has established school based in service activities to promote community and social awareness.
- Opportunities for school based community service are available across the school.
- A partnership has been established with the New York Psychotherapy and Counseling Center. At risk services will be provided for students with persistent anecdotal and Swiss data.
- Character development classes have been established to support students across grades K-8.
- Workshops aligned to PBIS school goals will be provided throughout the school year.
- Progress reports will be provided to support families in understanding academic, social and behavior school wide expectations

and progress.

**Budget and resource alignment**

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

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

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

- The school will be utilizing both funding sources to fund two character education positions and to support professional development opportunities aligned to STOPP.

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

Increase efforts around family involvement and promote communication so that knowledge of expectations leads to acceleration of student learning. (2.4)

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

**Annual Goal #5**

.To support and increase family engagement in an effort to promote communication so that knowledge of expectations impact student learning.

By June 2013, our parental engagement will have impacted our parents’ knowledge base with regards to Common Core Learning Standards, Teachers College Running Records and Reading Logs, School Based Interim Benchmark Assessments, and NYS Summative Assessments.

**Strategies to increase parental involvement and engagement**

- School Administrators along with school staff will provide a series of workshops aligned to DOE Citywide Instructional Expectations (CCLS).
- School Administrators along with school staff will provide a series of workshops to set clear expectations for school based goals aligned to T.C. data, Kaplan data and NYS Summative Data.
- Progress reports distributed to parents will consistently include next steps for student improvement.

**Budget and resource alignment**

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

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

Title 1 Parental Involvement 1% will be used to provide meaningful workshops aligned to Citywide Instructional Expectations and School Based goals. Funding will be used to purchase supplies as needed.

**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	RTI Tier focused classroom instruction. Extended day. Guided reading, shared reading, interactive reading and writing, Great Leaps, Foundations, and ticket to read. Title III after school program for ELLs.	Whole class, small group, one-to-one.	During the school day, after school extended day.
Mathematics	RTI Tier focused classroom instruction. Extended day, small group instruction, V-Math Live.	Whole class, small group, one-to-one.	During the school day, after school extended day.
Science	RTI Tier focused classroom instruction. Skill-based small group instruction. Guided reading, shared reading, interactive reading and read alouds	Whole class, small group, one-to-one.	During the school day.

Social Studies	RTI Tier focused classroom instruction. Guided reading, shared reading, interactive reading and read alouds.	Whole class, small group, one-to-one.	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School Guidance counseling. The Wellness Center. SAPIS program for bereavement, drug and alcohol awareness, peer mediation and conflict resolution.	Small group and one-to-one/individual counseling on an as needed basis. Activities based on student goals and social skills strategy lessons.	During the school day.

**HIGHLY QUALIFIED TEACHERS (HQT)**

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

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

Administration attends recruitment fairs, hiring halls, and utilizes the New Teacher Finder and on-line Open Market Hiring System. Our school utilizes Teachers College Lab site training onsite.

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

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

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

---

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Christopher Groll</b>	District <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>377</b>
School Name <b>Alejandrina Benitez de Gautier</b>			

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

Principal <b>Dominic Zagami</b>	Assistant Principal <b>Yazmin Perez</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Sharron Shirley</b>	Guidance Counselor
Teacher/Subject Area <b>Anna Mora(ESL Teacher)</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Deborah Villanueva</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Ada Orlando</b>	Other <b>type here</b>

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

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

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

### D. School Demographics

Total number of students in school	<b>696</b>	Total Number of ELLs	<b>132</b>	ELLs as share of total student population (%)	<b>18.97%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## 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. Parents of potential ELLs receive a registration packet, all forms are available to parents in translated versions, thus far this school year it has only been Spanish:

- \* A Home Language Survey is included in the packet
- \* HLIS is given to parents in language that they speak
- \* Parent completes survey with assistance from Ms. Villanueva (Parent Coordinator)
- \* A licensed pedagogue evaluates survey & completes interview w/parent & child (Ms. Shirley, ESL Coordinator)
- \* Pedagogue determines language of the child and a decision is made on placement
- \* Based on that/child is administered the LAB-R within the first 10 days of school by Ms. Mora and Ms. Shirley.
- \* The parent is informed of the LAB-R results and an initial placement letter is sent to the parent, copies are kept on file by the ESL Coordinator.

If the student scores at the Beginning, Intermediate or Advanced level on the LAB, they are identified as LEP and as an English Language Learner. The Spanish LAB is then administered, if the home language is SP. The child is then placed in our Free standing English as a Second Language Program, where they will stay until they receive a P(proficient) on the NYSESLAT. The annual assessment of the NYSESLAT is given every spring, students remain identified as an ELL through running the RLER report in ATS.

At P.S./I.S 377 we have specific structures to ensure that the four components of the NYSESLAT are administered:

- \* Staff members are informed in September of the potential testing dates so no out of school activities are planned during testing.
- \* Parents are notified in writing of the test dates so they can try to ensure that their child will be in school during the three testing days.
- \* The RLER report is generated in ATS by the ESL Coordinator, to ensure all students are accounted for
- \* The list of students is then broken up by grades to administer the Speaking component, Ms. Mora having grades K-4 and Ms. Shirley grades 5-8.
- \* Students will be tested individually throughout the administration periods for the speaking component
- \* The Listening, Reading and Writing components will be administered 3 consecutive days, students will be grouped according to the testing strands; K-1, 2-4, 5-6 and 7-8. Students will be pulled from their classroom and the test will be administered by Ms. Mora K-1, Ms. Rosado 2-4, Ms. Negron 5-6 and Ms. Shirley 7-8. Ms. Rosado and Ms. Negron are teachers that have experience working with the ELLs and have administered the NYSESLAT exam in the pass, both teachers participate in the Saturday Academy and Title III afterschool. The students in the TBE Special Ed Classes will take the test with their classroom teacher. Ms. Blanca Guerrero is the teacher for the students in grades 7-8 and Ms. Iris Pagan is the teacher for the Bilingual Sp Ed class grades 3-5. All testing modifications will be followed.

2. The outreach to our parents continues throughout the school year and are on-going as we receive new admits, parents are invited to workshops and orientations, they are provided with an orientation at the beginning of the school year. Parents are shown the NYC Department of Education's Orientation Video for parents of Newly enrolled English Language Learners; parents are provided with handouts describing programs in their native language. In addition; the procedure of choice is explained to each parent as part of their

rights to choose a program; a question and answer period is provided. Individual assistance is given to parents that need more information and further clarification. Ms. Shirley(ESL Coordinator) and Deborah Villanueva (Parent Coordinator) will work closely with all members of our school community to ensure that all involved understand their rights and options available to them. This year's timeline is from September 2011-June 2012.

3. Upon completion of administering the LAB-R to Newly arrived ELLs, the ESL Coordinator (Ms. Shirley) communicates with parents using the parental notification letters in the translated versions; Entitlement Letter, Parent Survey, Program Selection, Non-Entitlement Letter after receiving a (P) on the LAB-R, Placement Letter, Continued Entitlement, Non Entitlement/Transition Letter after they receive Proficient (P) on the NYSESLAT. Parent Survey and Program selection forms are sent home along with a letter advising parents to attend our parent orientations where they will be further informed and advised on making a decision on their child's placement. Names of parents who have not returned the forms are then turned over to the Parent coordinator (Deborah Villanueva). The Parent Coordinator then reaches out by phone to these parents of the importance of making a selection. In addition to phone contacts, during various school activities we make it a point to reach out to the parents. The returned documents as well as the forms we received during orientations are stored in the ESL Coordinators office.

4. Students receive ESL services through an ESL push-in/pull-out Model by a certified ESL teacher (Ms. Shirley & Ms. Mora). We reach out to the parents of ELLs to ensure them of their rights. If a choice is made that we don't offer at our school, the parent Coordinator works closely with the parent and reaches out to neighboring schools to see if they can accommodate the parents. We provide native language support using additional resources, the goal is provide all ELLs with a high quality education that will allow all students to meet the content and performance standards while acquiring English proficiency. All students are provided with differentiated instruction to meet and exceed city and state learning and performing standards.

5. At P.S./I.S. 377 we service our students in accordance to the CR-Part 154 and the Language allocation Policy. After reviewing the Parent selection forms we found that the trend for the past few years has been for the Free Standing ESL program. There have been cases where the ESL Coordinator feels that the child would be better served from a TBE model, however based on parent choice we have to provide the child what is available at our school. This school year we have 8 new students in K, 1 student each in 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> grade. Due to our declining number of ELLs and the lack of certified ESL teachers we currently service our ELLs thru push-in/pull-out.

6. At P.S./I.S. 377 we respect and value the involvement of our ELL parents. The Program model offered at our school is aligned to Parents choice. After a review of the Parent Surveys and Program selection forms the trend has been Free Standing ESL Program. Parents are informed of their rights and are provided with ongoing orientations, where they are informed of the various programs available to them, whether at 377 or another school. We commit to honoring their program choices and we will continue to align our programs to the parents request and the needs of our students. Our ELLs will continue to receive rigorous academic instruction and support.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

### ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)				1	1	1	1	1	1					6
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	2	2	2	2	2	2	2	2	2					18
<b>Total</b>	2	2	2	3	3	3	3	3	3	0	0	0	0	24

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	132	Newcomers (ELLs receiving service 0-3 years)	55	Special Education	24
SIFE	6	ELLs receiving service 4-6 years	38	Long-Term (completed 6 years)	13

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	9		9			6			6	9
Dual Language										0
ESL	55			38			13			106
<b>Total</b>	<b>64</b>	<b>0</b>	<b>9</b>	<b>38</b>	<b>0</b>	<b>6</b>	<b>13</b>	<b>0</b>	<b>6</b>	<b>115</b>

Number of ELLs in a TBE program who are in alternate placement: 8

### 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			1	3	4	2	1	10					21
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>

**Dual Language (ELLs/EPs)  
K-8**

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

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

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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

## 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	8	14	7	11	12	14	19	18	8					111
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>8</b>	<b>14</b>	<b>7</b>	<b>11</b>	<b>12</b>	<b>14</b>	<b>19</b>	<b>18</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>111</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. Teachers provide the appropriate number of instructional minutes according to the students level. Students in the TBE program receive ESL from a certified Bilingual teacher. Students in the push-in/pull-out program receive instruction from the two certified ESL teachers. All students receive content area instruction using ESL methodologies and strategies. Beginning, Intermediate level students are serviced for 2 periods of ESL daily, Advanced students are serviced for 4 periods of ELA daily and 1 period of ESL daily. All students receive the required number of minutes as required by the CR-Part 154 regulations.

## A. Programming and Scheduling Information

2. ESL is delivered to ELL students through teacher modeling and various activities designed to increase competencies. In student practice the teacher guides the students through a lesson and allows for feedback and student application. Teachers also implement the TC model for ESL instruction. The instructional minutes are delivered based on the CR-Part 154 mandates: Students who receive push-in/pull-out services that are Beginner and Intermediate students receive 360 minutes of ESL instruction (8pds weekly), advanced students receive 180 minutes of ESL instruction (4pds weekly) and (4pds of ELA). In our TBE program instruction is provided 75% in their native language and 25% in English: Beg=90 min per day, Inter=45 min per day, adv=45 min per day. As the students develop fluency in English, the instructional time will increase as outlined by the CR-Part 154. The TBE classes are also provided with a daily period of NLA (Native Language Arts). This provides the students with the mandated number of instructional minutes according to their proficiency levels in each program model.
3. In our Free Standing ESL Program we service ELLs in K-8, we implement a balanced Literacy program following the workshop model with a writers workshop component. At our school teachers provide instruction in English using reading and writing strategies that are based on the Balanced Literacy Initiative and they utilize ESL strategies. Scaffolding is used continuously; it allows support for the students with the use of modeling, questioning and teacher feedback. Our TBE classes use native language instruction for ELA and Math, and use English instruction in Social Studies and Science, with support from bilingual dictionaries and glossaries. All our English Language Learners are held to the same high expectations. Our goal is to provide all ELLs with a high quality education and provide language rich instruction that will allow our students to meet the content and performance standards while acquiring English proficiency. In an effort to increase the teaching quality of reading and writing we have included in our instructional plan:
  - \* ESL programs that reflect visuals, appropriate teaching charts with graphic organizers
  - \* Scaffolding instruction for all learners
  - \* Differentiated instruction during reading and writing
  - \* Additional/supplemental academic intervention for ELL learners by using Recipes for Learning and Voyager Passport
4. At 377 our ELLs are appropriately evaluated in their Native Language Arts during the initial identification process with the Spanish LAB, with formative and summative assessments in the NLA class as well as with the yearly ELE Exam (EL Examen de Lectura en Espanol). Instruction for our English Language Learners is differentiated by the classroom and ESL teachers. Our instructions are Data Driven, with results from NYSESLAT and Interim Assessments.
5. All students are provided with differentiated instruction to meet and exceed city and state learning and performance standards:
  - a. Students who come from another country with little or no formal education will be identified through the HLIS and Parent/Child Interview. Once identified as a SIFE student, the child will be appropriately placed. Our SIFE students receive instruction that is specifically aimed with strategies that will help to increase their English Language proficiency. All our Sife Students will be provided with AIS and participate in our After school and Saturday academy. All Sife students will be provided with test modifications such as special location, extended time and the translated version of the exams.
  - b. ELLs in school for less than three years will be tested annually to determine English Language acquisition and level. Students will receive the appropriate ESL instruction following the levels of English according to the NYSESLAT and LAB, which will include, reading, writing, speaking and listening. In addition these students will be mandated to attend all additional instructional activities provided: ie, After School, and Saturday Academy.
  - c. ELLs who have completed 4-6 six years will receive mandated services for ELLs and participate in all programs available to monolingual students. Ongoing assessments will be provided in order to track their literacy skills.
  - d. Long term ELLs that are not given an extension of services from the state will be provided with intensive test practice classes. They will participate in after school, Saturday academy, small group instruction, and individualized instruction. Support services are provided by the ESL teachers and classroom teacher. The ESL instruction for each child is dependent on their English level on the NYSESLAT.
6. As a Teachers College School our teachers utilize Balanced Literacy to plan for small group/one to one instruction. Some of the strategies utilized across classrooms apply to the following:
  - \* Guided Reading Instruction: This practice allows teachers to provide lessons aligned to specific needs. Some of the lessons include a focus on fluency and decoding, while others include a focus on comprehension skills (from literal to inferential). Teachers provide Guided Reading Instruction through small groups or in some cases one to one. Guided Reading lessons are aligned to our Instructionally Targeted Assessments. Teachers use the results from ITAs to plan instruction aligned to the needs of independent

## A. Programming and Scheduling Information

readers. The goal is that through guided reading instruction teachers are able to move students across levels with a specific focus of improving comprehension

\* Teachers of students in special education programs who are identified as ESL are provided with the mandated ESL hours as outlined by the State Department of Education. In addition ELL students identified as SWD are provided with an individualized plan that outlines specific goals for individual students. Classroom teachers use a number of strategies aligned to the IEP to ensure that students

are receiving access to academic content area at their independent level. Special education teachers are required to analyze class data and to establish a tier range within the classroom setting. Using the tier range teachers are able to plan for differentiated instruction based on individual entry point and needs. Strategy lessons are also available on a needs basis. Strategy lessons focus on grouping students together who exhibit needs across performance indicators based on assessment results (ACUITY, NYSELA, NYSMATH and KAPLAN Baseline). Teachers use their class level matrix to identify students with similar needs. The goal is to help students move across performance in standardized assessments.

\* Flexible Grouping is used across content areas. During flexible grouping students are grouped for small group instruction based on informal assessments (such as conferring or lesson to lesson observations).

\* Shared Reading Lessons provide students with exposure to text complexity. All shared reading lessons are provided through Good Habits, Great Readers. The program has a specific checklist that teachers use to monitor student engagement and understanding through lessons. Shared reading lessons vary and focus on increasing vocabulary development, fluency and comprehension. Special Education teachers utilized the same curriculum as non special education teachers for whole class instruction. Curriculum is aligned to the grade level standards and IEP goals are met through small group instruction.

Materials used are listed below:

\*Everyday Math for K to 5.

\*Impact Math for 6-8.

\*Teachers College Reading and Writing Units of Study for K-8.

\*Good Habits, Great Readers K-6.

\*Houghton Mifflin Harcourt Social Studies Program K-8.

\*FOSS Science Program K-8.

\*KAPLAN TEST PREP for ELA and MATH Grades 3-8.

\*COACH PROGRESS MONITORING (ELLS ONLY & SPED) Grades 3-8.

\* Great Source- Vocabulary for Achievement Grades K-8.

SWD who are entitled to ESL services are pulled out of class for mandated ESL services by one of our two ESL teachers. Self contained SWD are provided with their mandated periods as scheduled in their programs.

7. We currently have 21 students that are in the ICT classrooms, they receive small group instruction/AIS from the ICT teacher and participate in all programs that are offered to our ELLs; i.e: Saturday Academy and our Title III After school Program.

### Courses Taught in Languages Other than English

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

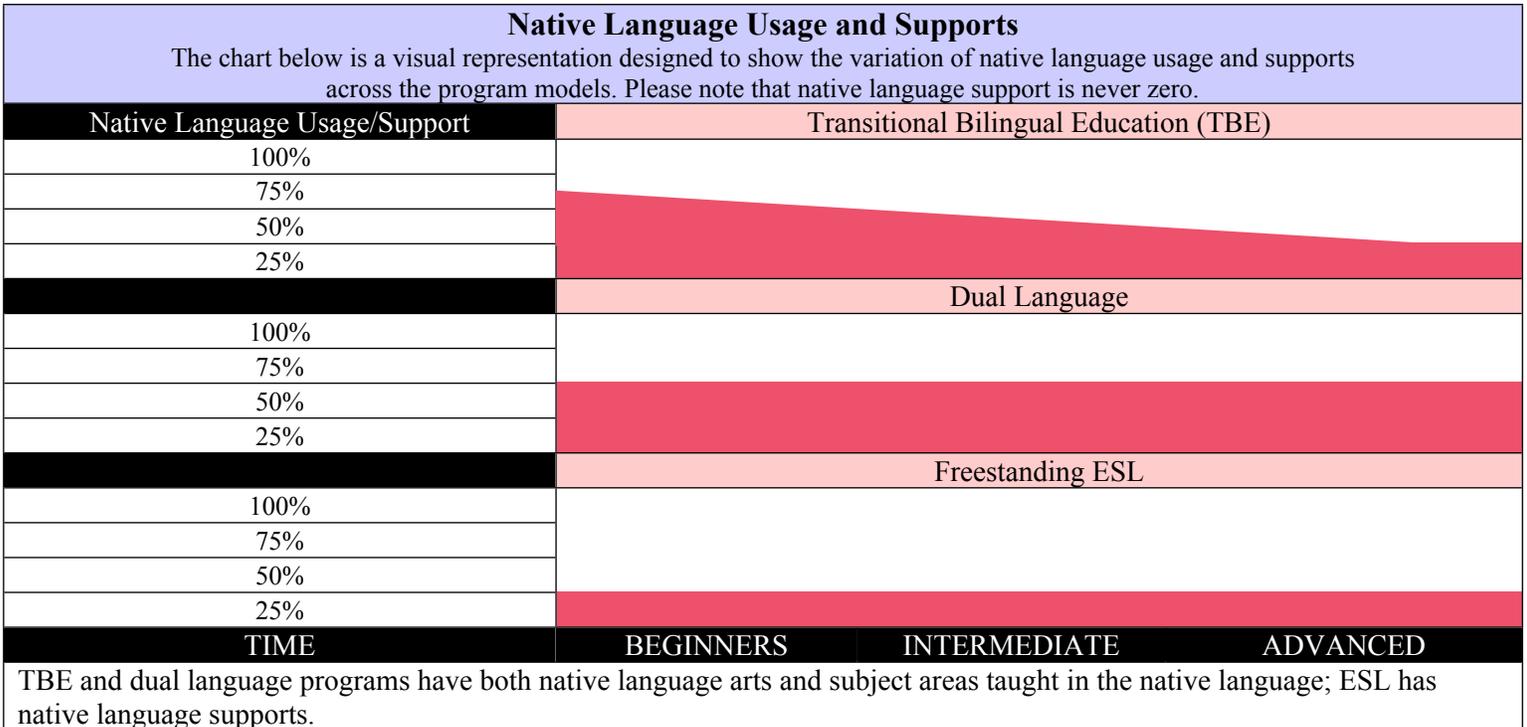
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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

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



## B. Programming and Scheduling Information--Continued

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

8. We are currently using Coach Progress specifically for intervention with ELL students. This intervention program is used during Saturday Academy to target the progress of ELL students. Students participating in the ELL Saturday program will use Coach Progress to enhance progress in both ELA and Math. Students who increase in progress will be moved into COACH LADDERS. The goal is focused on enhancing and targeting progress and gradually move students (based on data) into COACH Ladders to target an increase in performance. Students participating in the ELL Saturday Program will also use COACH Common Core Clinics aligned to specific ELA and MATH strands based on their baseline assessment. We will also continue using GREAT LEAPS as an intervention tool across grades K-8. The GREAT LEAPS is a one to one tool to use specifically in ELA. Teachers target decoding, fluency or comprehension based on individual student need. Progress monitoring is recorded on a Great Leap Chart. Teachers in grades K-2 use Foundations as an intervention program to target decoding fluency skills. Native language is utilized during social studies and science to enhance student performance across content areas.
9. Students reaching proficiency will be identified and will continue to receive support services for up to 2 years, they will continue to receive test modifications such as extended time and special location. The students will continue to be provided with , afterschool and Saturday academy. The ESL teacher will also provide ELA as needed.
10. We will be focusing on enhancing our ELL model program, specifically targeting language through writing. We will pilot the 6 traits of writing in an effort to make improvements across all content areas.
11. This school year we have not discontinued any program or services for ELLs. We have included daily use of KAPLAN that will help us to focus on the performance indicators aligned to individual students needs in Math and ELA. For our Saturday academy we will continue with our regular reading and writing workshop models. We are also incorporating Coach Progress to monitor as an on going tool to use throughout the year in an effort to get the students to English proficiency.
12. All students across all subgroups who need assistance and support will have the Title III After School Program. The program focuses on ELA and Math strategies that will help students achieve higher on the NYSESLAT, and the city and state assessments. It will service approximately 50 students with a certified ESL/Common branch teacher. We will provide supplemental instruction in alignment with the NYC and NYS content performance standards; instruction will focus on intensified second language development. We will work to improve literacy skills in ESL/ELA to help students achieve the benchmarks as set forth on the NYSESLAT and ELA. The focus will be in reading Comprehension, math and test taking skills. In addition to our Title III program, we will use Contracts for Excellence (C4E) funding to support our ELLs by establishing a model ELL program. All students at the beginning, Intermediate and Advanced levels of the NYSESLAT will be invited to participate in the program. The Ells are invited to participate in each program in writing. Letters are sent home in English/Spanish notifying parents of the upcoming programs. Once all letters are returned it is collected and filed away in the

ESL Coordinators room.

13. The following materials are used to support learning of ELLs:

\*KAPLAN

\*Coach Progress

\* Everyday Math

\* Voyager

\* Reading Street

\* On Our Way to English

\* Getting Ready for the NYSESLAT

\* Content area Libraries (English/Spanish)

\* Non-Fiction Libraries (English/Spanish)

Unfortunately, due to technology problems we are not able to provide intervention through technology. Our internet band needs to be upgraded in order the student needs.

14. Native Language support is delivered in our Transitional Bilingual program through the use of Spanish in the Content areas, following the State Education guidelines of NLA Usage and support from a 75/25% model to 25% NL/75% English as our students progress and attain academic language proficiency across the curriculum. The support is given through teacher directed instruction, differentiated instruction, small group instruction, glossaries and translated versions of the exams. Students receive multiple assessments, both formal

and informal that will be conducted throughout the year. As the students develop fluency in English, the instructional time will continually

increase as outlined by the CR-Part 154 guidelines.

15. All activities are age and grade appropriate, the curriculum is grade specific and is supported with curriculum maps, teacher made materials/resources and texts.

16. Pre-Registered students will be administered the LAB-R and Spanish Lab if necessary, however we have found that the majority of our Newcomers enroll at the start of the school year. An orientation is provided for the parents/guardian. They are taking through the initial identification process during which in time a video will be shown in their native language informing them about the different program models available to eligible students and all rules and regulations concerning the ELLs. At the start of the school year, additional parent orientations will be held.

### 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)?

N/A

## 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. Teachers(subject areas, bilingual Sp.Ed, common branch, ESL), administrators, guidance counselors, and all other school personnel will attend professional development sessions offered by TC, the CLSO and BETAC specifically geared to the teaching of ELLs. Professional development will be presented through workshops, demonstration lessons, Inquiry and study groups . We will provide our staff with the opportunity to enhance on their profession, they will learn the important principles for language development and language acquisition. Using outside consultants, we will provide teachers with professional development that will help them improve on their instructional plans. All teachers are also given the opportunity to attend TESOL and NYSTESOL yearly conferences.

Our menu for possible P.D sessions include:

- \* Language acquisition and the Second Language Learner
- \* Scaffolding Instruction
- \* Differentiated Instruction
- \* Preparing our ELLs for the Exams: NYSESLAT, ELE, ELA, STM
- \* Administering the NYSESLAT (Test Modifications)
- \* Using Data to Drive instruction

The following teachers will participate:

- \* Ms. Shirley (ESL Coordinator/Teacher)
- \* Ms. Mora (ESL Teacher)
- \* Mrs. Pagan (TBE)
- \* Ms. Guerrero (TBE)
- \* Ms. Galvan (ICT/AIS Teacher)

2. Our teachers attend staff development where they are introduced to research based instructional strategies that will help ELL students in English as a Second Language make the necessary transactions. Our teachers are provided with in house professional development that will focus on enhancing instructional planning for ELLs. The ongoing professional development helps to support accelerated academic growth and language development for our ELLs. The ESL Coordinator provides teachers with data, strategies for working with ELLs in the mainstream classroom and support materials that will help guide their ELLs. Our guidance counselors (Ms. Granados) who is bilingual Spanish meet with our ELLs on a one to one basis to offer support as they transition to High school. She reviews the application process and discusses with them their options for High school Placement. The Parent Coordinator reaches out to parents of our 8<sup>th</sup> grade ELLs and offers assistance in the understanding the High School process.

3. As per Jose P. classroom personnel will be trained to understand and use developed standards, criteria and procedures for nondiscriminatory referrals with an awareness of cultural and linguistic backgrounds. Our staff will attend training for teachers on non-discriminatory referral practices. Personnel will be trained in the technical aspects of administration and interpretation of assessment of data for linguistically different children.

## 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?

At our school we are eager to raise the level of parental involvement in our school community, our administrators play an active role in parental involvement. Parents are encouraged to confer with the Principal, Assistant Principals, Dean, Faculty, and all other staff members involved in our school community. We communicate with our parents through Open-house at the beginning of the school year, parent teacher conferences, and workshops. We provide our parents with progress reports, indicating the long and short term goals of our students. Our parents are involved in the planning, implementation, evaluation and continuous improvement of our school programs. They participate on our SLT (School Leadership Team), CEP (Comprehensive Educational Plan), Parent Needs Survey, Learning Environment Survey, and serve on the PTA. In an effort to accommodate our parents work schedule, our SLT and PTA meetings are scheduled in the evenings or Saturdays. Our parents are provided information about instructional programs/curriculum; by means of orientations, parent meetings, a monthly calendar, a parent's bulletin board, and mailings. P.S./I.S 377 also partners with the Community Based Organization (CBO) ARTS and Literacy, where they provide services to parents of ELLs. Our parent Coordinator (Deborah Villanueva) addresses the needs of our parents by communication at school and via her cell phone, she is in constant contact with our parents that are Bilingual/Spanish. Notification is provided in the parents native language, we offer our parents an opportunity to participate in various trainings and language development. Parent workshops will be facilitated by the Assistant Principals, ESL Coordinator, Parent Coordinator and Guidance Counselors. The workshops will take place on Saturdays for a period of one hour and they will be conducted in Spanish and English. We will also utilize the services of the translation unit when needed.

The topics will include:

- \* Promotional policies for ELLs
- \* Readers and Writers Workshop
- \* Math Workshop Model
- \* ARIS Parent Link
- \* Preparing your child for Middle School/High School
- \* Preparing your child for City and State Assessments
- \* How to Interpret City and Statewide results
- \* ESL strategies to use at home
- \* Structure of the NYSESLAT
- \* Using Technology to increase English Language skills (ie, Rosetta Stone)

## 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)	3	1		1		1								6
Intermediate(I)														0
Advanced (A)	5													5
Total	8	1	0	1	0	1	0	0	0	0	0	0	0	11

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	6	3	0	18
4	5	10	0	0	15
5	13	8	0	0	21
6	9	13	0	0	22
7	14	5	0	0	19
8	7	4	0	0	11
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	8		6		5		0		19
4	5		10		3		0		18
5	9		10		3		0		22
6	5		13		4		0		22
7	7		10		2		0		19
8	5		6		0		0		11
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		8		2		0		13
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)	8	4	1	0				
Chinese Reading Test								

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

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

The use of the Language Assessment battery test serves as initial data for our ELLs and the NYSESLAT helps to assess their skills in the four modalities of listening, speaking, reading and writing.

1. Our school currently uses the TCRWP Running Records to monitor reading progress across independent reading levels. The TCRWP Running Records measures decoding skills, fluency, oral reading rate and comprehension development. The T.C. Running records is administered four times across the school year. The TCRWP is used as an instructionally targeted assessment that assists teachers in utilizing data to plan for group and differentiated instruction. We also use informal running records aligned to the TCRWP to monitor short term progress in between interim benchmarks. The TC data helps us identify the struggles that interfere with students progressing across reading levels. We find that most of our ELLs have problems with decoding and fluency, which we believe is what interferes with the overall comprehension. We find that targeting decoding and fluency eventually helps ELLs make connections and show understanding

in literal comprehension. We find that students who show literal understanding are then able to move across higher skills in comprehension. The ongoing monitoring of independent levels across the year will help us effectively align literacy skills and strategies for individual group of students. It will also help us tailor instruction so that we can move students across progress and closer to performance.

The information gathered during the administration period will be used to monitor the number of students who are below grade level, approaching grade level and on grade level. This information will help the school leaders revise action plans as needed.

2. The insights that we garner from the data are as follows: observations on reading behaviors, miscue analysis, and their ability to retell a story and comprehend literal and inferential comprehension questions, as well as group and individual conferences.

This information informs teachers on their instructional plan and they can conduct small groups that focus on areas of concern. We also use

the LAB and LAB-R in the initial identification process, and the NYSESLAT to assess skills in listening, speaking, reading and writing. The

data is used to gain results on their literacy skills. This past school year our ELLs scored Levels 1 and 2 on the ELA, our instructional plans

has refocused on developing their vocabulary development, comprehension skills, fluency and offering more lessons centered around Non-Fiction Reading for comprehension.

3. After a review by administration and ESL teachers, the students results in the four modalities identifies the ELLs linguistic needs. A deeper focus has to take place within the modification for teaching and learning reading/writing. The data patterns for the NYSESLAT suggest that the majority of our students are Advanced ELLs that do not move on to proficiency. It is evident that the Beginner ELLs readily move on to the Intermediate category at a faster pace. Also students in grades 2-4 score a proficient more frequently than students in grades 5-8. In an effort to increase the teaching quality of reading and writing we have modified our instructional plan.

The patterns across modalities that affect instructional decisions are addressed in the ELA classes which follow the balanced literacy workshop model. Lessons feature visuals, appropriate teaching charts with graphic organizers, scaffolded instruction for all learners, active engagement which provides more opportunities to develop language by working in partnerships and sharing ideas, and differentiating instruction during reading and writing.

4. According to the 2010-2011 the vast majority of our ELL population is approaching standards at a level 2 on the ELA. We've noticed

that there is a lack of inferential comprehension and higher order thinking skills. The Aquity Assessment results will help us plan small group or individualized strategy lessons that will differentiate the lessons. The data driven instruction allows teachers to track the progress of their students on a regular basis. In examining the needs of our ELL students, several implications in particular is based on the Principal aligning his PPR focus with the needs of our ELL students. This particular implication was established to ensure that we continue to focus on improving the academic progress of ELL students in an effort to move them across proficiency levels. For the past two years our school hasn't participated in administering the ELL Periodic Assessments but we will continue to use Aquity and teacher made assessments to monitor student progress.

An additional implication aligned to our ELL students is based on school level inquiry work. Some of our school teams focus on creating inquiry groups that include ELL students. The inquiry work focuses on improving the quality and consistency of differentiated instruction.

Through continuous small group instruction ELL students will be exposed to scaffolds that will support their learning.

5. N/A...our school does not participate in the Dual Language Model.

6. We evaluate the success of our programs based on the level of improvement our students make at the end of the year. The formative assessments such as running records which show reading progress, interim assessments in reading and math, and the results of the summative assessments provide us with information on the areas that show strong performance and then adjustments are made to improve the weak areas.

**Additional Information**

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

Paste additional information here

# Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dominic Zagami	Principal		11/3/11
Yazmin Perez	Assistant Principal		11/2/11
	Parent Coordinator		
Sharron Shirley	ESL Teacher		10/28/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 32k377      **School Name:** P.S./I.S 377

**Cluster:** 401      **Network:** 4

**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.

Our written translations assessments needs were found by a careful review of the home language surveys, and our RPOB ATS reports and during registration. During parent meetings and orientations we will continue to provide information through a range of channels and formats. The Parent Coordinator, as well as other members of the school community will ensure that parents understand their rights.

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.

After a review of the home language surveys we found that all parent notifications must be translated into Spanish, with a small number needing Chinese. We will make use of the translation unit provided by the Department of Education. We have posted the language translation policy informing parents of their rights to receive free translations. We also have a Parent Coordinator and ESL Coordinator who are Bilingual (Spanish), along with a number of staff members that provide translations during Open School Night and parent/teacher meetings. The DOE also provides phone-in translations that we can utilize as well.

## 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.

Our plan is to continue the translation of the current Parent Hand Book into Spanish, and Chinese. Written translations will also be used to disseminate vital information and parent letters to non-English speaking parents to encourage participation in their children's education. Our goal is to enhance parents understanding of academic standards, assessments and exams. Our school will provide all notices in English, Spanish. For our small population of chinese families, we will:

- \* Provide interpretation services (either on site or over the phone)
- \* Contact the DOE translation and Interpretation Unit
- \* Utilize the Translation/Interpretation school funding allocation

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

We plan to meet the needs by providing interpreters in Spanish during all Parent teacher conferences, teacher/parent meetings, workshops suspension hearings and meetings throughout the school year. We will communicate information about the school's academic program and student participation. Oral Interpretations will be provided by school staff, our school has a large number of Spanish speaking staff, including the Assistant Principal, Parent Coordinator, ESL Coordinator, attendance personnel, Guidance, and Bilingual teachers.

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>.

P.S./I.S 377 fulfills Section VII of Chancellors Regulations A-663 by providing the parent with a school handbook at the beginning of the school year that covers all notification requirements. We provide parents notifications in their primary language and during meetings or conferences; translators are available to parents. All letters and documents are provided to parents in both English and their Native language. As a school community we want to better engage and communicate with Limited English proficient parents because we want them to feelm that they are involved from the start and ensure that the information we provide meets their needs.

## 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: 377[?][?][?][?]	DBN: 32k377
Cluster Leader: Christopher Groll	Network Leader: Ada Orlando
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60 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 checked="" type="checkbox"/> 6 <input checked="" 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: 3 # of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The title III funds will be used to implement an after school program for English Language Learners development, ELA strategies and Math to help students achieve higher on the NYSESLAT, and city and state assessments. The afterschool program will service approximately 60 students with a certified ESL/Common Branch teacher. The instructional program will service ELLs in grades 2-7, (due to the low numbers of ELLs in 3rd and 4th grade; the 2nd & 3rd class will be bridged together and the 4th and 5th grade class will be bridged together. The program will take place from November 19-May 14. It will meet for 41 sessions, 2 days a week (Mon & Tue) from 3:25-4:25. Certified ESL and Common Branch teachers will provide supplemental instruction in alignment with the NYC and NYS content and performance standards; instruction will focus on intensified second language development. Our ESL certified teacher (Ms. S. Shirley) will work in conjunction with our Common Branch teachers (Ms. Rosado & Ms. Negrón). The hour instructional block will be divided into two thirty minute periods. The ESL certified teacher will provide instructional services to a class for 30 minutes, this way each class will receive instruction from a qualified provider. Our additional ESL certified teachers (Ms. Mora & Ms. C. Shirley) will work with our students in 6th & 7th grade, they will deliver the complete 1 hour of instruction to those students.

Our afterschool program will align instruction to improve literacy skills in ESL/ELA to help students achieve the benchmarks as set forth on the NYSESLAT and ELA. The focus will be in Reading comprehension, Writing, and Math. The students are mixed levels of Beginners, Intermediates and advanced. The beginners will have support of the native language, Spanish, with an emphasis of language acquisition. The language of instruction for the intermediate and advanced students will be in English. Our students were identified by the NYSESLAT and New York State exam (ELA & Math). The first half of the program will focus on ELA and Math, and the second half of the program will target specific strategies for ESL and NYSESLAT preparation. The students will be provided with a pre-test, mid-year assessment and a post-test.

The materials we will use include: Journey into Reading: New York, Vocabulary Links, Empire State NYSESLAT, Finish Line for ELLs, The Pearson-Longman Picture Dictionary and Workbook, New York Content Reading CCSS, and Finish Line Mathematics for the Common Core State Standards. General instructional supplies such as chart paper, markers, pencils, pens, highlighters, construction paper, post-it, portfolio folders, teacher binders, composition books and any other materials necessary will be purchased to support the Afterschool program. It will be at a cost of approximately \$2,665.00

The activities below are divided into the total amount of sessions that they will be teaching.

### Part B: Direct Instruction Supplemental Program Information

ELA for ELLs (grades 2-7: 15-20 Students) Nov-Feb @1 hour 1x a week for 11 sessions

NYSESLAT (grades 2-7: 15 -20 students) March-May @ 1 hour 1x a week for 8 sessions

Math (grades 2-7: 15-20 students) Nov-May @ 1 hour 1x a week for 22 sessions

5TRS x 1 hr x 40 sessions x \$50.19 (Per Session w/ fringe)= \$10,038.00

### 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: P.S./I.S 377 Title III professional development will focus on making content comprehensible for English Language Learners. Teachers will participate in the professional development workshops in the most current research methodologies in the instruction of English Language Learners. The workshops will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards and achieve higher scores on all city and state assessments. The professional development sessions will be facilitated by school administrators, ESL Coordinator and Teachers. We will provide teachers with the opportunity to enhance on their profession, they will learn the important principles for language development and language acquisition. The workshop topics will include:

- \* Analyzing Data/Using Data to Drive Instruction for ELLs
- \*Scaffolding Instruction for ELLs
- \* Teaching ELA strategies to ELL students
- \*Differentiated instruction for ELLs in Math/ELA
- \* Best Practices and Strategies in ESL
- \* Understanding the NYSESLAT

Teachers working in the Title III program will receive 6hrs of professional development after school from 2:35-3:35 pm(1 per month for 7 mths @ 1hr each) Teachers will be paid at per session rate.

PD Providers: Ms. Perez (Asst Principal) at no cost to the program

Ms. Marshall (Asst Principal) at no cost to the program

**Part C: Professional Development**

Ms. Shirley (ESL Coordinator)

Ms. Mora (ESL Teacher)

$\$50.19 \times 7 \text{ PD hrs} + \$351.33 \times 5 \text{ teachers} = \$1,756.65$  (1 per month @ 1hr each)

PD participants will be Ms. S. Shirley, Ms. Rosado, Ms. Mora, Ms. Negron, Ms. C. Shirley

?????

**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: At our school we are eager to raise the level of parental involvement in our school community. Our parents participate in various trainings and workshops. Parent workshops will be facilitated by the ESL Coordinator (Sharron Shirley), Parent Coordinator (Deborah Villanueva), and administrators. The workshops will take place afterschool for a period of one hour and they will be conducted in English and Spanish.

**Part E: Budget**

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

Allocation Amount: \$14680

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)	\$10,038.00 Instructional	Afterschool program
<ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$1,756.65 PD	ELA, Math, NYSESLAT
		5 teachers x 41 sessions=\$10,038.00
		5 teachers x 7 PD hrs=\$1,756.65
	\$11,794.65 w/fringe	

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$14680

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	NA	NA
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$2,885.35	Supplemental and instructional materials to use for the achievement of participants: NYSESLAT practice, Vocabulary Development, Math, and ELA  Chart paper, portfolios, markers, pencils, pens, highlighters, construction paper, post-its, Picture dictionaries
Educational Software (Object Code 199)	NA	NA
Travel	NA	NA
Other	NA	NA
<b>TOTAL</b>	\$14,680.00	