



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 506 THE SCHOOL OF JOURNALISM AND TECHNOLOGY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K506

PRINCIPAL: LISA SARNICOLA

EMAIL: LSARNIC@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA COSTANTINO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lisa Sarnicola	*Principal or Designee	
Lulinda Grinaway	*UFT Chapter Leader or Designee	
Erika Herrera	*PA/PTA President or Designated Co-President	
Jessica Penate	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	
Maria Grajales	Member/Staff	
Mariella Cotrona Galanti	Member/Staff	
Nancy Bongiovanni	Member/Staff	
Nicole Vavagiakis (Kosanke)	Member/Parent	
Adela Garcia	Member/Parent	
Irene Cantoran	Member/Parent	
Delibee Ayala	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, the percentage of students performing at proficiency or above in ELA will increase 3% as measured by the 2013 NYS ELA assessment inclusive of SWD, ELL, Hispanic or Latino, Economically Disadvantaged, and Asian or Native Hawaiian/Other Pacific Islander students.

Comprehensive needs assessment

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

After careful analysis of our school's New York City Progress Report, it was determined that students' performance on the ELA exam was not adequate. We received a C in this section on the Progress Report obtaining only 9.7 out of 25 possible points. Only 36.4% of the students scored at a level 3 or 4.

Instructional strategies/activities

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

Activity #1

- **Professional Development:** PD will be continue to be given on the following topics; TC writing, TC leadership groups, TC calendar days, SESIS Support, Journey's planning and implementation, UDL, strategies for supporting various subgroups, use of student data to plan and set goals, DOK, questioning/higher order thinking, CCLS, Instructional Shifts, Text Complexity, curriculum mapping (CLI), and development of ELA tasks to meet the citywide expectations in Pre-K through 5. We have 3 TC staff developers that come in to plan with and coach teachers across grades K-5 for a total of 20 days. We have 1 SESIS staff developer that comes in every Friday to work with teachers in ICT classrooms as well as self-contained classrooms to support our SWD subgroups. We also have 30 calendar days with TC which individual teachers attend (All information is then turn-keyed to the grade). We also have an upper and lower grade teacher attending Instructional Leads meetings and Writing Leads through the Network.
- **Target Populations:** All Teachers and selected teachers

- Responsible Staff Members: Assistant Principals for ELLs and SWDs, Staff Developers (internal and external), Data Specialist, Lead Teachers, and Classroom Teachers
- Implementation Timeline: September 2012 through June 2013

Activity # 2

- Additional Support Services: Afterschool programs, SETSS, and AIS have been and will continue to be offered to students falling in the above mentioned sub-groups. Instruction is provided to students based on need. Teachers analyze data to look at areas of need and develop instructional plans. Students who are at-risk, attend the 37 ½ minute program 3 days a week for intensive small group instruction. Instruction is delivered based upon data analysis. After school programs include a Title III ESL program, an afterschool ELA program and Core Inquiry Team.
- Target Populations: Various students in the following sub-groups; SWD, ELL, Hispanic or Latino, Economically Disadvantaged, and Asian or Native Hawaiian/Other Pacific Islander.
- Responsible Staff Members: Teachers, AIS Teachers, SETSS, Supervising APs, Data Specialist, Inquiry Team Members, and Inquiry Team Leaders
- Implementation Timeline: AIS and SETSS Services September 2012 through June 2013, Afterschool Programs December 2012 through May 2013, Inquiry December 2012 through June 2013

Activity # 3

- ELA Program and Application Fridays : Journey’s curriculum was purchased for all classrooms from K-5 in order to align our curriculum in ELA to the CCLS. PD is provided to all teachers on the planning and implementation of the program. Labsites are created for the lower and upper grade. Intervisitations to labsites are conducted and debriefing sessions take place as needed. Teachers will continue to successfully implement and differentiate the program based on class needs. Teachers also are planning complex texts to use during Application Friday. They are using Fridays to infuse more informational texts at the appropriate lexile level for their grade.
- Target Populations: All Teachers in K through 5 and out-of-classroom personnel
- Responsible Staff Members: Teachers, AIS teachers, Administration, Staff Developers (internal and external), Lab-site Teachers
- Implementation Timeline: September 2012 through June 2013

Activity # 4

- ELA Tasks : Inquiry Teams meet every Thursday to create and plan for the implementation of 2 ELA tasks that are aligned to the citywide instructional expectations. During team meetings teachers are expected to use protocols to look at student work and make modification to the curriculum based on the student work samples. Each team contains an Inquiry Liaison that meets vertically and then turn-keys to their team.
- Target Populations: All Teachers in Pre-K through 5 and out-of-classroom personnel
- Responsible Staff Members: All teachers, Administration, Staff Developers (internal and external)
- Implementation Timeline: September 2012 through June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Provide materials and training to help parents work with their children to improve their achievement level in literacy.
 - Provide parents with a letter explaining each of the Instructional Shifts and how they can support their child at home.
 - ELL teachers, ELA teachers, and administration will host ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in our school.
 - Meet and Greets will take place bi-monthly and focus on various ELA topics around the CCLS.
 - Parents will be trained on how to use ARIS Parent Link.
 - Parent Coordinator will host various workshops.
 - The school has purchased Global Connect to communicate with parents in native languages about upcoming workshops. Materials are also distributed in native language.
 - The school has a Parent Lending Library which includes a variety of books on various genres in order to support student reading at home. Books in native languages are also available.

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Our partnership with The Promise Center provides homework help for students as well as English classes for parents to support the work they will need to do with their children.

- P.S. 506 has an affiliation with Center for Family Life (CFL), which provides afterschool services for students 5 days a week as well as specific programs for parents, such as: ESL classes, home services (to help parents with family issues), family counseling and GED programs.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, there will be a 3% increase of students performing at or above proficiency in mathematics as measured by the 2013 NYS math assessment inclusive of the following subgroups Hispanic or Latino, Economically Disadvantaged, and Asian or Native Hawaiian/Other Pacific Islander students as measured by the 2013 NYS math assessment.

Comprehensive needs assessment

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

After careful analysis of our school's New York City Progress Report, it was determined that students' performance on the 2012 mathematics exam was not adequate. We received a C in this section on the Progress Report obtaining only 9.7 out of 25 possible points. Only 56.1% of the students scored at a level 3 or 4.

Instructional strategies/activities

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

Activity #1

- **Professional Development:** PD will continue to be given throughout the year. PD includes, Exemplar Training/Math Leads provided by our network, task development to meet the citywide expectations (Pre-K through 5), CCLS in mathematics, Instructional Shifts, Realignment of the math curriculum, best practice of following the problem solving plan which is an extension from the prior year's Inquiry work, data analysis, DOK, Higher Order Thinking/ questioning in mathematics. Intervisitation will also continue to be conducted in order to highlight best practices.
- **Target Populations:** Selected teachers for external PD and all teachers for in-house PD
- **Responsible Staff Members:** Assistant Principals for math, ELLs and SWDs, Staff Developers (internal and external), Data Specialist, and Lead Teachers, Inquiry Leaders
- **Implementation Timeline:** September 2012 through June 2013

Activity # 2

- Additional Support Services: Saturday Math Academy will be offered to students falling in the above mentioned sub-groups. Instruction will be provided to students based on need. Teachers will analyze data to look at areas of need and develop instructional plans. Our Magnet Resource Specialist works with students at proficiency level and those approaching proficiency in order to challenge and advance them to reach higher levels of proficiency. Our SETSS teachers also support students who require additional support in mathematics.
- Target Populations: Various students in the following sub-groups; SWD, ELL, Hispanic or Latino, Economically Disadvantaged, and Asian or Native Hawaiian/Other Pacific Islander.
- Responsible Staff Members: Teachers, SETSS teachers, Magnet Resource Specialist, Supervising APs, and Data Specialist
- Implementation Timeline: AIS services September 2012 through June 2013 and Saturday Math Academy February 2013 through April 2013

Activity # 3

- Problem of the Week and Monthly Exemplars: Students in grades 3-5 will be exposed to DOK level 3 or higher problems on a weekly basis using the math plan that was developed through Inquiry. Problems will be scored based upon a rubric. All students in K-5 will be expected to solve exemplars in math. The students again will utilize the math plan and rubric to monitor their success. Student work will be analyzed, results will be collected, and decisions will be made based on the data presented.
- Target Populations: All students in K-5- Math
- Responsible Staff Members: Teachers, AIS Teachers, Administration, SETSS, and Magnet Resource Specialist
- Implementation Timeline: September 2012 through June 2013

Activity # 4

- Mathematics Tasks: Inquiry Teams meet every Thursday to create and plan for the implementation of 2 Mathematics tasks that are aligned to the citywide instructional expectations. During team meetings teachers are expected to use protocols to look at student work and make modification to the curriculum based on the student work samples. Each team contains an Inquiry Liaison that meets vertically and then turn-keys to their team.
- Target Populations: All Teachers in Pre-K through 5 and out-of-classroom personnel
- Responsible Staff Members: All teachers, Administration, Staff Developers (internal and external)
- Implementation Timeline: September 2012 through June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Provide materials and training to help parents work with their children to improve their achievement level in math.

- Provide parents with a letter explaining each of the Instructional Shifts and how they can support their child at home
- The administration will host math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in our school.
- Meet and Greets will take place bi-monthly and focus on various mathematics topics around the CCLS.
- Parent Coordinator will host various workshops.
- The school has purchased Global Connect to communicate with parents in their native language about upcoming workshops. Materials are also distributed in native language.

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Our partnership with The Promise Center provides homework help for students as well as English classes for parents to support the work they will need to do with their children.
 - P.S. 506 has an affiliation with Center for Family Life (CFL), which provides afterschool services for students 5 days a week as well as specific programs for parents, such as: ESL classes, home services (to help parents with family issues), family counseling and GED programs.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, the percentage of fifth graders increasing in levels of proficiency in Mathematics will increase by 3% as measured by scale score to proficiency conversions on the NYS Mathematics exam.

Comprehensive needs assessment

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

After careful analysis of our school's New York City Progress Report, it was determined that fifth grade students' progress on the 2012 mathematics exam was not adequate. We received a B in this section on the Progress Report obtaining only 30.2 out of 60 possible points. Students lost proficiency from their math scale score in grade 4 as measured by to grade 5 State Exam. Out of 121 students, 55 students lost proficiency. That is 45% of the students.

Instructional strategies/activities

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

Activity #1

- Professional Development: PD will continue to be given throughout the year. PD includes, Exemplar Training/Math Leads provided by our network, task development to meet the citywide expectations (Pre-K through 5), CCLS in mathematics, Instructional Shifts, Realignment of the math curriculum, best practice of following the problem solving plan which is an extension from the prior year's Inquiry work, data analysis, DOK, Higher Order Thinking/ questioning in mathematics. Intervisitation will continue to be conducted in order to highlight best practices.
- Target Populations: Selected teachers for external PD and all teachers for in-house PD
- Responsible Staff Members: Assistant Principals for math, ELLs and SWDs, Staff Developers (internal and external), Data Specialist, and Lead Teachers, Inquiry Leaders
- Implementation Timeline: September 2012 through June 2013

Activity # 2

- Realignment of mathematics curriculum: Teachers will continue to be provided with professional development, materials, and planning days in order to realign the math curriculum to the CCLS. Teachers will continue to be provided with professional

development on the CCLS and the instructional shifts in mathematics. Lead teachers on each grade have been provided with a math template to support them through their planning. Lead teachers attended planning sessions with the principal in order to realign their grades curriculum to the CCLS. This was done in a vertical meeting. Lead teachers will continue to turn-key the learning to their grade so that this best practice can be implemented across the grade. All grades will be provided with mid-year planning days to continue the math alignment to the CCLS. All planning days will be overseen by the principal and magnet resource specialist. The principal will support the teachers through the planning as needed.

- Target Populations: All Classroom Teachers
- Responsible Staff Members: Assistant Principals for math, Principal, Lead Math Teachers, Teachers, and the Magnet Resource Specialist.
- Implementation Timeline: September 2012 through June 2013

Activity # 3

- Additional Support Services: Saturday Math Academy will be offered to students falling in the above mentioned sub-groups. Instruction will be provided to students based on need. Teachers will analyze data to look at areas of need and develop instructional plans. Our Magnet Resource Specialist works with students at proficiency level and those approaching proficiency in order to challenge and advance them to reach higher levels of proficiency. Our SETSS teachers also support students who require additional support in mathematics.
- Target Populations: Various students in the following sub-groups; SWD, ELL, Hispanic or Latino, Economically Disadvantaged, and Asian or Native Hawaiian/Other Pacific Islander.
- Responsible Staff Members: Teachers, SETSS teachers, Magnet Resource Specialist, Supervising APs, and Data Specialist
- Implementation Timeline: AIS services September 2012 through June 2013 and Saturday Math Academy February 2013 through April 2013

Activity # 4

- Problem of the Week and Monthly Exemplars: Students in grades 3-5 will be exposed to DOK level 3 or higher problems on a weekly basis using the math plan that was developed through Inquiry. Problems will be scored based upon a rubric. All students in K-5 will be expected to solve exemplars in math. The students again will utilize the math plan and rubric to monitor their success. Student work will be analyzed, results will be collected, and decisions will be made based on the data presented.
- Target Populations: All students in K-5- Math
- Responsible Staff Members: Teachers, AIS Teachers, Administration, SETSS, and Magnet Resource Specialist
- Implementation Timeline: September 2012 through June 2013

Activity # 5

- Mathematics Tasks: Inquiry Teams meet every Thursday to create and plan for the implementation of 2 Mathematics tasks that are aligned to the citywide instructional expectations. During team meetings teachers are expected to use protocols to look at

student work and make modification to the curriculum based on the student work samples. Each team contains an Inquiry Liaison that meets vertically and then turn-keys to their team.

- Target Populations: All Teachers in Pre-K through 5 and out-of-classroom personnel
- Responsible Staff Members: All teachers, Administration, Staff Developers (internal and external)
- Implementation Timeline: September 2012 through June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Provide materials and training to help parents work with their children to improve their achievement level in math.
 - Provide parents with a letter explaining each of the Instructional Shifts and how they can support their child at home
 - The administration will host math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in our school.
 - Meet and Greets will take place bi-monthly and focus on various mathematics topics around the CCLS.
 - Parent Coordinator will host various workshops.
 - The school has purchased Global Connect to communicate with parents in their native language about upcoming workshops. Materials are also distributed in native language.

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Our partnership with The Promise Center provides homework help for students as well as English classes for parents to support the work they will need to do with their children.
 - P.S. 506 has an affiliation with Center for Family Life (CFL), which provides afterschool services for students 5 days a week as well as specific programs for parents, such as: ESL classes, home services (to help parents with family issues), family counseling

and GED programs.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2013, we will have conducted multiple workshops with parents as well as built in ways to increase parent involvement and communication so that there is a 3% increase in attendance at parent workshops.

Comprehensive needs assessment

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

After careful analysis of our school's Learning Environment Survey, communication and engagement decreased by .3 (8.1 to 7.8) from the 2010-2011 school year to the 2011-2012 school year.

Instructional strategies/activities

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

Activity #1

- Global Connect: Global Connect was purchased in order to open up the line of communication and inform parents of meetings and upcoming events at PS 506. The phone calls will go out in English as well as the dominant languages spoken by parents.
- Target Populations: All parents
- Responsible Staff Members: Parent Coordinator and selected staff who act as interpreters.
- Implementation Timeline: September 2012 through June 2013

Activity # 2

- Parent Workshops: We will work to increase the number of workshops and opportunity for parents to visit the school. Some workshops that are planned include, Computer workshops for parents, test awareness, ESL workshops, preparing for Parent Teacher Conferences, CCLS, Shift work, The Leader In Me, SE Support, Kindergarten Orientation, Assessment, Parents Arts Night, and Meet and Greets. During the Meet and Greets we will have study groups for parents providing them with ways to assist their children. For all workshops translation will be available. Parents will be invited to become partners in reading by conducting read alouds and literacy activities with the students. Parents will also have the opportunity to be part of classroom publishing parties. Other opportunities will also be available (ex. Learning Leaders, Parents as Tutors, performances, and class parents). The PTA will also hold PTA meeting monthly and host various workshops throughout the year.

- Target Populations: All parents
- Responsible Staff Members: Parent Coordinator, Administration, Teachers, SLT Members, PTA, and Outside Vendors
- Implementation Timeline: September 2012 through June 2013

Activity # 3

- Enhance the Parent Lending Library: The parent lending library will be enhanced to ensure that parents have a wide variety of choices to support reading at home. More informational texts will be purchased so that we can meet the CCLS demand.
- Target Populations: Parents of Pre-K through 5 students
- Responsible Staff Members: Parent Coordinator and Administration
- Implementation Timeline: September 2012 through June 2013

Activity # 4

- Correspondence between the school and home: Yellow communication folders and student planners will be utilized this year and purchased for the following school year in order to support the parent connection. Arts teachers will send home the “Home school connection” each month stating the various ways that parents can support each art unit of study. Kindergarten Progress Reports will go home so that parents know the level their child is performing on prior to the January report cards. DRA results with next steps/goals will go home after every benchmark. Math Unit Assessments with an analysis will go home at the end of each unit. Lastly, Science/Social Studies Progress Reports will be distributed at the end of each unit.
- Target Populations: Parents of Pre-K through 5 students
- Responsible Staff Members: Teachers, Administration, Parent Coordinator, and Teachers
- Implementation Timeline: September 2012 through June 2013

Activity # 5

- Learning Leaders: Parents have been provided with the opportunity to take part in our Learning Leaders Training to support the work at PS 506. Parents who signed up were trained for three days and were be assigned to assist within the school community. Parents are placed to assist based on teacher’s needs surveys as well as their individual strengths. This will be ongoing.
- Target Populations: Parents of Pre-K through 5 students
- Responsible Staff Members: Teachers, Administration, and Parent Coordinator
- Implementation Timeline: September 2012 through June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Provide materials and training to help parents work with their children to improve their achievement level in all content areas.
- Provide parents with the information and training needed to effectively become involved in planning and decision making in

support of the education of their children.

- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Invite parents to become active partners by becoming a Learning Leader or Class Parent. Training will be provided on an on-going basis.
- 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.

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Our partnership with The Promise Center provides homework help for students as well as English classes for parents to support the work they will need to do with their children.
- P.S. 506 has an affiliation with Center for Family Life (CFL), which provides afterschool services for students 5 days a week as well as specific programs for parents, such as: ESL classes, home services (to help parents with family issues), family counseling and GED programs.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> - Students in K participate in the Foundations Program. - Students in Grade 1 through 5 use the Word Study Component of the Journey’s Program. - Students in K through 5 are taught reading utilizing components of Balanced Literacy. - Reading Recovery strategies and methodologies are used. - Orton-Gillingham strategies and methodologies are implemented. - Skills and Strategies are taught through leveled books. - Soar to Success Reading Program is modified. - Interactive Writing to support students in acquiring writing skills. - Interactive/Shared 	<ul style="list-style-type: none"> - Students are pulled into small groups based on data. - Students are conferred with on-on-one to address specific academic needs. 	<ul style="list-style-type: none"> - Students receive AIS service during the school day. - Students receive 37 ½ minute support at 8:00am, 3 times per week. - Reading Afterschool Programs run throughout the year. - Small groups are provided with support during the 90 minute reading block. - D.E.A.R time 5 days a week for 20 minutes per day.

	<p>Reading to support fluency.</p> <ul style="list-style-type: none"> - Components of the Journey's Program are used based on data. - TC Writing Units are implemented. 		
Mathematics	<ul style="list-style-type: none"> - Students in Grades K-5 are utilizing components of the EDM program. - Students in Grades K through 5 are utilizing the CCLS to support the EDM Curriculum. - Students are engaged in completing weekly Exemplars to build problem solving skills and reasoning. - Students are engaged in completing Math Problem from Math Journals, which are aligned to the CCLS. 	<ul style="list-style-type: none"> - Students are pulled into small groups based on data. - Students are conferred with on-on-one to address specific academic needs. 	<ul style="list-style-type: none"> - Students receive AIS service during the school day. - Students receive 37 ½ minute support at 8:00am, 3 times per week. - Math Saturday Academy will run for an 8 week cycle. - Small groups are provided with support during the 90 minute math block.
Science	<ul style="list-style-type: none"> - Science Foss Kits are used in Grades K-5. - Science experiments are conducted during the science periods. - Science notebooks are utilized to support writing that is aligned to the CCLS. -Culminating activities are provided to students throughout the unit of study. 	<ul style="list-style-type: none"> - Students are pulled into small groups based on data. - Students are conferred with on-on-one to address specific academic needs. 	<ul style="list-style-type: none"> - Students receive AIS services during the school day to support readings in the content area. - Students will be receiving 37 1/2 minute support at 8:00am, 3 times per week.

Social Studies	<ul style="list-style-type: none"> - Houghton Mifflin is utilized to implement the Social Studies curriculum in grade K-5. - Trade books are used to support the Social Studies Curriculum through read alouds and/or shared reading. - Culminating activities are provided to students throughout the unit of study. 	<ul style="list-style-type: none"> - Students are pulled into small groups based on data. - Students are conferred with on-on-one to address specific academic needs. 	<ul style="list-style-type: none"> - Students receive AIS services during the school day to support readings in the content area.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> - Play therapy to address social, emotional, and behavioral needs is done on a daily basis for our at-risk students. 	<ul style="list-style-type: none"> - One-to-one - Small group counseling 	<ul style="list-style-type: none"> - Students receive services during the school day. - Students can receive additional services after school during NIA.

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.

- The secretary will work closely with our Network HR point person to ensure that non-HQT meet all required documentation and assessment guidelines.
- Mentors are assigned to support struggling and non-HQT.
- Professional Development is provided to support the retention of Highly Qualified Teachers.
- When a new position arises, the administration tries to hire a Highly Qualified Teacher to fill the position. If a Highly Qualified Teacher is not sorted for the job, the administration will ensure that the teacher selected is supported to become Highly Qualified.
- When reorganizing, the administration ensures that the assignment matches the teacher's license area.

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

P.S. 506

The Magnet School of Global Communication through Journalism and Technology

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SCHOOL PARENTAL INVOLVEMENT POLICY

PART 1 – GENERAL EXPECTATIONS

P.S. 506 agrees to implement the following statutory requirements:

- ◆ The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with *Section 1118 – Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- ◆ In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities and parents of migratory children. This will include providing information and reports required under *Section 111 – State Plans* of the ESEA in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand. school
- ◆ The school will involve the parents of children served in Title 1, Part A program(s) in decision about how the Title 1, Part A funds reserved for parental involvement is spent.
- ◆ The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring--- and

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*
- *that parents are full partners in their child's education and are included as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *the carrying out of other activities, such as those described in Section 1:118 – Parent Involvement of the ESEA.*

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE

REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. P.S. 506 will take the following actions to involve parents in the process of school review and improvement under *Section 1116 – Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - ◆ 50% of the School Leadership team is comprised of parents.
 - ◆ These parents, along with the other members of the SLT, review statistics, formulate the Comprehensive Educational Plan, and assist in the determination of a budget.
2. P.S. 506 will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the following other programs:

- ≥ *Leveled Literacy Intervention*
- ≥ *Funded Literacy and Math Programs*
- ≥ *Universal Pre-Kindergarten Program*

3. P.S. 506 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who have limited English proficiency). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Our Parent Coordinator will develop a needs assessment survey to be distributed over the course of the school year. The surveys will be collected and reviewed by the Parent Coordinator and Administration. The information collected will be disseminated to all parents at our PTA meetings and administrative correspondence. The correspondence will list P.S. 506's successes and future steps being taken towards increasing parental involvement.

4. P.S. 506 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- ◆ The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –

P.S. 506 will develop instructional resources for use by parents and by parent trainers. Our parent handbook will be distributed in September to every parent and on-going awareness sessions will be offered by our Parent Coordinator throughout the year, in an effort to familiarize the parents with the handbook. Training will be provided by our Parent Coordinator for the parents to provide them with the skills they need to be more effective partners in their children's education. Activities may include workshops on topics such as understanding the Title 1 and regular school programs, dealing more effectively with schools, using outside the services of community agencies, understanding child development, supporting the instructional program at home, communicating effectively with children and motivating youngsters and building their self-esteem. In September, parents will attend curriculum conferences where the teachers will review the curriculum they are utilizing. The parents will be

given material explaining the following: end of the year standards for each grade level, a brief description of the types of formal and informal assessments that will be given throughout the course of the school year.

- ◆ The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement by:
 - ≥ *Offering workshops*
 - ≥ *Developing a parent resource center and lending library with materials such as trade books, recent educational articles, and tapes for parents to use with their children.*

- ◆ The school will, with the assistance of the district community and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
 - ≥ *Offering workshops given by the Parent Coordinator*
 - ≥ *Disseminating the information the Parent Coordinator receives at regional and network meetings.*

- ◆ The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title 1 participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language that parents can understand:
 - ≥ *Staff members will translate letters into various languages.*
 - ≥ *Students will record important meeting dates in their homework.*
 - ≥ *Parents will be provided with information in a timely manner.*
 - ≥ *Parents will be made aware of school events through Global Connect – a phone system that disseminates information in Native Languages.*

PART V ADOPTION

P.S. 506

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SCHOOL-PARENT COMPACT

P.S. 506 and the parents of the students participating in activities, services and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2012 – 2013.

PART I – REQUIRED SCHOOL – PARENT COMPACT PROVISIONS

School Responsibilities

P.S. 506 will:

- ◆ **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - ≥ *Our teachers will meet weekly with their peers and the administration for study groups, planning sessions and professional discussions. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.*
 - ≥ *Teachers on each grade will follow standards based curriculum maps which were developed by classroom teachers.*
 - ≥ *Teachers will use assessments to plan instruction according to their students' needs. Academic intervention will be provided to support the struggling students.*
 - ≥ *The students will be given many resources to assist them in their educational journey. All classrooms have leveled libraries filled with an abundance of literature. The literature books are organized by genres, authors and other topics relevant to that particular grade level.*

- ◆ **hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - ≥ *Parent-Teacher conferences are held in November and March*

- ◆ **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - ≥ *Official report cards will be distributed in November, March and June.*
 - ≥ *Kindergarten students will receive progress reports in January and June*
 - ≥ *Progress reports will be distributed twice a year, in between report*

cards.

- ◆ **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - ≥ *Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.*

- ◆ **provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:**
 - ≥ *Parents can request in writing their interest to volunteer in the classroom. The teacher will notify the parent what time to come and assist. The parent's name will be placed on a list at the front desk with the security guard.*
 - ≥ *Parents were invited to become Learning Leaders. They underwent a 3 day training.*
 - ≥ *After each unit of study in Writing, the parents will be invited to a publishing celebration in the classroom.*
 - ≥ *Parents are also invited for special events and culminating project presentations throughout the school year.*
 - ≥ *Parents were encouraged to take on the role as class parent.*

PARENT RESPONSIBILITIES

We, as parents, will support our children's learning in the following ways:

- ◆ **supporting my child's learning by making education a priority in our home by:**
 - ≥ *making sure my child's on time and prepared everyday for school*
 - ≥ *monitoring attendance*
 - ≥ *talking with my child about his/her school activities everyday*
 - ≥ *scheduling daily homework time*
 - ≥ *providing an environment conducive for study*
 - ≥ *making sure that homework is completed*
 - ≥ *monitoring the amount of television my children watch*
- ◆ **participating, as appropriate, in decisions relating to my children's education**
- ◆ **promoting positive use of my child's extracurricular time**
- ◆ **participating in school activities on a regular basis**
- ◆ **staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding as appropriate**
- ◆ **reading together with my child everyday**
- ◆ **providing my child with a library card**
- ◆ **communicating positive values and character traits, such as respect, hard work and responsibility**
- ◆ **respecting the cultural differences of others**
- ◆ **helping my child accept consequences for negative behavior**
- ◆ **being aware of and following the rules and regulations of the school**
- ◆ **supporting the school discipline policy**
- ◆ **express high expectations and offer praise and encouragement for achievement**

PART II – OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- ◆ **come to school ready to do our best and be the best**
- ◆ **come to school with all the necessary tools of learning: pens, pencils, books, etc.**
- ◆ **listen and follow directions**
- ◆ **participate in class discussions and activities**
- ◆ **be honest and respect the rights of others**
- ◆ **follow the school's/class' rules of conduct**
- ◆ **follow the school's dress code**
- ◆ **ask for help when we don't understand**
- ◆ **do your homework everyday**
- ◆ **study for tests and assignments**
- ◆ **read everyday outside of school time**
- ◆ **read at home with our parents**
- ◆ **get adequate rest every night**
- ◆ **use the library to get information and to find books that we enjoy reading**
- ◆ **give to your parents or to the adult who is responsible for your welfare, all notices and information we receive at school everyday**

OTHER RESPONSIBILITIES

P. S. 506 will:

- ◆ **involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way**
- ◆ **hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings such as, in the morning or evening so that as many parents as possible are able to attend.**
- ◆ **provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents, with disabilities and to the extent practical, in a language that parents can understand**
- ◆ **provide information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and proficiency levels students are expected to meet.**
- ◆ **at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible**
- ◆ **provide to parents an individual student report about the performance of their child on the State assessment in English Language Arts and**

Mathematics

- ◆ **provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1 Final Regulation (67 Fed. Reg. 71710, December 2, 2002).**

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 CFN #409	District 20	Borough Brooklyn	School Number 506
School Name School of Journalism and Technology			

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

Principal Lisa Sarnicola	Assistant Principal Ellie Vargas / Maria Grajales
Coach NA	Coach NA
ESL Teacher L. Peralta / Y. Kravchik /	Guidance Counselor L. Cuervo / F. Lai
Teacher/Subject Area D. Garcia/ ESL	Parent Jane Decamillo
Teacher/Subject Area R. Castillo-Siegel / 4th Grade	Parent Coordinator Jessica Penate
Related Service Provider M. Gomez (Bil. School Phsysc.	Other type here
Network Leader Neal Opromalla	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	6	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3		

D. School Demographics

Total number of students in school	792	Total Number of ELLs	224	ELLs as share of total student population (%)	28.28%
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Part II: ELL Identification Process

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

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

1a. The first step for the initial identification of those students who may possibly be English Language Learners (ELLs) begin at the time of enrollment. Parents are informally interviewed to determine if native, other than English, language support is needed. If support is needed in another language, an interpreter is provided immediately. In the case that an interpreter is not available who speaks the native language of the parents, a phone translation service will be utilized. The ESL support specialist, a licensed ESL teacher, meets with the parents and student to make an initial determination of the child's home language. The screening process is formalized through a Home Language Identification Survey (HLIS), translated into nine languages, to determine LAB-R eligibility. Parents are provided with the HLIS in their native language, and if that language is not available an interpreter is offered and provided. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue, in our case the ESL support specialist. This survey lets school staff know what language parents use in their home. If the HLIS indicates that the child uses a language other than English, he or she is given an informal interview in the native language and English by the ESL Support Specialist and a translator if necessary. If the student speaks a language other than English and speaks little or no English than the English proficiency test called the Language Assessment Battery-Revised (LAB-R) is administered. Performance on this test determines the child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.)

If the student's home language is only English, the student is not an English Language Learner and enters a general education program. If the home language is other than English or the student's native language is other than English, an informal student interview is conducted in both English and the child's native language to determine language dominance.

The ESL support specialist conducts all informal interviews in English and Spanish. Translators assist the support specialist in conducting informal interviews in languages other than Spanish. If the student does not speak any language other than English, the student is not Limited English Proficient (LEP).

If the student speaks a language other than English and speaks little or no English, a licensed ESL teacher administers the initial formal assessment, the Language Assessment Battery-Revised (LAB-R), within ten days of enrollment, to establish the students' English proficiency level following all testing guidelines.

Students who score proficient on the LAB-R enter a general education program. Students who score at beginning, intermediate, or advanced levels are identified as Limited English Proficient (LEP) and eligible to receive English language development support services.

Students who speak Spanish at home and score below proficiency levels on the English LAB-R are administered the Spanish LAB by a licensed pedagogue in order to determine Spanish language proficiency. The Spanish LAB is administered within ten days of enrollment immediately after the student scores below proficiency on the English LAB-R.

Entitlement Letters are sent home to parents of newly arrived ELLs to the NYC school system.

1b. Luz Peralta, the ESL Support Specialist and licensed ESL pedagogue, administers the HLIS to the parents during the intake process. She speaks Spanish and English. If the parents speak languages other than Spanish and English, an interpreter is utilized to assist Ms. Luz Peralta. Fanna Lai, Guidance Counselor, Tara Lai, Paraprofessional, and Siu Chia, Paraprofessional, assist in Chinese (Cantonese and Mandarin) translations. Munera Fattah, a licensed pedagogue, assists in Arabic translations.

Luz Peralta (ESL Support Specialist), Daysi Garcia and Yulya Kravchick (licensed ESL pedagogues), administer the LAB-R to the necessary students. Daysi Garcia speaks Spanish and English. Luz Peralta and Daysi Garcia both administer the Spanish LAB.

Luz Peralta conducts the informal oral interview.

1c. The NYSESLAT is administered annually to all LEP students in grades K-5. Each student's performance on this test is the basis for determining whether the student continues to be LEP. Based on the results of the test, the student's English language proficiency level is classified as beginning, intermediate, advanced or proficient. Language proficiency levels then determine the required amount of instruction. Licensed, trained pedagogues administer the NYSESLAT.

The LAB-R, NYSESLAT Exam History Report (RLAT) and the NYSESLAT Combined Modality Report (RNMR) are used to determine NYSESLAT eligibility. At the beginning of the school year, the ESL Support Specialist and the licensed ESL out of classroom pedagogues examine the RLAT and RNMR to determine which students still qualify to receive English language support services. If a student scores at a proficient level on the annual NYSESLAT, the student is no longer considered LEP and is not entitled to receive English language support services. If a student scores at a beginner, intermediate, or advanced level, they are still considered LEP and are entitled to receive services. After the scores are examined, the ESL Support Specialist distributes Continued Entitlement Service letters to parents of students who did not score proficient on the NYSESLAT; this informs the parent that their child still continues to be an ELL. Nonentitlement letters are provided to parents whose students scored proficient on the NYSESLAT. Newly enrolled students who did not test out of the LAB-R are also eligible to take the NYSESLAT.

The ESL Support Specialist compiles, keeps, and updates a list of students who are required to take the NYSESLAT based on the ATS reports described above.

During the designated NYSESLAT testing open window, the ESL Support Specialist (Luz Peralta) and the testing administrator (Elibelk Vargas) work together to ensure that all four components of the NYSESLAT are administered. The ESL Support Specialist is also the NYSESLAT testing coordinator. She is in charge of training all staff participating in the administration of the NYSESLAT. The speaking component is administered first. Licensed pedagogues are each assigned a list of students to administer the speaking component of the NYSESLAT. The pedagogues are first trained by the ESL Support Specialist using the New York State NYSESLAT training materials. All testing materials are stored daily in the secured designated testing closet. The ESL Support Specialist ensures that every eligible student is given the speaking component in the required timeframe.

Administration examines the open testing window for the listening, reading, and writing components of the NYSESLAT and select specific dates to administer each component. All teachers involved in administering the NYSESLAT are trained by Luz Peralta, the ESL Support Specialist, using the New York State NYSESLAT training materials. The listening component is administered first, followed by the reading, and lastly the writing. All tests are stored in the designated secured testing closet. Students absent on the designated testing dates, are administered the missing components immediately on the next day of attendance to ensure all required students are evaluated by the NYSESLAT in each component. The ESL Support Specialist and the testing administrator ensure that all labels are affixed on answer documents and booklets. They also ensure that the speaking scores are transferred onto the appropriate answer documents. Luz Peralta and Elibelk Vargas package all testing materials and send them back to the appropriate location.

Throughout the NYSESLAT testing process, the ESL Support Specialist continuously cross checks utilizing an updated ATS report to ensure that every eligible LEP student is tested in each component.

2. To ensure that parents understand all three program choices available for ELLs, a parent orientation is held within ten days of students' enrollment. Parents are invited, via letters, to attend a parent orientation. The principal, assistant principal, ESL support specialist, the assistant principal who supervises ESL and the parent coordinator discuss the methods and purpose of each program. Translators and translating devices are made available during the meeting to provide support in the parents' native language.

Brochures are provided with information on the educational program options in the language spoken by the parent. In addition, parents view a DVD which also explains the educational programs available: Transitional Bilingual, Dual Language Program and Freestanding English as a Second Language Program. The DVD is viewed in the parents' native language.

Parents have an opportunity to ask questions about the programs available and select to have their child placed in one of the three program options. Parents complete a Parent Survey and Program Selection Form before they leave.

Phone conversations and one-on-one meetings are conducted for those parents who cannot attend the parent orientation. We offer programs that are aligned with the choices made by parents in the Program Selection Forms.

3. ELLs that do not score at a proficient level on the annual NYSESLAT or on the LAB-R continue to be entitled to receive ELL services. In September, the ESL Support Specialist (Luz Peralta) and the licensed ESL out of classroom pedagogues (Daysi Garcia and Yulya Kravchik) review the RNMR and RLAT to compile a list of entitled LEP students as dictated by the NYSESLAT and LAB-R scores. They then write out and distribute Continued Entitlement Letters to the mandated students. The Continued Entitlement Letters are written in the parents preferred language choice to ensure that the letters are understood. The letters are signed by the parents and returned back to the ESL Support Specialist. She keeps all Continued Entitlement Letters in the school files. Continued Entitlement Letters are also given to students who come from different schools within the NYC system and students who transfer from other schools throughout the school year. Parents are called and reminded to return the letters back to the school by the ESL Support Specialist as well as the Parent Coordinator, Jessica Penate. Nonentitlement letters are sent out to students who scored proficient on the NYSESLAT. These letters are not required to be signed or returned by the parents.

Parents of newcomer students who were determined LEP by the LAB-R are invited to attend parent orientations. At the parent orientations, translators assist Ms. Luz Peralta by speaking to all parents in their native languages. The Parent Survey and Program Selection Forms are completed in the parents' native language at the parent orientation and at one-to-one meetings. If parents miss the parent orientations, the ESL Support Specialist reaches out to them to either conduct phone interviews or invite parents to attend one-to-one meetings. All forms are collected and filed by the ESL Support Specialist. The ESL Support Specialist makes copies of the forms to keep on record. Soon after, the forms are placed back into each child's cumulative record. In the case that a parent refuses to complete and sign the forms, the ESL support specialist documents it in her records and the choice becomes bilingual by default as mandated by the state.

The ESL Support Specialist keeps track of each parent program selection to monitor the number selection of programs offered. If fifteen parents or more select a particular program, the school must open a class to accommodate the program selected. The ESL Specialist monitors the numbers in order to maintain the school in compliance.

Parent orientations are held on an ongoing basis to accommodate newcomer ELLs that enter the school through the school year. Parent orientations are held within 10 days of student enrollment.

4. Parent option is exercised for program placement of identified ELL students. The ESL support specialist and the assistant principal, who supervises ESL, review the Program Selection Forms completed at the parent orientation. After careful analysis parent choices are honored and students are placed in a Freestanding English as a Second Language Program since the majority of parents choose this option as preferred program choice. Students whose parents request a Transitional Bilingual program or Dual Language program are also placed in a Freestanding ESL program until enough parents choose those options which make it possible to open a class implementing the program choice. The parent coordinator and the ESL support specialist inform parents of their right to transfer. Information on the schools that have their preferred language program choice is given upon request and assistance is made available.

ELLs that do not score at a proficient level on the annual NYSESLAT or on the LAB-R continue to be entitled to receive ELL services. In September, the ESL Support Specialist (Luz Peralta) and the licensed ESL out of classroom pedagogues (Daysi Garcia and Yulya

Kravchik) review the RNMR and RLAT to compile a list of entitled LEP students as dictated by the NYSESLAT and LAB-R scores. They then write out and distribute Continued Entitlement Letters to the mandated students. The Continued Entitlement Letters are written in the parents preferred language choice to ensure that the letters are understood. The letters are signed by the parents and returned back to the ESL Support Specialist. She keeps all Continued Entitlement Letters in her files. Continued Entitlement Letters are also given to students who come from different schools within the NYC system and students who transfer from other schools throughout the school year. Parents are called and reminded to return the letters back to the school by the ESL Support Specialist as well as the Parent Coordinator, Jessica Penate. Nonentitlement letters are sent out to students who scored proficient on the NYSESLAT. These letters are not required to be signed or returned by the parents.

Parents of newcomer students who were determined LEP by the LAB-R are invited to attend parent orientations. At the parent orientations, translators assist Ms. Luz Peralta by speaking to all parents in their native languages. The Parent Survey and Program Selection Forms are completed in the parents' native language at the parent orientation and at one-to-one meetings. If parents miss the parent orientations, the ESL Support Specialist reaches out to them to either conduct phone interviews or invite parents to attend one-to-one meetings. All forms are collected and filed by the ESL Support Specialist. The ESL Support Specialist makes copies of the forms to keep in her records and then the forms are placed back into each child's cumulative record. In the case that a parent refuses to complete and sign the forms, the ESL support specialist documents it in her records and the choiced becomes bilingual by default as mandated by the state.

The ESL Support Specialist keeps track of each parent program selection to monitor the number selection of programs offered. If fifteen parents or more select a particular program, the school must open a class to accommodate the program selected. The ESL Specialist monitors the numbers in order to maintain the school in compliance.

Parent orientations are held on a rolling basis to accommodate newcomer ELLs that enter the school throught the school year. Parent orientations are held within 10 days of student enrollment.

5. After reviewing the Parent Survey and Program Selection Forms for the past few years, the trend has been for the majority of parents to choose the Freestanding English as a Second Language Program. Last year 82% of parents opted for the Freestanding English as a Second Language Program, while 13% of the parent surveys reflected a choice for a Transitional Bilingual program. This year 80% of parents opted for the Freestanding English as a Second Language Program, and 3% of the parent surveys reflect a choice for a Transitional Bilingual Program.

6. Each year, with careful analysis of Program Selection Forms, reorganization of programs and classes continues to align with the choices made by parents. At the parent orientation, parents are informed of program models and of their right to choose a program. In order to honor parent's choice program, we inform those who choose a transitional bilingual program of their right to transfer their child to another school in a district that does offer a bilingual class. Parents requesting a Transitional Bilingual Education Program are referred to our ESL support specialist or the parent coordinator to receive a list of schools which offer the program selected and for any further assistance.

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

No

If yes, indicate language(s):

Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	1	1	1	0	0	0								3
Push-In	4	2	1	3	3	4								17
Total	5	3	2	3	3	4	0	0	0	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	224	Newcomers (ELLs receiving service 0-3 years)	201	Special Education	14
SIFE	0	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	201	0	14	23	0	0	2	0	0	226
Total	201	0	14	23	0	0	2	0	0	226

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	29	21	26	15	29	18								138
Chinese	21	31	11	7	9	4								83
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	0	2								2
TOTAL	50	52	37	22	38	24	0	223						

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?

A. Programming and Scheduling Information

1a. At P.S. 506 we currently offer the Free Standing English as a Second Language program. Our Free Standing English as a Second Language program includes two models: Self contained and push-in / pull-out. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of ESL instruction per week. Students at the Advanced proficiency level receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction. At P.S. 506 we have self contained classes in grades kindergarten through grade two. Students in these classes participate in ESL instruction through content and grade appropriate curriculum and State standard based literacy instruction that is modified through ESL techniques and methods. Students spend their instructional day with a certified ESL teacher who provides instruction in all curricular areas.

We utilize the Push-in model at P.S. 506 for grades kindergarten through fifth. The Push-in model involves ELLs in general education and special education classes. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of Push-in ESL instruction per week from licensed ESL teachers. Students at the Advance proficiency level receive 180 minutes of ESL Push-in instruction provided by licensed ESL teachers and 180 minutes of English Language Arts instruction provided by a licensed general education and special education teachers. The ESL teacher works collaboratively with the classroom teacher on Literacy and content area instruction. The reduced ratio of teacher to students allows for small group and individualized instruction. Through guided reading instruction, strategy lessons, interactive experiences, and individualized instruction, the students are led to interact in, reflect, read, write, problem solve, develop and practice strategies, in the second language. As in the self contained classes, instruction is differentiated and supported by ESL methods in accordance with City and State Performance Standards, as well as the Common Core Standards.

1b. Our self contained classes follows the block model. Each class travels together as a group. The students are mixed heterogenously (mixed proficiency levels) in the self contained classes. Instruction for the self contained classes in all subject areas is delivered by the same lisenced ESL teacher.

Our push-in model follows the block model as well. In grades Kindergarten through four, non-self contained ELLs are placed in one or two classes throughout the grades in order to ensure an effective push-in model. ELL students in general education classes and special education classes are grouped heterogeneously. At the times that the lisenced ESL teacher pushes in to provide services to these studens, the students are placed in homogeneous groups based on English proficiency levels and reading levels in order to provide effective small group instruction. In grade five, ELL students are placed in heterogeneous general education or special education classes. The lisenced ESL teacher pushes in and groups ELL students homogeneously in order to provide effective small group instruction. Beginner and Intermediate ELL students are serviced in one group and Advanced students are serviced in another group. All special education ELL students are always serviced in the setting recommended by their Individual Education Plan (IEP).

2a. Our primary goal in supporting our English language learners is to ensure that we have highly qualified and certified ESL teachers. The administrative cabinet meets to discuss the NYESLAT results and plan for the placement or movement of English Language Learners as needed. Students are placed in accordance with parent program selection and instructional periods needed.

The schedules for the ESL teachers who are pushing-in to general education classrooms is completed by a supervisor to ensure that students are being serviced in accordance with CR Part 154. Walkthroughs, formals and informal observations are ongoing throughout the school year in order to ensure that students are being provided with optimum instruction and language allocation. Students entering our school from other New York City schools are screened during registration in order to identify any language needs. Placement is done in accordance with the services the child requires.

In the Self Contained ESL classrooms, beginner, intermediate, and advanced ELL students get their mandated number of instructional minutes according to proficiency levels from their classroom teacher. The classroom teacher in the Self Contained ESL classrooms is a licensed ESL pedagogue. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of ESL instruction per week. Students at the Advanced proficiency level receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction. At P.S. 506 we have self contained classes in grades kindergarten through grade two. Students in these classes participate in ESL instruction through content and grade appropriate curriculum and State standard based literacy instruction that is modified through ESL techniques and methods. Students spend their instructional day with a certified ESL teacher who provides instruction in all curricular areas. The student teacher ratio in self contained ESL classrooms varies depending on the grade level of the students. All classes, however, do not exceed the maximum limits as per state regulations.

All self contained special education ELL students are serviced in the setting required by their Individualized Education Plan (IEP). The lisenced ESL teacher pushes in to provide 360 minutes of ESL instruction per week to all these students regardless of English proficiency levels. The same is true for ELL students placed in genereal education classes since the lisenced ESL pedagogue pushes in their classroom for 360 minutes per week. The minutes of ESL service provided is possible because the students are placed in heterogenous classes. The student teacher ratio varies in the push in model. Self contained special education classes are usually limited to 12 students, therefore the push-in licensed ESL teacher will usually service anywhere from 5-8 ELL students in that classroom setting. As for the general education classes, the push-in licensed ESL teacher can service anywhere from 7-20 ELL students in one particular classroom.

A. Programming and Scheduling Information

2b. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of ESL instruction per week. Students at the Advanced proficiency level receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction. At P.S. 506 we have self-contained classes in grades kindergarten through grade two. Students in these classes participate in ESL instruction through content and grade appropriate curriculum and State standard based literacy instruction that is modified through ESL techniques and methods. Students spend their instructional day with a certified ESL teacher who provides instruction in all curricular areas.

We utilize the Push-in model at P.S. 506 for grades kindergarten through fifth. The Push-in model involves ELLs found in general education and special education classes. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of Push-in ESL instruction per week from licensed ESL teachers. Students at the Advance proficiency level receive 180 minutes of ESL Push-in instruction provided by licensed ESL teachers and 180 minutes of English Language Arts instruction provided by licensed general education and special education teachers. The ESL teacher works collaboratively with the classroom teacher on Literacy and content area instruction. The reduced ratio of teacher to students allows for small group and individualized instruction. Through guided instruction, strategy lessons, interactive experiences, and individualized instruction, the students are led to interact in, reflect, read, write, problem solve, develop and practice strategies, in the second language. As in the self-contained classes, instruction is differentiated and supported by ESL methods in accordance with City and State Performance Standards, as well as the Common Core Standards.

3. The content areas, in the self-contained ESL classrooms, general education classrooms with ELL students serviced by a push-in licensed ESL teacher, and the special education classes with ELL students serviced by a push-in licensed ESL teacher, are delivered using the sheltered English approach of instruction. Sheltered English instruction is an approach for teaching ELLs using specific methods to ensure that students understand the content while expanding their English language development. Since all instruction is in English, both general education and ESL teachers, make adjustments so that the content lessons are comprehensible to ELLs.

When giving explanations and directions, teachers of ELL students use simple sentences with a set of already developed standard directions students are familiar with, especially with beginner and intermediate ELL students. This approach aids ELL students to focus on the content of the lesson rather than on the lesson procedures. Teachers speak at a normal rate, but lengthen the pauses between sentence boundaries (i.e., where there would be a comma, a period, or a question mark as if speech were to be in written form). Teachers also check frequently for comprehension by listening to and observing verbal and nonverbal cues from ELL students. Vocabulary is controlled by carefully pre-selecting significant vocabulary and consistently repeating the same terms in content. Teachers of ELL students focus on important vocabulary related to the topic, but do not teach a long vocabulary list. Reading, writing, and thinking skills are emphasized. Activities such as note taking, report writing, individual projects, group problem solving, and book reading are utilized to develop these skills. By using sheltered English, teachers can make content in any subject area understandable for ELLs, allowing them to improve their English language skills while learning the material.

Here are some more instructional components that go into the way the content areas are delivered to ELL students at P.S.506:

- Language Development activities are built into each content areas addressing the four language strands: reading, writing, speaking, and listening.
- General education classroom teachers in addition to the ESL teachers provide extensive literacy lessons differentiated by needs that expose children to the actual structure of the second language. Lessons take into consideration and build upon the ELLs' background knowledge and expand their English vocabulary. Opportunity for discussions is frequent and elaborate responses are encouraged. Students are monitored on an on going basis and instruction is modified based on academic need.
- The reading and writing workshop model promotes second language development through natural and explicit exposure to reading and writing that is meaningful, standards-based and is modified for the ELL students.
- Teachers further develop the acquired vocabulary and content through student conferences.
- Extended use of scaffolding methods during components of balanced literacy. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic. Some examples are the usage of sentence prompts, charts accompanied by pictures and/or diagrams, vocabulary flash cards accompanied with definitions and pictures, etc.

The appearance of the classroom environment in which ELLs receive their instruction is just as important as the lessons being delivered. A positive, organized and risk-free environment promotes respect for the learners. The classroom contributes to motivating the learners and enriches their knowledge about concepts, language development and ideas. Creating such an environment entails arranging a practical physical layout supplying diverse materials and supplies and encouraging students to have a sense of belonging, ownership and independence. The physical appearance of the room should support comprehensible language to students whose native language is other than English. These include:

- A meeting area to promote whole class instruction
- Children's work folders, located in a specific, neatly organized, visible area

A. Programming and Scheduling Information

- Leveled classroom libraries with culturally relevant stories available for students' use
- Print rich environment provided by explicit charts, student work and content area word walls
- Furniture arranged to allow group discussions, cooperative learning and visibility
- A flow of the day denoting the activities of the day
- Vocabulary charts
- Charts which are specific to unit of study in literacy and other content areas
- Word walls containing high frequency words, aided by visuals, as may be needed for ELLs at the Beginner and Intermediate and Proficiency levels

Some materials used by ESL teachers and general education and special education teachers when teaching the content areas include; Reading: New York Journeys Program (which includes a reading anthology, big books, write-in readers, leveled guided reading books, vocabulary cards, projectable stories, assessments, charts, and focus walls). The guided reading books match the stories in the anthology in order to reinforce the concepts and vocabulary presented in the unit. Guided reading books specified for ELL students are included with each unit in addition with labels to make vocabulary comprehensible and are scaffolded using simpler sentence structures. ELL students also read books at their appropriate reading levels and participate in guided strategy lessons.

Writing: Teacher's College Writing Workshop (differentiated writing paper, charts with visuals, mentor read aloud texts, shared/interactive writing pieces, teacher written and student written model pieces, sentence starters are utilized).

Science: FOSS kits are utilized. Teachers develop specific content vocabulary flash cards to use for instruction and to place on the word walls in order to scaffold FOSS lessons. Students perform experiments, read books on the topic, watch videos, discuss, and write about the topics. Constant exposure to vocabulary through various portals such as video, books, etc. helps students to acquire specific academic content language.

Social Studies: Teachers use the New York State standards and performance indicators to guide them in creating lessons. Mentor texts, movies, and vocabulary cards are utilized to make the material more comprehensible for ELL students.

Math: Everyday Mathematics is used (manipulatives, vocabulary flash cards, projects, Math Journal pages, etc. are used to support ELL students in learning the content material).

Teachers collaborated in identifying the learning outcomes for Science, Social Studies, Technology and the Arts and created rubric based assessments across all grades for each unit of study. Our curriculum is aligned to State standards. In addition to our standards based curriculum maps, we have created standards based rubric assessments in Writing, Science, Social Studies and Technology. These assessments are used within each unit of study. These rubric assessments are attached to completed student work; it is intended for students to use this tool to self assess their progress; reflect on their final work and for teachers to identify their areas of strength and areas in need of further practice.

4. P.S. 506 currently has only a Free Standing English as a Second Language model program. Students are not evaluated in their native languages. They do have the option to take the standardized science and math tests in their native languages.

5a. Our instructional plan for Students with Interrupted Formal Education (SIFE) is as follows:

SIFE students will be placed in an age appropriate grade. After orientation, parents will have the opportunity to meet the supervisor of that grade, and meet the ESL Support Specialist, Luz Peralta, to discuss the educational plan for the student. The parent will be encouraged to participate in our Parenting Journey Program. This native language program supports and develops parent skills.

The goal is to provide our students with differentiated lessons that highlight student strengths to support areas of need. With this goal in mind, our SIFE population will receive the following support:

- Small group reading and writing instruction at the students' ability level both in reading and language
- Participation in the Title III extended day program
- Teachers will create and review their lessons with careful consideration to the SIFE student need and modify instruction where needed
- Teachers will provide individual and guided support in literacy and content areas.
- An ESL teacher will push-in/pull-out to provide literacy assistance and language development support aimed specifically at working with students at their ability levels.

SIFE ELL students may be placed into either self contained ESL classrooms or general education classrooms that receive language support from a push-in licensed ESL teacher. The ESL teacher collaborates and communicates with the general education or special education teacher in order to ensure the student's needs are met.

5b. Our instructional plan for ELLs in US schools for less than three years is as follows:

Students identified, through their home language survey, are eligible for testing and the administration of the LAB-R, within ten days of

A. Programming and Scheduling Information

registering. In the case of students coming from other city schools, a verification of testing is done through ATS. Students categorized as Beginners or Intermediates are provided with 360 minutes of ESL instruction per week. Students who scored at the Advanced level of proficiency are provided with 180 minutes of ESL instruction. Support for these students is given in the following:

- Participation in Title III extended program.
- On our Way to English is used in the classroom to provide ESL instruction in the classroom.
- Classroom libraries are leveled and contain varied genres.
- All ELLs are held to the Common Core State Standards.
- Instructional programs use materials that are aligned with the city and state standards.
- On-going assessment is provided to assure that students' achievement is periodically measured.
- Small groups and individualized instruction is based on assessments.

5c and d. Our instructional plan for ELLs receiving service four to six years and Long Term English Language Learners:

The school's academic intervention team, ESL service providers and teachers will analyze students' NYSESLAT scores and other assessments to identify academic strengths and needs. Teachers will plan and modify instruction to best meet the needs of our Long Term English language Learners and students who are receiving services for four to six years.

Students who achieve language proficiency, based on the NYSESLAT, will continue to receive one year of related services with an AIS provider.

To meet the needs of our long term English language learners and ELLs receiving service four to six years, we propose the following:

- Analysis of the NYSESLAT, ELA and other assessments to monitor testing history and track progress.
- Attendance records are reviewed for interruption of instruction and services.
- Scores obtained from the citywide, state and other assessments are reviewed for patterns.
- Parent conferences are held several times a year to monitor home study and academic practices.
- Teacher assessments, conferences and writing samples are assessed to identify areas of strengths and needs.

Student support services for long term ELLs and ELLs receiving service four to six years is as follows:

- Pupil Personnel Team will meet to review and revise intervention plans as needed.
- Guidance counselors will serve as the case manager to disseminate the school's committee intervention plan to the teacher.
- Professional development will be provided for all teachers on modifying instruction and differentiating instruction to best support our ELLs.
- Assessments, on a six to eight week cycle, will be implemented to monitor student progress.
- Decisions will be made whether to continue intervention services, modify the instructional plan or refer students to the PPT team for formal evaluation and other services.

Our ELL population receiving four to six years of service and Long Term ELLs will receive the following differentiated support and instruction:

- Small group reading and writing instruction at the students' ability level.
- Participation in the Title III extended day program.
- Teachers will create and review their lessons with careful consideration to the student's need and modify instruction where needed
- Teachers will provide individual and guided support in literacy and content areas.
- An ESL teacher will push-in/pull-out to provide literacy assistance and language development support aimed specifically at working with students at their ability levels.

6. We currently have a Collaborative Team Teaching Kindergarten, First, Second and Fifth grade class; a licensed ESL teacher services the ELLs. In addition, we have a 12:1:1 in grades K, 3 and 4. Services for our special education students are provided by our push-in ESL teachers. The ESL teachers work collaboratively with special education teachers in the 12:1:1 to review the goals of each student as indicated on their individualized education plan.

Here are the grade-level materials teachers of English Language Learner With Special Needs (ELL-SWDs) use that provide both access to academic content areas and accelerate English language development:

Reading: New York Journeys Program (which includes a reading anthology, big books, write-in readers, leveled guided reading books, vocabulary cards, projectable stories, assessments, charts, and focus walls). The guided reading books match the stories in the anthology

A. Programming and Scheduling Information

in order to reinforce the concepts and vocabulary presented in the unit. Guided reading books specified for ELL students are included with each unit in addition with labels to make vocabulary comprehensible and are scaffolded using simpler sentence structures. ELL students also read books at their appropriate reading levels and participate in guided strategy lessons. Journeys has special ELL-SWDs write-in readers that offer below grade level texts that help support the unit of study and reinforce content, sight words, and vocabulary.

Writing: Teacher's College Writing Workshop (differentiated writing paper, charts with visuals, mentor read aloud texts, shared/interactive writing pieces, teacher written and student written model pieces, sentence starters are utilized).

Science: FOSS kits are utilized. Teachers develop specific content vocabulary flash cards to use for instruction and to place on the word walls in order to scaffold FOSS lessons. Students perform experiments, read books on the topic, watch videos, discuss, and write about the topics. Constant exposure to vocabulary through various portals such as video, books, etc. helps students to acquire specific academic content language.

Social Studies: Teachers use the New York State standards and performance indicators to guide them in creating lessons. Mentor texts, movies, and vocabulary cards are utilized to make the material more comprehensible for ELL-SWD students.

Math: Everyday Mathematics is used (manipulatives, vocabulary flash cards, projects, Math Journal pages, etc. are used to support ELL-SWD students in learning the content material).

Resources and materials support our ELLs with special needs. Classroom libraries are leveled appropriately and include a variety of reading genres. The push-in ESL teachers provide shared, guided and interactive lessons that support the skills and strategies addressed by the special education teacher. Our English language learners with special needs participate in our literacy through the arts program. This program allows for our English language learners to speak, listen, read and write through the arts. Students write and perform original plays and shows. This program in conjunction with their educational plan and an educational curriculum that is standard based, support all our students with special needs.

Our ELL-SWD population receives the following differentiated support and instruction:

- Small group reading and writing instruction at the students' ability level.
- Teachers create and review their lessons with careful consideration to the student's need and modify instruction where needed
- Teachers provide individual and guided support in literacy and content areas.
- An ESL teacher pushes-in to provide literacy assistance and language development support aimed specifically at working with students at their ability levels.

7. We currently have a Collaborative Team Teaching Kindergarten, First, Second and Fifth grade class; a licensed ESL teacher will service the ELLs. In addition, we have a 12:1:1 in grades K, 3 and 4. Services for our special education students are provided by our push-in ESL teachers. The ESL teachers work collaboratively with special education teachers in the 12:1:1 to review the goals of each student as indicated on their individualized education plan.

Our teachers are working together with the TCRWP staff developers in becoming familiar with the Reading and Writing Common Core Standards. Before beginning a unit of study, the teachers identify the key standards for the unit of study and plan for differentiated instruction and assessment of student work in relationship to the standards. Each grade created a supplemental lesson outline for each unit, which included the goals of the unit, the standards addressed within the unit, teaching points and support scaffolds for the ELL and ELL-SWD population. In addition, we developed a school-wide writing goal to increase writing volume and writing opportunities for students (outside of the Writer's Workshop) throughout the school day.

Our Inquiry Teams focused on higher order questioning and assessment activities. We decided to develop a higher order planning chart to assist teachers with scaffolding questions and assessment activities in all the content areas. This template is used school-wide. Teachers also developed a math plan with student support scaffold, which assist students during multi step problem solving. Resources and materials support our ELLs with special needs. Classroom libraries are leveled appropriately and include a variety of reading genres. The push-in ESL teachers provide shared, guided and interactive lessons that support the skills and strategies addressed by the special education teacher. Our English language learners with special needs participate in our literacy through the arts program. This program allows for our English language learners to speak, listen, read and write through the arts. Students write and perform original plays and shows. This program in conjunction with their educational plan and an educational curriculum that is standard based, support all our students with special needs.

The careful analysis of the students' needs is discussed in our PPT meetings. Our PPT team meets monthly to review the Phase 1 transitioning students and to assess the work of the additional ELL, special education students. The team creates action plans for these students. These plans last for 6-8 weeks, at which each child is reassessed. The team created tracking sheets containing achievement data and action plans. The information is shared with the classroom teachers to assist them in planning for instruction and to provide additional support.

Courses Taught in Languages Other than English

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

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

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

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

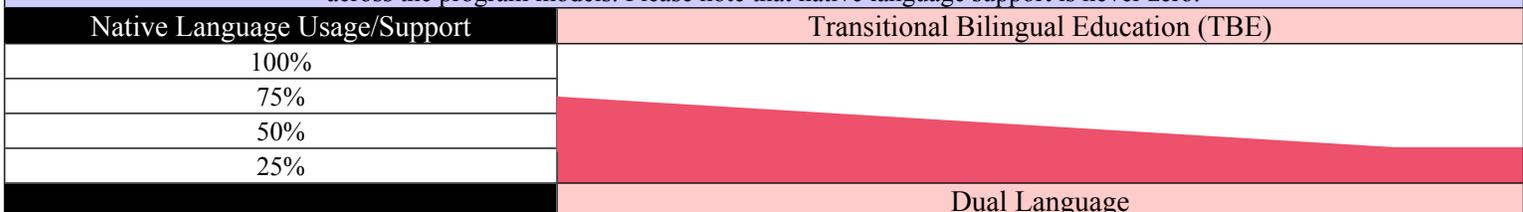
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. At P.S. 506 we have various intervention programs for struggling ELLs in Math, ELA, and other content areas. All intervention programs are offered in English.

For the ELA and Math, all struggling below grade level ELL students participate in the 37 ½ minute program, Inquiry Team with a focus on ELL students, and Title III extended day program. Revisions on students' intervention plans are modified as needed. Progress is carefully tracked by the classroom teacher, ESL provider, and other licensed teachers providing support services.

Targeted interventions for the ELA for all subgroups (Newcomer, 4 to 6 years, Long Term, and ELL-SWD):

- Extended use of scaffolding methods during components of balanced literacy. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic. Some examples are the usage of sentence prompts, charts accompanied by pictures and/or diagrams, vocabulary flash cards accompanied with definitions and pictures, etc.
- Teachers further develop the acquired vocabulary and content through student conferences.
- Small group reading and writing instruction at the students' ability level both in reading and language
- Teachers will create and review their lessons with careful consideration to the ELL students needs and modify instruction where needed
- Teachers will provide individual and guided support in literacy and content areas.
- An ESL teacher will push-in/pull-out to provide literacy assistance and language development support aimed specifically at working with students at their ability levels.

Targeted interventions for Math for all subgroups (Newcomer, 4 to 6 years, Long Term, and ELL-SWD):

- Small group math instruction at the students' ability level both in math and language
- Teachers further develop the acquired vocabulary and content through student conferences
- Teachers will create and review their lessons with careful consideration to the ELL students needs and modify instruction where needed
- Teachers will provide individual and guided support in math.
- An ESL teacher will push-in/pull-out to provide language development support aimed specifically at working with students at their ability levels.
- Extended use of scaffolding methods during components of balanced literacy. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic. Some examples are the usage of sentence prompts, charts accompanied by pictures and/or diagrams, vocabulary flash cards accompanied with definitions and pictures, etc.

Targeted interventions for Science and Social Studies for all subgroups (Newcomer, 4 to 6 years, Long Term, and ELL-SWD):

- Extended use of scaffolding methods during components of balanced literacy. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic. Some examples are the usage of sentence prompts, charts accompanied by pictures and/or diagrams, vocabulary flash cards accompanied with definitions and pictures, etc.
- Small group content area instruction at the students' ability level
- Teachers will create and review their lessons with careful consideration to the ELL students needs and modify instruction where needed
- Teachers will provide individual and guided support in the content areas.
- An ESL teacher will push-in/pull-out to provide assistance in language development and the content areas aimed specifically at working with students at their ability levels.

For all interventions, progress is tracked through formal and informal assessments. Teachers constantly reflect on the needs of the students and redirect lessons and small groups to tackle the needs of the student.

If, however, these interventions do not seem to be adequately moving the student in any of the subject areas, the student is then referred to the Pupil Personnel Team. The Pupil Personnel Team is composed of the Principal, Assistant principals, school psychologist, guidance counselors, ESL Support Specialist and the AIS provider of the grade. The PPT team meets once a month to discuss academic interventions for the long term ELLs as well as any struggling ELLs. The members of the team discuss and outline areas of concerns and propose possible interventions. A plan is developed and student progress is monitored over a six to eight week cycle. Classroom teachers are debriefed on intervention plans proposed.

The steps of the PPT are as follows:

- Assessments, on a six to eight week cycle, will be implemented to monitor student progress.
- Decisions will be made whether to continue intervention services, modify the instructional plan or refer students to the PPT team for formal evaluation and other services.

9. Transitional Support for English Language Learners reaching Proficiency

Students in this category are placed in a self contained ESL class or receive ESL pull out/push in services with an ESL teacher. In addition, the students receive academic intervention services with a literacy and or math specialist. Literacy and mathematics AIS providers work with these children, differentiating instruction during the literacy and math periods. Parents of these students are given the opportunity to enroll their children in an afterschool tutorial program and the Saturday Academy program. These programs provide continuing ESL, literacy and mathematics support for learners who may be at risk of not meeting promotional standards. These students will continue to receive, for two years, testing modification for ELLs.

10. Below please find a description of new programs or improvements that will be considered for the upcoming school year.

The explicit teaching of ESL is done within the context of Reading, Writing and Mathematics Workshop. We support the methodology that students bring social and cultural knowledge in addition to everyday life experiences into their learning to aid them in acquiring new challenging information.

Freestanding ESL Self-contained Program:

- Content ESL lessons are done daily to aid students' ability to comprehend academic language.
- Interactive Writing is implemented daily to provide the students an opportunity to share the pen and practice using the high frequency words taught during the week.
- During the reading workshop, the teacher supports learners at their individual levels through conferences aimed at enhancing their ability to comprehend and practice reading strategies.
- Shared reading lessons are conducted everyday to teach literacy skills and build comprehension.
- Pictorials are added to new vocabulary in order for the children to gain conceptual understanding of terms in math and reading.
- Read Alouds are conducted daily in order to build discussions amongst students around story elements and character development. This allows for students to develop oral language skills around topics found in their readings.

Freestanding ESL Program Push-in Model:

- The Push-in ESL teacher conducts strategy lessons guiding children's understanding of procedures for addressing and comprehending text.
- During the reading workshop, the Push-in teacher supports learners at their individual levels through conferences aimed at enhancing their ability to comprehend texts.
- The Push-in ESL teacher may conduct interactive writing lessons aimed at addressing strategies the children may have difficulties with. It is expected that the children carry over these skills into their independent writing.
- The ESL teacher will read aloud fiction and nonfiction texts to build discussion amongst students around story elements and character development. Accountable talk amongst peer or groups of students, depending on children's ability to interact in English, gives teachers the opportunity to build oral language skills around topics found in the reading.
- The use of organizers such as KWL allows children to preview the concepts they may already know, so that building of schemata is possible. This process provides scaffolding opportunities for the children.

11. Currently there are no ELL programs/services that will be discontinued.

12. All ELLs are afforded equal access to all school programs. ELLs participate in the violin program, student council, 37 1/2 minute

program, Title III extended day program, etc. ELLs struggling in math and literacy are required to participate in the 37 1/2 minute program as an intervention to help them meet grade standards. This program is offered before the school day begins. The after-school program for ELLs (Title III extended program) was created to help support struggling ELLs and further push those who are on level. In the after-school program language is developed and literacy skills are strengthened. Students are prepared for the ELA and the NYSESLAT. The NYSESLAT after school program is being funded through Title III funds. The ELA after school program as well as the Saturday academy for ELL students is pending Title I funding. This program is used as both an intervention and enrichment. Students are placed into small groups based on need. Our and AIS providers and the Magnet Support Specialist provide additional literacy support for former ELL students to ensure their continued academic success.

13. Resources and Instructional Materials Used to Support ELLs:

Classroom libraries are leveled appropriately and include culturally motivating books as part of each classroom library. All instructional materials are age appropriate for ELLs. Literacy instruction is presented through meaningful literature which actively engages students to participate and apply strategies learned. Before initiating a unit of study, the general education teachers and ESL teachers who are responsible for delivering instruction to ELLs meet to plan the teaching points for the unit. Careful consideration is given to the specific skills that readers should master on their given independent reading level. As the mini-lesson takes place, ESL teachers provide differentiated instruction to individual students or small groups in order to reinforce the mini lessons or strategy lessons. Guided reading is provided using multiple copies of stories, for example: Guided Reading sets from the Journeys program (ELL Guided Reading Program), Rigby and Soar to Success are used to teach different literacy skills. Students maintain book baggies with several books at their level that the ESL teacher has assisted them in selecting (beginners). Children at the Intermediate and Advanced levels of proficiency, who are able to manage their own book selection, are encouraged to do so.

Differentiation of instruction to meet the language needs of students is achieved through techniques and strategies the ESL teachers use. Our ESL teachers use the program On Our Way to English. It is a program that includes guided reading materials, big books and audio tapes for the students to listen and follow stories. They also use Getting Ready for the NYSELAT and Beyond in Preparation for the NYSELAT as supplementary test prep materials.

Technology is used to support ELLs with programs such as Kids Spiration and Pixie. These programs are interactive. They have audio feedback and reinforce phonic and phonemic awareness instruction. All teachers have access to these programs to utilize with their students. In addition, we have a technology lab where SMART boards are readily available as well as laptops for use in the classroom setting. Each classroom is also equipped with a Smart board to be used during all content areas to make the material more comprehensible, interactive and engaging.

14. N/A

15. All required support services and resources correspond to ELLs' ages and grade levels. ELLs are placed into age appropriate classrooms and utilize age appropriate materials. Small groups are conducted with students at the same grade level.

16. N/A

17. N/A

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

Professional development is achieved through the combined efforts of experience content specific, and licensed personnel that includes: Team teachers, assistant principal, self contained ESL teachers and the ESL support specialist. The professional development goal for the 2011-2012 school year is two-fold. First, pertinent personnel will work with the staff to analyze and disaggregate data for all ELL's. Secondly, teachers will utilize the information from the disaggregated data to plan small group instruction, group students by area of need and individualize instruction. Teachers will continue to meet to plan curriculum units of study, gather and share resources and materials with the grade facilitators and ESL teachers. ESL teachers will work together and articulate with the general education teachers, on student goals and progress. Intervisitations and debriefing sessions will continue to provide the staff with ESL methodologies and best practices. As part of our collaboration with Teacher's College, teachers will attend workshops and turnkey information at grade meetings. In addition, teachers will provide demonstration lessons and time will be afforded for teachers to discuss and plan next steps in student learning. The ESL support specialist will attend workshops provided by the Office of English Language Learners and turnkey information at grade meetings.

Study groups will be provided to all of our teachers on supporting our ELLs in reading and writing as well as planning for small group work in order to scaffold language development. In addition, various lunch and learn workshops will be offered to all self contained ESL and common branch teachers as well as paraprofessionals . The focus of these sessions will be to examine the units of study in reading and writing, develop appropriate mini-lessons and utilize all the components of the Balanced Literacy (read aloud, shared reading, shared writing, interactive writing) to scaffold the curriculum. In addition, we will use these sessions to provide 7.5 hours of ESL training to all teachers who work with English Language Learners.

The workshops/study groups for 2011 - 2012 school year will be provided on, but not limited to the following dates:

September 22, 2011
October 7, 2011
October 14, 2011
October 21, 2011
November 4, 2011
January 10, 2012
January 17, 2012
January 24, 2012
January 31, 2012
March 2, 2012
March 9, 2012
March 16, 2012
May 22, 2012
May 29, 2012
June 1, 2012

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?

1. Parental involvement is encouraged through participation in our PTA, classroom activities (publishing parties, cultural celebrations, etc.) and school events (open school week, parent teacher conferences, meet and greets, parent art night, assemblies, etc.).

2. The school has an affiliation with Center for Family Life (CFL), which provides afterschool services for students including ELLs as well as specific programs for parents, such as: ESL classes, home services (to help parents with family issues), family counseling and GED program.

3. The needs of parents are evaluated in many ways. First parents complete an annual school survey, expressing their opinions regarding the school. The survey comes in the parents native language. During the second Parent Teacher Conference, translators are made readily available to help parents struggling to fill out the survey. The survey is evaluated on a yearly basis and improvements are made according to the specific needs of our parents. Parents are encouraged to attend our monthly meet and greet meetings to discuss their concerns. Once again translators and translation devices are used so that all parents can understand what is happening in the event and contribute. We have a parent coordinator who addresses parental needs, concerns, and directs parents to appropriate school personnel. The parent coordinator facilitates parental workshops such as: Computer workshops; Preparing your child for Junior High School; and preparing your child for the Standardized Tests. The Parent Coordinator speaks Spanish, however, she uses a translator to communicate with parents of other languages.

4. The needs of the parents are evaluated and programs are created to address those needs. ESL teachers conduct on-going orientation sessions for parents, providing them with important information regarding program placement and program availability. English Language Learner related information is translated and distributed to parents of ELLs via letters, which is sent home with the students. ELL Parent Workshops are conducted by the ESL teachers, and the parent coordinator to demonstrate ways in which the parent can assist and prepare their children for the standardized tests (ELA, NYSESLAT, MATH, Social Studies Test, and Science Test). In addition, the parent coordinator develops monthly workshops with a specific focus on: Literacy, interpreting student data and using the information to help their child at home. The parent coordinator organizes a lending library for parents consisting of native language and English read-aloud books in order to encourage parents and students to incorporate literacy at home.

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)	31	26	8	7	8	8								88
Intermediate(I)	7	15	12	9	16	5								64
Advanced (A)	12	11	17	7	14	11								72
Total	50	52	37	23	38	24	0	0	0	0	0	0	0	224

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		6	2	0	1	4							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I		13	8	0	2	1							
	A		20	23	10	14	8							
	P		7	2	12	20	3							
READING/ WRITING	B		18	7	7	7	3							
	I		13	11	9	16	7							
	A		11	10	6	14	8							
	P		4	7	0	0	2							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	23	12	2	0	37
5	10	22	5	0	37
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	21	1	18	1	2	0	0	0	43
5	7	1	25	0	10	0	1	0	44
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	0	9	0	5	0	0	0	19
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

1. Our school uses the DRA-2 to assess the early literacy skills of our ELLs. The DRA-2 provides data on reading engagement, accuracy, oral reading fluency, and comprehension. The DRA Word Analysis gives us insights on how our ELLs attend to and work with the various components of spoken and written words including: phonological awareness, metalanguage, letter/high frequency word recognition, phonics, and structure analysis and syllabication. The data helps us monitor the literacy growth of our ELLs over time. Teachers also use running records, student conferences, and classroom observations to assess the literacy progress of ELLs.

The data from the DRA-2 provides teachers information that helps them determine each student's independent reading level and identifies next steps. The DRA-2 Class Profile provides the focus for instruction, and helps teachers differentiate instruction by grouping students based on their needs. The data allows teachers to make effective teaching decisions in order to help students increase reading levels.

We utilize the DRA 2 as an assessment tool to assess early literacy skills. Upon review of the benchmark results in February, we found that many of our ELL students were not increasing levels. We reorganized the ESL program to include further differentiation according to language proficiency and reading levels. In addition to classroom instruction, students participated in an additional 20 minute guided reading group daily. The following results were noted using our May DRA data:

Of the 21 Grade 5 students participating in the guided reading instruction, 7 advanced 2 reading levels, 13 advanced 1 reading level and 1 remained the same.

Of the 52 Kindergarten students, 31 advanced 1 level, 7 advanced 2 levels or more and 14 remained the same.

Of the 36 students across Grades 1-4, 21 advanced 1 level, 10 advanced 2 levels and 3 remained the same.

2. Data patterns across proficiency levels on the Lab-R and NYSESLAT throughout the grades revealed progress in language development from one grade level to the next. The majority of our kindergarten students are newcomers and possess limited English language skills. In kindergarten, 62% of our ELLs scored at the beginner level, while only 14% scored at the intermediate level. By grade five, 33% scored at the beginner level while 46% scored in the advanced level. This data reveals the amount of students who are beginners decreased while the amount of advanced students increased throughout grade levels.

When we analyzed the Overall NYSESLAT Proficiency Results, we noticed that when students reached the end of a testing band, the number of students who became proficient increased. For example, the total number of our second grade ELLs is lower when compared to our total number of first grade students. This is the result of students who reached proficiency on the NYSESLAT at grade 1, the end of a testing band (K-1), and are now in grade 2.

3. Patterns across NYSESLAT modalities indicate that students acquire listening and speaking skills earlier than reading and writing skills. Students have scored proficient in listening and speaking, while scoring intermediate/advanced in reading and writing. The NYSESLAT modality proficiency levels affect instructional decisions by allowing teachers to form groups and differentiate instruction focusing on the areas of need. Based on this year's data, instruction will focus primarily on reading and writing for our intermediate and advanced students. Both general education and licensed ESL teachers examine the patterns across NYSESLAT modalities and plan for small group instruction accordingly to support the needs of the learner. Since our students struggle most with reading and writing, small guided reading groups have been formed at the students' appropriate reading levels to provide adequate support in order for students to meet standards. Writing small groups based on skills needed and one on one conferencing is also done to promote and further develop the writing abilities of ELLs.

4a. Patterns across proficiencies and grades reveal the majority of our ELLs perform better in English compared to their native languages on standardized tests. (Refer to chart A in Part V).

Examining the ELA results, we noticed there is a higher number of students who scored a level one in grade three than students in grade four. The majority of 4th grade students scored a level one. More students in fifth grade scored a level two than a level one. Overall, students performed better in math than in ELA.

4b. The school leadership team along with classroom teachers and the academic intervention service (AIS) teachers have been using the results from the Periodic Assessments (Predictive and the ITA's) to identify areas of need. We utilize the results to form small groups that will target specific skills and differentiate the instruction to meet the needs of students. The data from these periodic assessments will also be used to form tutorial ESL after school and Saturday programs. Classroom teachers and ESL licensed teachers also use informal assessments such as observations to track student progress in all four modalities (speaking, listening, reading and writing). Small groups are immediately formed to address reading and writing needs. In whole group, students with specific speaking and listening needs are targeted during lessons utilizing sentence prompts and questioning allowing practice of the skill students will need to acquire.

4c. The school is learning about the overall growth of our ELL population by examining the data and targeting student strengths and areas of need from periodic assessments results.

From the ELA predictives, the school is learning that: ELL students struggle with unknown complex vocabulary in context, inferencing, identifying main idea and providing supporting details, evaluating the content by identifying the author's purpose, usage of graphic organizers to record significant details, and distinguishing between fact and opinion. Administrators and all teachers carefully scrutinize the results of the ELA predictives and form small groups that target the specific areas of need. Progress is carefully tracked through formal and informal assessments before moving on to the next skill. The data is shared with all teachers who service ELL students in order to ensure purposeful and collaborative planning.

From the math ITA's the school is learning that: ELL students struggle with content specific vocabulary, comprehending directions, explaining the process of attaining a response, and higher order/multi-step problems. Administrators and all teachers carefully scrutinize the results of the Math ITA's and form small group that target the specific areas of need. Progress is carefully tracked through formal and informal assessments before moving on to the next skill. The data is shared with all teachers who service ELL students in order to ensure purposeful and collaborative planning.

From the DRA-2 the school is learning that: ELL students struggle with making self-to-text and text-to-text connections, identifying author's purpose, comprehension, and retelling in sequence. Administrators and teachers carefully scrutinize the results of the DRA-2 and form small groups that target the specific areas of need. Progress is carefully monitored through formal assessments before moving on to the next skill. The data is shared with all teachers who service ELL students in order to ensure purposeful and collaborative planning.

Since we have a Freestanding English as a Second Language program, the native language is not used during instruction.

5. N/A

6. The success of our ESL program is evaluated by monitoring the growth of ELL students as evidenced by the DRA-2, ITAs, Predictives, informal assessments, New York Standardized tests, and class work. Success is also evaluated by monitoring the increase in proficiency levels on the NYSESLAT.

Our ELL students are consistently showing progress on the NYSESLAT (please see chart A in Part V). The amount of ELL students at the Beginner level decreases from kindergarten through fifth grade, while the number of Advanced level ELL students increases. On the ELA, the amount of ELL students scoring at a Level 1 decrease as ELL students move from fourth to fifth grade, while the amount of Level 2 increases. On the New York State Math assessment, the amount of ELL students scoring at a Level 1 decrease as well as ELL students move from fourth to fifth grade, while the amount of Level 2 increases. The reading levels of ELL students continue to increase from small group instruction as is evidenced by the DRA-2.

These results show the success of our ESL program.

Additional Information

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

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/18/11
	Assistant Principal		11/18/11
	Parent Coordinator		11/18/11
	ESL Teacher		11/18/11
	Parent		11/18/11
	Teacher/Subject Area		11/18/11
	Teacher/Subject Area		11/18/11
	Coach		11/18/11
	Coach		11/18/11
	Guidance Counselor		11/18/11
	Network Leader		11/18/11
	Other		1/18/11
	Other		11/18/11
	Other		11/18/11
	Other		11/18/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 20K506 **School Name:** School of Journalism & Technology

Cluster: 4 **Network:** CFN409

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.

Assessment of our school translation needs has been conducted through our PTA Executive Board, Parent Coordinator, Guidance Counselors, The Center for Family Life (CBO) and school staff.

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.

We have found that there is a need for written and oral translations in both Chinese and Spanish. This information is communicated to the school community at staff meetings and PTA meetings.

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 school documents are translated into Spanish and Chinese. School staff assists with the translations to ensure the timely provision of translated documents to parents in need of language assistance. If necessary, per session will be given. Computer software has been purchased to assist with translations.

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

Translators from outside agencies are secured to assist with Parent Teacher Conferences. They are available for any parent in need. Our school has invested in a translation system which allows us to simultaneously present information in 3 languages, English, Spanish and Chinese. Additional headsets and transmitters will be purchased each year. School staff members also assist with on-site oral translations, as well as phone communication. The Dept. of Education translation service is also used by the school to assist with oral interpretation services. In addition, the school purchased Global Connect in order to inform parents of meetings and upcoming events at P.S. 506. The calls (information) will go out in English, as well as the dominant languages spoken by parents.

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>.

Information has been disseminated to all parents. In addition, the Parents' Bill of Rights packets, in all covered languages, are available in the main office. Translation signs in all covered languages are posted in the main lobby.

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:	DBN: 20K506
Cluster Leader: 409	Network Leader: Neal Opromalla
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 10
of certified ESL/Bilingual teachers: 8
of content area teachers: 0

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:

We are proposing a Tutorial Program for ELL students who, as per the NYSESLAT: have declined in levels of proficiency; have not made progress and/or have scored an advanced level on the test. The program is intended for students in grades 2-5. The tutorial will be designed to include intervention strategies for students to acquire English language proficiency across the skill areas of reading and writing in English. In addition to preparing ELL students for the the NYSESLAT, this program will enable the targeted population to develop the skills necessary to meet standards in English Language Arts. The program will run from December 1, 2012- May 1, 2013. Our intention is to have approximately 10 certified bilingual and/or ESL licensed teachers working twice a week (3hrs a week and an additional 1/2 hour a week for support and planning). A supervisor is required to organize and supervise student enrollment process as well as supervise staff and evaluate program progress. We intend to utilize Getting Ready for the NYSESLAT and Beyond and Kaplan Advantage New York (which was previously purchased), We plan to purchase consumable school supplies to service the students during the after school program that will run prior to the NYSESLAT and ELA.

This program will utilize teacher informal assessments as well as the interim and ELL Periodic Assessment and NYSESLAT to monitor students' performance and growth.

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: Teachers will receive staff development at no cost to the program through workshops provided by Teachers College and The Office of English Language Learners. In addition, professional development and lunch and learns will be provided by the school focusing on differentiating instruction, analyzing data, how to analyze text complexity and plan thoughtful instruction as well as scaffolds, and implementing best practices for ELLs. These lunch and learns will be provided by the ESL Coordinator, ESL teachers, teacher leaders, TC staff developers, and the ESL supervisor.

In addition, we will provide a study group for ESL teachers (approximately 1 session a month for 6

Part C: Professional Development

sessions). The study group will utilize the book, Classroom Instruction that works with English Language learners. This group will discuss ideas from the book and develop next steps to meet the instructional needs of our English Language Learners.

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:

Title III related information will be translated and distributed to parents of ELLs via letters, which will be sent home with the students. In addition, phone calls, providing important information regarding the school, will go home in the native language via Global Connect (new automated phone system).

Parent Workshops and meet and greet meetings (approximately 6 sessions) will be conducted by the ESL teachers, teacher leaders, the parent coordinator, and the administrative staff. We will focus on the following topics; however, topics may change depending on parental needs and/or requests:

October - An overview of: School data; The Common Core State Standards and expectations; The State Exams.

October - Becoming a Learning leader; Class Parent

November- Looking deeper at the State Exam - How to support your child at home

Reading and Writing Standards - Activities to support your child at home

December - Understanding the NYSESLAT - How to support language development at home

January - How to Create a Good Environment for Homework

February - Developing Vocabulary and Higher Order Thinking Through Read Alouds

March - How to Navigate ARIS

The parent coordinator will continue to organize a lending library for parents consisting of native language and English read-aloud books to promote literacy at home.

Part E: Budget

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

Allocation Amount: \$

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