



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE ACADEMY OF TALENTED SCHOLARS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K682

PRINCIPAL: JOSEPHINE SPORTELLA-GIUSTO **EMAIL:** JSPORTELLAGIUSTO@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA CONSTANTINO

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
Josephine Sportella-Giusto	*Principal or Designee	
Sandro Grancaric	*UFT Chapter Leader or Designee	
Robert Yee	*PTO President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Alice Boyle	Parent	
Susan Yee	Parent	
Helen Altshuler	Parent	
Alexsandra Iuchyk	Parent	
Theresa Nguyen	Academic Coach	
Ann Casalan	ESL/Testing Coordinator	
Maria Rogalle	Interim Acting Assistant Principal	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013 75% of grade three and four students will perform at levels 3 and 4 as measured by the New York State ELA and 80% of grade three and four students will perform at levels 3 and 4 as measured by the NY State Math 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.
- The need for this goal is based on the State ELA and Math test results for our 3rd grade from last year's school year of 2011-2012. According to our School Progress Report 57.4% of the third grade students scored at a level 3 or 4 and 68.5% of our 3rd grade students scored at levels 3 or 4 on the State Math. This percentage is lower than the 72.6% on ELA and 80.6% on Math achieved by our peer index schools. Our school's average student proficiency was 3.04 for ELA and 3.25 for Math.

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.

The school is implementing several new initiatives in response to this assessed need. Schoolwide small group work and differentiated instruction will be the focus of our Literacy block and supplemental literacy program to support and deepen comprehension skills while nurturing a love of reading. All of our K-4 students will be involved in Shared Reading of a complex text, at or above their grade level, with a focus on the following skills: Thinking, Vocabulary, Comprehension, Writing, Listening/Speaking, and Literary Elements. Shared reading material will be selected by each classroom teacher and scheduled consistently 2-3 times per week by the teachers as seen fit by the consensus of the grades. In K-2, student small group work will consist of guided reading during their daily Reading Workshop as well as during extended day through the use of Reading A-Z literature and lesson plans by all teachers on staff. In addition to this small group reading work, each K-2 classroom will be utilizing a digital version of CCLS Literacy Handbook with the entire class as another literacy tool in working the Common Core Learning Standards. In 3-4th grades, classroom teachers will be using CCLS Ready for ELA and Math whole class instruction during the day and students will be able to access an I-Ready digital portion of the program at home. For small group work, 3rd and 4th graders will be placed in strategy groups by their teacher utilizing Kaplan Test Prep and CCLS Literacy Handbook. The school has expanded their Title III Project Success Afterschool program to include both the 3rd and 4th grades with a focus on Test Sophistication skills from November 5, 2012 –April 10, 2013. For additional mathematics support the school has purchased a schoolwide supplemental Math program *Context for Learning* which is an investigative approach to mathematics to deepen understanding and is CCLS aligned. The school will continue to provide AIS services of Level 1 and Level 2 students by utilizing i-station which focuses on specific literacy skills based on student performance during extended day as well as specific math re-teach lessons.

Teachers will be given the opportunity to look at data vertically and horizontally, student work, and at these new initiatives by receiving an overview of the new instructional materials they will be utilizing. This will be done at lunch & learns and afterschool per session work. Teachers will be asked to provide feedback on these new curriculum programs and resources and the effectiveness of its use.

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.
This year the school parents will be able to work with their 3rd and 4th graders at home on the digital version of I-Ready which provides differentiated targeted instruction in CCLS aligned literacy tasks based on the student's performance. This year the school has also added a year-long series of monthly evening Teacher Led Literacy Parent Workshops to help inform parents of the literacy curriculum and instruction their child is receiving in class on each grade level. Parent as Partners information session will cover topics of new state exam components and new Acuity Citywide Baseline & Benchmark exams, which will be provided by the Assistant principal, Academic Coach and Testing Coordinator.

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:

NYSTL fair student funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
As far as human resources we will be using 6 Elementary Education teachers, 2 ESL teachers and our Assistant Principal for our afterschool Title III Project Success program. We will be utilizing our Assistant principal, Literacy Coach/Data specialist, ESL Coordinator/Testing Coordinator to present parent workshops. As far as fiscal resources we will be using TL Fair Student Funding, TL NYSTL Textbooks, Title III Translations services, TL NYSTL software, Title III, ARRA RTTT Data Specialist, and TL RS IEP Para

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, the ELL students will increase their NYSESLAT score by a minimum of one level and the 12:1:1 Special Education students will improve their independent reading level by a minimum of 3 Fountas & Pinnell reading levels as measured by TC Assessment Pro.

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.

The need for this goal was based on looking at our present ELLs in grades 1-4 and their LAB-R and NYSESLAT scores for the past year or two. Based on the results 35% moved up one level and 23% moved down by one level. 42% of our ELLs stayed at the same proficiency level. We would like to strive to have all ELLs move at least one level on the NYSESLAT this year. According to the first assessment period from September to November of this school year, 70% of the 12:1:1 students remained at the same independent reading level and 30% of them moved up one level. Last year's June 2012 reading level for this class showed a range of 1-5 levels of movement with an average of 3 levels for the class. We have established the goal to improve the performance of our self-contained students by three independent reading levels.

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.

This year we introduced *Corrective Reading* to the 4th grade 12:1:1 class as well as Fountas and Pinnell's *Leveled Literacy Intervention* for the 4th grade Special Education ELL students. All ELLs are being instructed through the use of Common Core Aligned Speaking, Listening, Reading and Writing tasks with a focus on the student's most needed proficiency area. ELL teachers use the McGraw Hill series *CCSS Write-in Literacy Handbook* as well as the Fountas and Pinnell Leveled Literacy Intervention program and the school's Tribe Book of the Month literature with the K-4 ELL students.. All of our ELLs and 12:1:1 students are encouraged to attend Extended Day for AIS instruction. During this time they receive guided reading instruction by a certified teacher and work on an online literacy program called *istation*, which regularly assesses student's attainment of literacy skills and individualizes the program for the student's needs based on performance. All 3rd and 4th grade ELL students and 12:1:1 students are invited to attend the Title III Project Success Afterschool program which focuses on literacy skills of reading and writing through the use of the English Language Arts book, *Crosswalk Coach for the Common Core State Standards*.

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.

Throughout the year the classroom teachers present monthly evening Parent as Partner workshops that focus on literacy curriculum and meeting their needs at home. All parents are invited to these workshops and translators in Russian, Chinese and Spanish are available for parents who require translations.

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). As far as human resources we utilize a Special Education certified teacher, a full time Certified ESL Teacher and a part time ESL teacher, two individual IEP paraprofessionals and a classroom paraprofessional. For Project Success we utilize two ESL certified teachers and 6 Elementary Education teachers. As far as fiscal funding we use TL Student Fair Funding, TL NYSYL Textbooks, Title 1 STH, Title III, TL RS IEP Para, and TL NYSYL Software.

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

At the end of the 2013 school year all teachers will create a rigorous literacy performance task to improve the quality of instruction school -wide, as measured by the creation of two literacy and two math performance tasks.

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.
- Our school has been a School-wide Enrichment Model School since its opening 4 years ago and enrichment clusters have been an integral part of our curriculum with each year focusing more and more on academics and rigorous writing tasks. It is a natural progression that we now create literacy performance tasks that align with the Common Core Literacy Standards using the content and subject areas that the students are immersed in during enrichment clusters. For the past two years our classroom teachers administered the DOE approved literacy performance tasks to students. This will be the first formal time that teachers will be asked to create their own content specific literacy tasks utilizing a Performance Task protocol called, "The Protocol for Literacy Performance Task Alignment to the Common Core Learning 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,
 - 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.

Based on Citywide Expectations we will be increasing the number of performance tasks from one literacy and one math performance task to two literacy and math performance tasks this year. Teachers will transfer their knowledge and practice from the past two years in performance tasks to the Enrichment Clusters. Our Academic Coach has given professional development on looking at and understanding performance tasks. Teachers have created and administered a trial performance task in Enrichment clusters in the previous year that was more informal as it did not utilize a performance task protocol. This year we will now utilize a DOE approved performance task tool named "The Protocol for Literacy Performance Task Alignment to the Common Core Learning Standards" when creating the performance task. The Academic Coach will support the teachers in understanding and using the tool at Teacher Team Meetings. After the two cycles of Enrichment clusters teachers will use observations, assessments and feedback to create performance tasks for the last cycle in June. Classroom teachers will also be utilizing their understanding and experience from administering the two performance tasks in literacy and math that is required by the Citywide Instructional Expectations for the current school year. This will help teachers in creating effective rigorous literacy performance tasks in the future by producing effective data that will help to improve their instructional practice.

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. Parents are offered the opportunity to volunteer with Enrichment clusters and experience firsthand the types of activities and tasks students complete during the clusters. Parents are also invited to sit in on classes and participate with their child during Enrichment cluster sessions as well. Each cycle ends with a performance or cumulating project that is showcased at a parent invited event. The parents also are involved in helping their child select the clusters they are interested in experiencing. The parents are expected to support their children at home with Enrichment clusters with the home extension.

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).

As far as human resources we will be using our Academic Coach, ESL Coordinator and Assistant principal to provide professional development and lesson feedback to the teachers on Enrichment clusters and performance tasks. We will also be utilizing our Parent Coordinator to assist with parent workshops, parent volunteer opportunities and parent Enrichment cluster visits. As far as fiscal resources we will be using Title III Translation Services, and NYSTL fair student funding

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By the end of June 2013 we will expand our school-wide arts initiatives and partnerships by increasing the number of arts specialty teachers by two part time Music teachers and one full time Art teacher, the number of residency programs by two and the number of school-wide performances which will increase and deepen student knowledge in arts education with literacy connections.-

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.

The need for an expanded arts program arose from parent and student interest as well as a necessary continued alignment to our school mission and goals that support the Renzulli School-wide Enrichment model which our school was founded on 4 years ago. The need also arose from our limited arts staff this past year. The prior year we had one part time music teacher and a part time art teacher on staff as we are a campus school and shared partnerships of the arts teachers with the two additional schools in our building. We felt we needed to grow our school-wide arts education program by including instrumental instruction, a school chorus, and a visual arts education program for all grades.

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.

This year we hired two F status music teachers to our staff. We have also introduced the recorder and the violin program for students in grades 3& 4 and a performance choir for students in grades 1-2. We increased our *Music and the Brain* partnership by adding grade 2 to the already existing K-1 programming. We also hired a full time art teacher for grades K-4 and a part-time Dance teacher for grades 1-3. This year we also added a semester of ballroom dancing for our 4th grade called *Dancing Classrooms* and an *Urban Arts Partnership for Story Studio*, which is a storytelling and literacy based program that utilizes visual arts to increase proficiency and fluency usage of the English language and develop storytelling skills for our K-2 grades. We continued our partnership with TADA! for grades K-2 and *Reach the World* for grades 2 & 3.

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.

Parents are invited to school-wide music and dance performances held in the winter and spring that showcase the student's work in these arts. They are also invited to a Dancing Classroom performance at the end of the semester in December and a TADA performance as a culminating project for the school year.

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). As far as human resources we are using two F status music teachers, a full time art teacher and a part time dance teacher. Our partnerships of Tada!, Reach the World, Dancing Classrooms and Urban Arts provide their own teaching artists. As far as fiscal resources we use NYSTL fair student funding, TL ASD Funding, and TL NYSYL Software.

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

By the end of June 2013 85% of our K-2 students will meet or exceed Literacy and Math skills as outlined by Math in Focus assessments and TC Assessment Pro.

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.
- In June 2012 we met our goal of 80% of our K-2 students meeting and exceeding their grade level Common Core Standards in Mathematics as measured by Math in Focus Assessments. We also met the literacy goal for our K-2 students of 80% being proficient in fiction literature skills at levels 3 and 4. In June 2013 86% of K-2 students met the math goal and 84.89% of K-2 students met the Literacy goal. According to our first marking period report card grades from November 2012 which are based on Math in Focus Assessments and Teacher College Literacy Benchmarks in Reading, 82.13% of our K-2 students are meeting or exceeding grade levels in Reading and 77.03% students are meeting or exceeding grade levels in Math. Based on this initial assessment for the school year thus far we feel that striving to continue having 85% of our K-2 students scoring at levels of 3 and 4 in Literacy and Math is a reasonable and achievable goal.

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:
 - e) 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.

This year we added a new Math staff developer through *Metamorphosis* scheduled for 3 times a month with all grades K-4 which dives deeply in math concepts and helps teachers focus on student use of critical thinking skills in mathematics. In addition to our Math in Focus curriculum we have purchased *Context for Learning* which is a math supplemental program that engages students in deeper understanding of mathematical investigations that are CCLS aligned. As part of the 2012-2013 Citywide Instructional Expectations we are conducting two performance tasks in math and literacy in the fall and spring. During extended day time students struggling in math receive targeted small group work by a certified teacher. For K-4 Literacy professional development we have continued to collaborate with Teacher's College's on & off site staff developers to maintain our rigorous literacy curriculum and performance tasks. As part of our whole school's shared reading initiative we have purchased grade and above grade level shared reading text for whole class to expose all students to complex texts and the practice of close reading for comprehension and answering text dependent questions. As part of our new initiative in small group and differentiated instruction in Literacy we added the use of a new school-wide guided reading program called *Fountas & Pinell Guided Reading A-Z* through Scholastic which is comprised of 60% nonfiction and 40% fiction reading sets at each grades' literacy benchmarks. These are used during each classes' Reading workshop. For our at risk students we have also designated *Reading A-Z* guided reading program with an inquiry approach as the uniform curriculum across K-2 extended day time to be used by all teachers. During extended day we also use the online academic intervention program, *istation*, which provides activities in Literacy tailored to the individual student's needs. Teacher team meetings led by our Academic Coach focus on looking at student work and the results of performance tasks to enhance our curriculum units/maps. Teachers also use this time to create performance tasks as a grade and discuss the effectiveness of student groupings and activities during extended day time.

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.

Throughout the year the Academic Coach, Assistant principal, parent coordinator and testing coordinator [will](#) conduct Parents as Partners workshops in Literacy, Math and testing information. All parents in K-2 are invited to attend these workshops. The information covered in these workshops are also posted on the school's website for all parents to view. All workshops provide translators in Chinese, Russian and Spanish to enable all parents to participate. The school is also offering a year-long series of monthly evening Teacher Led Literacy and Math Parent Workshops to help inform parents of the literacy curriculum and instruction their child is receiving in class on each grade level.

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). As far as human resources all K-2 teachers on staff are utilized for this goal as well as certified speciality teachers, and certified Elementary Education Teaching Assistants are involved in the extended day time. The Academic Coach, principal, assistant principal, test coordinator and parent coordinator are involved in parent involvement. Professional development is given by our outsourced staff developers of Metamorphosis and Teacher's College. As far as fiscal resources we use TL Fair Student funding, TL NYSL Textbooks, TL RS IEP Para, Title III Translation unit, ARRA RTTT Data Specialist funds, and TL NYSL software.

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	Strategy lessons through Guided Reading using Fountas and Pinnell Guided Reading A-Z and the online Reading A-Z program. Online Literacy intervention program, istation.	small group guided reading one-to-one Resource room instruction	guided reading groups both during the school day and extended day.
Mathematics	Reteach strategy lessons Math in Focus games, virtual manipulatives and hands on manipulatives.	small group One-on-one with teacher or Teaching Assistants	during the school day and in extended day.
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance counselor works on social emotional behaviors; social skill development, behavior modification and academic	One-on-one and small group	during the school day

	support		
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HIGHLY QUALIFIED TEACHERS (HQT)

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

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

In order to attract highly qualified teachers there is an intense process where candidates are interviewed through a committee and must perform a demonstration lesson as well as provide a writing sample. As defined by NCLB candidates should hold a Masters in Education and possess a satisfactory performance rating of their teaching. Candidates for the ASD Nest program must complete a detailed application and be screened as well by the NEST team. To provide professional development teachers are offered the option of attending lunch and learns and after school per session pds. Teachers are also continually attending professional development offered by our network, our professional partnerships and our half day professional developments in and outside of school.

**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.

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 Christopher Groll/S. Litrico	District 20	Borough Brooklyn	School Number 682
School Name The Academy of Talented Scholars			

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

Principal Josephine Sportella-Giusto	Assistant Principal
Coach Ellen Lotz	Coach type here
Teacher/Subject Area Ann Casalan/ESL	Guidance Counselor Sandro Grancaric
Teacher/Subject Area Christine DiSanti/ESL	Parent Robert Yee
Teacher/Subject Area type here	Parent Coordinator Nicole Devivo
Related Service Provider Deirdre Whiffin- Speech	Other Principal Intern Maria Rogalle
Network Leader Maria Cristina Jimenez	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	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

D. School Demographics

Total Number of Students in School	234	Total Number of ELLs	33	ELLs as Share of Total Student Population (%)	14.16%
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Part II: ELL Identification Process

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

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

1. Identification of potential ELLs who are newcomers to the NYC Public School System starts with the administration of the Home Language Identification Survey (HLIS) at the time of enrollment by a certified licensed teacher. This survey is provided to the parents or guardians in their native language and in English. Then an informal oral interview of both the parents and the child is conducted by one of our certified ESL teachers, Ann Casalan or Christine DiSanti. The informal oral interview is conducted in English. If a parent needs a translator to be present at this interview then one is provided. If the school does not have an available translator in a particular language then the DOE's Translation Unit is called for such a translator. The HLIS is not completed by the parent until a translator and a trained intake person is present at the interview. The school will schedule appointments with the parents for a near future date if necessary to complete the HLIS. At the time of the informal oral interview the child is spoken to separately by the trained intake person to determine the child's previous formal education and to perform a quick informal assessment of their English ability. The HLISs are then carefully examined by the ESL teacher, who determines if the student is LAB-R eligible. Following this determination the LAB-R (and Spanish LAB, if necessary) are administered within 10 days of the student's enrollment by an ESL teacher. The ESL teacher then carefully hand scores the LAB-R using the Cut Scores outlined in the DOE's Assessment Memorandum #2. The student's score determines eligibility for ESL or bilingual services and the child is placed into the appropriate program, based on the parents' wishes and the program availability. ELLs continue to be evaluated annually with the administration of the NYSESLAT in the spring to determine eligibility for continuation of ESL services, and to ensure appropriate program placement.

For students who are transferring to PS 682 but are not new to the NYC Public School System then the school will run the RLAT report which lists all students who are entitled to ESL services. The RLAT details the students' previous NYSESLAT scores and is used to determine ESL services eligibility and program placement.

The school will continue to run the RLER for LAB-R and NYSESLAT regularly throughout the year to determine if any newly admitted students to the school are eligible for LAB-R testing or NYSESLAT.

2&3&4: As soon as the ESL Teacher determines the students entitled to ESL services based on their LAB-R, his or her parents receive an Entitlement Letter in their native language if available, in which they are invited to attend an ELL Parent Orientation. This letter is retrieved from the DOE's online Office of ELLs website in the needed native languages. At the beginning of the orientation the parents view a video in their native language that explains the three different program choices the DOE offers; (Transitional Bilingual, Dual Language, and Freestanding ESL). The parents are then able to ask any additional questions they have regarding the three programs. This year we had primarily Russian and Chinese speaking parents. The Parent Orientation was translated in Chinese with the assistance of one of our Paraprofessionals Amy Liu, who is a fluent Chinese speaker. For our Russian speaking families the Parent Orientation was translated by our Community Assistant, Diana Matyunenkova, who speaks Russian fluently. We are prepared to provide translations for any language needs of the incoming students' parents for this upcoming school year. After all parent questions are answered the parents are given the Parent Survey in their native language, if available, to be filled out first. After filling out the survey, parents are given the Program Selection Form in their native language, if available, and complete it on their own at the orientation. Any further assistance needed by a parent with understanding the directions or the three program options for their child are

given at this time. The forms are collected and are immediately looked over at the end of the Orientation for the parent's first choice of program selection. At this time since the school only offers Freestanding ESL program, any parent who chooses a bilingual program as their first choice will be informed that if they choose their child can be transferred to a school that offers a bilingual program where appropriate and feasible. If the parent requests such a transfer than the school will reach out to the Office of ELLs to alert them of the request. If the parents decline the transfer they are then informed of the school's available program their child will be placed in. The school secures their parent's agreement to the program offered. We also inform them that should the school have a total of 15 or more ELLs of the same language in two contiguous grades whose parents choose bilingual or dual language as their first choice the school will open up such a class in the future. As of now our school is only offering Freestanding ESL Program. Parents are then formally informed of their child's placements with a Placement Letter in their native language or preferred written language choice. Copies of the entitlement letters are kept in a binder in the ESL Coordinor's office. The

This process is completed within 10 days of student enrollment in the beginning of the year, and on an ongoing basis for students enrolling throughout the year. For parents who are unable to attend any of the scheduled Parent Orientations, one-on-one make-up sessions are offered continuously to view the video and fill out the forms with assistance. If a parent is not able to come in person to fill out these forms then the school will send the forms home and try to retrieve them that way. All necessary efforts are made by the ESL teacher and the school to obtain all Parent Surveys and Parent Selection Forms completed and returned during the school year. During this period parents of ELLs who are still entitled to ESL services as per their child's most recent Spring NYSESLAT scores receive the DOE's Continued Entitlement Letter describing their continued ESL services. Copies of these letters are maintained on file in a binder in the ESL Coordinator's office.

5. We are now going into our third year of our school being open and from the Program Selection forms that we have collected this present year and the year past we see a trend of parents primarily choosing ESL Freestanding as their first choice. Of the parents who attended this year's Parent Orietnation all 6 of them selected the Freestanding ESL program as their first choice.

6. This year is our third in existence, and so far we do not have enough same native language ELLs whose parents requested Bilingual Education to form a Bilingual class, and are thus providing a Freestanding ESL program. This is consistent with parent choice, as most parents chose Freestanding ESL as their number one preference. In order to be aligned with parent choice in future years we will look closely at the total numbers of parent requests for Transitional Bilingual and Dual Language program. Should 15 parents of the same Native Language group request a bilingual program the SLT will address the need and decide on what measures to take to open such a class.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	8	8	4	12										32
Total	8	8	4	12	0	0	0	0	0	0	0	0	0	32

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									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
Dual Language											0
ESL	29	0	3	4	0	2	0	0	0		33
Total	29	0	3	4	0	2	0	0	0		33

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														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
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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				4										4
Chinese	2	2	4											8
Russian	5	7	5	2										19
Bengali														0
Urdu				1										1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi		1												1
Polish														0
Albanian														0
Other														0
TOTAL	7	10	9	7	0	33								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. The ELLs are served by our two ESL teachers through a combination of both Pull-out and Push-in models. The students are heterogeneously mixed by proficiency levels in all classes across all grades. Push-in service is provided when there are large numbers of ESL students present in one class. Push-in is also the model utilized in the second grade 12:1 special education class. Students are mostly pulled out of class for ESL instruction in First and Second grade because there are small numbers of ESL students present in each of the

A. Programming and Scheduling Information

individual classes. Thus the students come together from these classes and work in small groups on ESL related projects or tasks that are closely aligned with their regular classroom curriculum.

2. PS 682 ensures that the mandated number of instructional minutes is provided according to proficiency level by scheduling the appropriate number of minutes in the ESL teachers' mandated programs. Thus, in accordance with CR Part 154, K-8 ELLs who are at the Beginner or Intermediate levels receive at least 360 minutes per week of ESL services, as push-in/pull out instruction, and those at the Advanced level receive at least 180 minutes per week of ESL instruction. Advanced students will receive the mandated 180 ELA minutes as part of their Teacher's College Reading and Writing Units.

3. Content area instruction is delivered by both the classroom teacher and the ESL teacher with an emphasis on differentiating instruction for ELLs through the use of scaffolding techniques, visual aids, realia, intensive and deliberate modeling, Total Physical Response and multi-sensory activities, graphic organizers, sentence starters, peer interactions and vocabulary instruction of content area words as well as the more simple basic vocabulary unknown to students in these specific content area. Special attention is also given to the teaching of Academic Language as the students will be greatly exposed to it even more now that the Common Core Standards greatly focuses on the reading and comprehension of nonfiction and informational texts. The ESL teacher provides instruction in the content area of Science for the First and Second grade ELLs she pulls out by making the subject more comprehensible through the differentiation and reteaching of the Science Scope and Sequence in alignment with the classroom teacher's and Science speciality teacher's instruction. She also incorporates a balanced literacy instruction through the use of shared reading, read-alouds, interactive writing, and choral reading in the teaching of Science as well. The ESL teacher has scheduled these pullouts for first and second grade during their classroom Science period as much as possible. Along with the differentiation strategies listed above the ESL teacher also makes use of poetry, songs, drama, vocabulary games, a library stocked with nonfiction literature of the content area at their reading levels, computer games of BrainPop, Starfall, PBS Kids and other various websites to support the literacy component of instruction. The explicit ELA instruction for ELLs in their classrooms and in the push-in ESL program includes the Teacher's College workshop model for Reading and Writing with a focus on shared reading. Consistent with the Natural Approach for second language acquisition, the ELLs are fully incorporated into their regular classroom along with English proficient students to enable them to benefit from social interaction and academic curriculum in the target language. PS 682 uses a project based approach that maximizes student interaction and collaboration, targeting oral language development, which is crucial for ELLs in this developmental stage.

4. ELLs whose home language is determined to be Spanish by the Home Language Survey are administered the LAB-R in Spanish as well. Since we do not offer Bilingual Classes at our school we do not do further Native Language Assessment.

5. There are no SIFE students present in our school at this time. Should our school enroll a SIFE student in the future their particular needs will be assessed and the more intensive and one on one academic intervention will be given by all necessary support staff. First the guidance counselor will meet with the student and assist them with the understanding and importance of the school routines and rules. They would also be given a student buddy who speaks their native language to help them transition into a school setting and be a social and academic support for them. Instruction for these students would be greatly differentiated and a Teacher Assistant would be assigned to them for their literacy intervention and support. The ESL teacher would focus on the more basic oral and academic vocabulary they will need to make content area instruction more comprehensible. At the moment we have extended day small group/individualized instruction by certified teachers for all students considered at risk for academics and SIFE students would receive this intervention as well. We also use an online Literacy intervention program called iStation which provides tailored instruction and practice for the student's needs based on ongoing assessment. The student will be placed in the best class that can serve their needs at the time.

5b For the newcomers who are here less than three years, native language use will be provided by teachers, teacher assistants and other support staff who speak their language on a needed basis. Students will be given ESL instruction by the ESL teacher in the content areas of science and social studies in order to assist them with easier comprehension of these subject areas. Students will be paired with native speakers on a regular basis for opportunities to hear conversational English spoken through partner activities such as book discussions, math problem solving explanations and literacy center discussions. Teachers will provide picture supports and the use of technology in their lessons in order to ensure more understanding by these newcomers.

5c For ELLs receiving a 4th year of service now we are providing very small group targeted instruction that utilizes all data gathered from their NYSESLAT scores, their periodic assessments, and teacher reading, writing and math conference notes. The classroom teacher, ESL teacher, Literacy Coach and Math Coach meet to discuss the best academic plan of action for these students. The ESL teacher gives these individual students the differentiated instructional support dependent on their performance on NYSESLAT modalities. Speaking, Listening, reading and writing activities that each individual student needs support with is created and designed with the student in mind. These students also receive additional ELA test preparation through the use of a Teacher Created Materials publication, "Targeted Reading Intervention" in a small group with an ESL teacher. These ELLs also are also required to attend Extended Day instruction which focuses

A. Programming and Scheduling Information

on academic intervention through the use of an online Literacy program called istation. The parent is also invited in to discuss any important family information and to offer recommendations for the family to follow with the student.

5d We do not have Long term ELLs in our school. Should we have such a population we will support them with more individualized instruction through the use of one on one academic intervention instruction by a certified teacher as well as the ESL teacher. The student's best form of instruction that addresses their learning style will be utilized and technology supports will be interwoven throughout their instruction. Their interests will be a big tool for finding the content to drive instruction so their best work can be achieved.

6 Our 12:1:1 3rd teacher follows the third grade curriculum for all content areas and the Common Core Standards for instruction of ELL-SWDs. She aligns her instruction of the third grade curriculum with the individual academic goals stated on each IEP of the students. She follows the Teacher's College Reading and Writing Units, the New York City Scope and Sequence for Social Studies and Science and Math in Focus curriculum. She makes the academic content more comprehensible through differentiations such as the use of graphics and visual cues, graphic organizers, interactive discovery center work, smartboard presentations, partner work, different paper choices and small groups led by the several paraprofessionals designated to their class. Goals are adapted to the learner, where students with alternate assessment are given goals appropriate to their skill set and learning abilities, while those who take standardized tests will focus more on increasing general and academic vocabulary, as well as reading skills and reading comprehension. The materials used are the third grade level Harcourt Science and third grade level Harcourt Social Studies textbooks that align with the third grade curriculum in these subject areas. For Math the classroom teacher uses IEP appropriate Math curriculum levels and Math in Focus Partner games on third grade level. For Literacy development the teacher uses 3 differentiated groupings for Foundations work based on student assessments and for the entire class she uses Words Their Way and Sadlier Phonics on the second grade level to accommodate the reading levels the students are presently reading at.

7. To meet the diverse needs of ELL-SWDs within the least restrictive environment, all students are taught with the Standards based Curriculum appropriate for their grade; all teachers meet weekly for common grade planning to provide uniform grade appropriate curriculum and content for all students including our ELL-SWDs. All students are exposed to a very rich multidisciplinary arts focus and being that our school is a Schoolwide Enrichment Model we have weekly Enrichment clusters where all students select a cluster of interest and all students are integrated on the grade level.

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

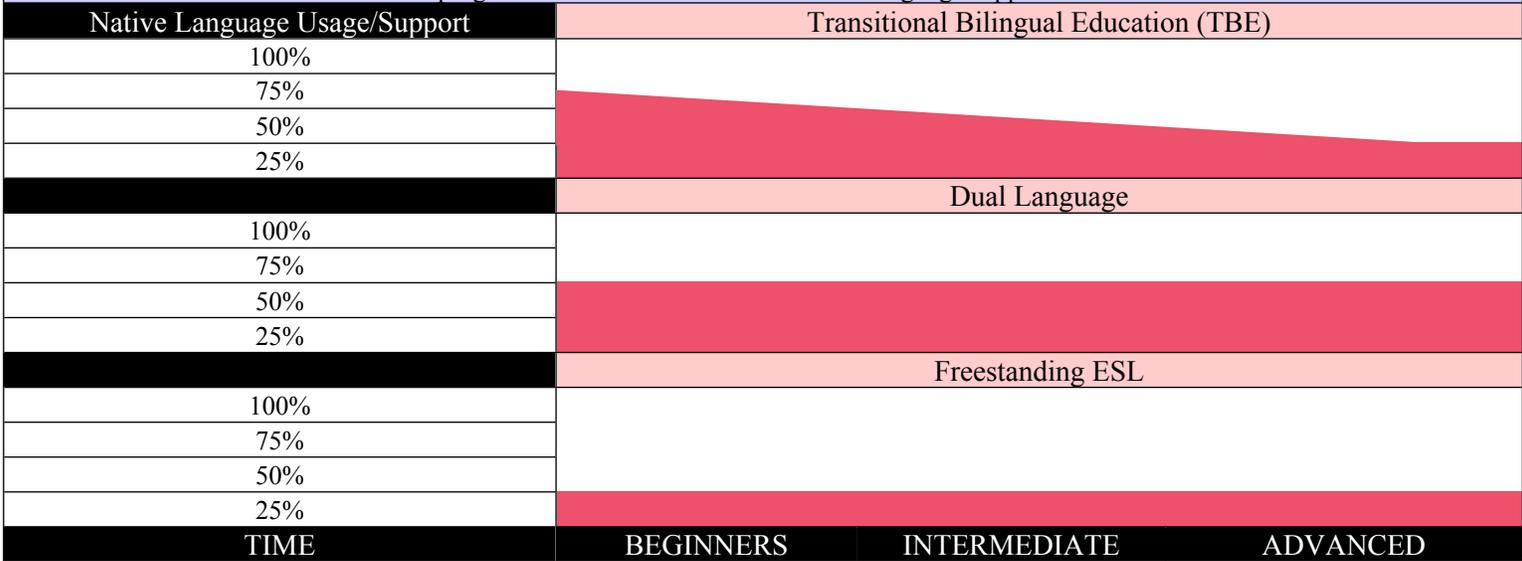
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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. In order to support our ELLs in ELA, math and other content areas all of our current ELLs as well as our Former ELLs stay for Extended day time to work in small Academic Intervention groups conducted by a certified teacher on staff. They also utilize istation, a very streamlined instructional online Reading intervention program during this time as well as during Center time. This program does ongoing student assessment in creating individualized work and assessments. ESL teachers also create the necessary supports to assist with intervention needed for ELLs when pushing into a class. Under the Title III funding our school intends to offer a before school or afterschool test preparation program for our ELLs in preparing them for the NYSESLAT and the NYSELA. Test sophistication materials such as Stars ELA test Prep and PUT IN THE NAME OF THE NYSESLAT TEST PREP BOOK are used to support the intermediate and advanced ELL students in preparation for NYSESLAT as targeted intervention. The Wilson Foundations program is used as another support for ELA instruction with Beginner ELL students. For math and other content areas pictures, realia, charts and picture books were utilized to provide intervention for all.

9. ELLs who passed the NYSESLAT will be given two years of transitional support in the form of reading and math small group work during the Extended day period. Former third grade ELLs will receive ELA instruction in preparation for the New York State ELA for 3 periods a week by a certified ESL teacher. Classroom teachers of these former ELLs will be offered workshops that will aid the classroom teacher in implementation strategies and support to continue the former ELLs' success. The ESL teacher will also speak to the classroom teachers throughout the year regarding any additional supports that individual students may need. If it is recommended that a student receive further ESL supports then the ESL teacher may include them in specific content area lessons during ELL instruction.

10. One new technological improvement for this school year is the use of the Smartboard by all teachers of ELLs and an ipad by the ESL teacher in order to present additional auditory and visual cues to the learners. We have also added three new schoolwide programs; Tribes, Music & the Brain and istation. Tribes is a social emotional program that works to create a positive learning environment that values each individual learner and their contributions as a member of a school community. Tribes also incorporates ESL methodology and centers around intensive opportunities for oral, listening, and written development as the class is taught by a certified ESL teacher and many opportunities are provided for speaking, listening and writing practice under her direction. Music & the Brain is a systematic keyboard instruction program that is based on scientific and neurological research linking music and cognitive development. It works on the premise that when students receive sequential music instruction, it can impact their proficiency in language, reading, math and cognition. Istation is an academic intervention online program that provides individualized reinforcements based on regular student assessments and supports the teacher with targeted lesson plans that matches the student's personal academic needs. Istation will be utilized in our extended day time which all ELLs and former ELLs attend. The program will also be implemented by the ESL teacher during pullout sessions to support the ELLs individual needs as well. We also will be able to further expand our enrichment clusters this year as we have added grade 3 to our school and thus can offer more clusters that utilizes the talents and expertise of our new staff.

11. None of the programs or services will be discontinued for ELLs.

12. ELL students are included in all enrichment activities such as TADA, Studio in a School, Music and the Brain, Reach the World and Enrichment Clusters. ELLs are also offered the opportunity to enroll in the afterschool program Wingspan, an arts themed program that is housed in our school. Through Title III funding the school will offer an afterschool ESL class which will utilize such materials as Picture prompts to practice speaking and writing, Bookflicks, an online program that reads books to students and enables them to practice listening and comprehension and the NYSESLAT test prep publication, "Getting Ready for the NYSESLAT and Beyond."

13. To support our ELLs instructionally all classroom teachers have access to Smartboards in the presentation of their lessons and have the ability to offer an interactive approach that is more visual and hands on in teaching all of the subject areas. In partnership with the

organization Reach the World, second and third grade students are able to interact with online travelers and learn about several countries' culture, geography and customs through use of a smartboard and skype. The ELLs are supported with the Wilson Foundations Literacy program, leveled library and guided reading books, books on tape, Smart Board instruction, iStation Academic Intervention online program, Book Flicks online, Reading A-Z online, visual cues supporting all charts, shared reading and choral reading. The ESL room also offers native language materials such as bilingual picture dictionaries and content-based bilingual glossaries in various languages and the school library offers Native language literature and reference books in various languages as well.

14. Native language support in our ESL program is given through the assistance of translations by the paras or teacher assistants who are in contact with the students in their classrooms. The ESL room also offers content-based bilingual glossaries and dictionaries. The school library provides literature and reference books in Native language.

15. Required services and resources correspond to ELLs' ages and grade levels. We provide leveled reading books for students based on their reading ability, on grade level texts in all content areas with scaffolded supports by the ESL teacher and classroom teacher.

16. Newly enrolled ELL students are supported before the beginning of the school year by having the parents' questions answered by a school translator. The ESL teacher meets with the parents upon registration to assist with the interview process of filling out the Home Language Survey and to see if there are any concerns or needs of the students. The students are given a welcome summer package to prepare them for the upcoming school year which includes a list of suggested book titles, recommended enrichment activities offered throughout the city and a supply list request for the new school year.

17. No language electives are offered to ELLs at this time.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The Curriculum Specialist along with the ESL licensed teacher will conduct workshops throughout the school year to support teachers with ELL students during designated staff development days of October 6th, November 8th, December 15th, January 5th, March 22nd, April 19th, and May 24th of this school year. Teachers will view short videos from the Institute of Education Sciences (IES) that show strategies focusing on effective literacy and English Language Arts instruction for English language learners and teaching content area vocabulary and academic vocabulary to English language learners. Some of the topics covered explain how to use scaffolding techniques, how to conduct a read aloud with English learners, using ELL strategies to support ELLs in Enrichment clusters, an overview and information session on our school's LAP and how to make differentiation for ELLs in meeting the requirements of the Common Core Standards in Language Arts, Math, Social Studies and Science. Classroom teachers will also be guided on the implications of using Teacher's College Reading and Writing Project with ELLs by a TC Staff Developer who will regularly confer with teachers on their students' individual needs and the necessary supports the teacher needs to meet them. ELL teachers will attend the TC calendar days that focus on instruction of ELLs. ELL teachers will also attend various CFN Network 406 staff development workshops as well as citywide DOE ELL workshops that are offered throughout the year such as the Common Core Learning Standards: Developing Standards for Mathematical Practices for ELLs workshop that has been scheduled for several sessions throughout this school year.

2. In order to support teachers of ELLs who are transitioning from early childhood to grade school, teachers receive staff development on differentiating literacy and math instruction for ELLs in coherence with the Teacher's College Reading and Writing Project by Teacher College consultants and a Math in Focus staff developer. The ESL teacher also works closely with the classroom teachers of ELLs to address the students needs and make recommendations on ensuring more effective learning for ELLs. For transitions from elementary to middle school the guidance counselor and parent coordinator meet with parents of ELLs and discuss the differences in programs and expectations for the students in middle school. The guidance counselor will plan for an intervisitation at the nearby middle school where students can see firsthand what the school is like. The school guidance counselor will receive PD on the transition of ELLs to middle school through workshops offered by the NYCDOE and our CFN network.

3. As per Jose P staff will participate in 7.5 hours of ELL training. The focus of our school's PD on Election day will be looking at the implications of ELL learning in all of our schoolwide academic and enrichment programs. One topic of these trainings will be on teaching strategies for developing vocabulary in both content areas and in natural language contexts. Other topics will cover the six types of scaffolding identified by Walqui, developing Academic English and strategies to support all ELL students in Enrichment Clusters. After staff has completed the 7.5 hours they will receive a certificate of completion and a copy will go in their files. Attendance of their presence at trainings will be recorded.

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. Parent involvement in our school is growing as we continually seek out ways for them to play a more active role in the school. At the beginning of the year the parents are invited to a Curriculum Night where they were able to tour the school building and meet with classroom teachers to learn about the curriculum. All parents are encouraged to become Learning Leaders to assist with such tasks as helping with the running of the school library, grant writing, organizing and setting up schoolwide events and family nights, lunch duty, classroom clerical tasks and running the School Uniform Swap. All parents are invited to participate in school wide activities such as Bear Night, Coffee with the Principal every other month, Enrichment Clusters Showcases at the end of each of our three Enrichment cycles, Winter and Spring Music/Dance concerts and the PTA led fundraisers and School spirit events. All parents are also offered the opportunity to act as Class parent of their child's class to organize the parents and be a liaison for their needs and contributions to the classroom teacher. Translators are always available at these functions for ELL parents to be included and able to have a voice within the events themselves.

2. We have a partnership with Learning Leaders. They provide training to parents in various languages as needed.

3. Parent needs are evaluated with the support of our Parent Coordinator, the PTO and our Community Liaison. All correspondence with the parents are in the parent preferred language of communication as indicated on the student's HLIS. We have on staff various staff members who translate and communicate in the parent's preferred language. They include Ms. Amy Liu, a Chinese speaking paraprofessional; Ms. Diana Matyunenkova, our Russian speaking Community Assistant; Ms. Luz Garcia, a Spanish speaking paraprofessional; and Ms. Nasreem Haq, a Urdu speaking paraprofessional. At the beginning of the year an Interest Survey is sent home and filled out by the families regarding their own experiences, expertise and interests. Surveys regarding school initiatives are given at PTO meetings and their results are discussed at SLT meetings. Our Child Study team meets with parents who are in assistance of physical, emotional, social or academic supports for their child and themselves. Class parents are also in touch with parents regarding their needs and concerns. The school is always in communication with teachers, support providers and the Parent Coordinator regarding parent communications and inquiries.

4. All parent involvement activities utilize the school's available translators, Ms. Lui, Ms. Matyunenkov, Ms. Garcia and Ms. Haq and/or provisions are made to secure all necessary translators. All literature regarding these parent activities are sent home in their preferred language of communication as indicated on the student's HLIS. Parents who need support in other areas will receive it from our Curriculum Specialist. Workshops will be held to provide parents with academic support. The principal, Curriculum specialist and Math Coach regularly provide workshops at the monthly PTO meetings. This year the first one will be an information session on the Academic Bundles and Performance Tasks in creating and assessing student work. The school's Data inquiry will be explained as well regarding the work examining student writing of informational texts and math inquiry.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	1		4										8
Intermediate(I)		4		1										5
Advanced (A)	4	6	8	3										21
Total	7	11	8	8	0	0	0	0	0	0	0	0	0	34

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

New York State Regents Exam

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

Native Language Tests

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

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

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

1. To assess the literacy skills of ELLs we use TCRWP and Fountas and Pinnel Running Records. The data usually shows that our beginner Kindergarten ELLs have very little literacy skills in English and are considered Pre-Emergent. The ELLs in First grade who are intermediate or advanced are usually behind two or three benchmarks than the non-ELL students. This data has helped us to make instructional plans that incorporate a lot of shared literacy experiences, the use of rich Level A & B books that contains clear picture and text matching, and the direct instruction of everyday sight words and key content area vocabulary.
2. Looking at the Kindergarten LAB-R scores this school year we see that about half of our ELLs are Beginners with a few being very new arrivals to the US and the other half scoring at the Advanced levels. For the first graders this year we observed that our former Kindergarteners all made gains by either moving up one, two or three levels. More than half moved from Beginner level to Advanced level and two Beginners reached Proficiency levels. Two Advanced Kindergarteners moved to Proficiency as well. The NYSESLAT scores of our present second grade students shows that 7 out of 15 moved from Intermediate or Advanced level to Proficient level. The remaining 8 students either moved 1 or 2 levels and those who stayed at the Advanced levels did make gains in their scale score points in the level. For the 12:1 Special Education third grade class half of the ELLs stayed at their former levels on the NYSESLAT but with gains made in scale scores. Two ELLs went down a level in the Reading/Writing subtest as the 2-4 Grade Level NYSESLAT test is more demanding than the K-1 Grade level.
3. The patterns we observed across NYSESLAT modalities informed us of the need to provide more opportunities for the students to speak, listen to books on tape, role-play, and practice fluency with shared texts, have longer independent reading, more intense guided reading sessions, especially for our ELLs with SWDs and individualized and small group writing instruction.
4. a. Patterns across proficiencies and grades show that students are making progress with the majority of Beginners achieving Intermediate or Advanced status and Intermediates are moving to Advanced and Proficient status in our English as a Second Language Freestanding program. No students took any tests in their native language.
 b. This will be our first year administering Periodic Assessments so we have yet had data to look at.
 c.
6. To assess our program for ELLs the principal, ESL teacher and classroom teachers meet to discuss what is working and what needs improvement. The parents of ELLs are also reached out to regarding any feedback on the new changes we are proposing to the 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)
Josephine Sportella-Giusto	Principal		
	Assistant Principal		1/1/01
Nicole Devivo	Parent Coordinator		1/1/01
Ann Casalan	ESL Teacher		1/1/01
Robert Yee	Parent		1/1/01
Christine DiSanti	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Ellen Lotz	Coach		1/1/01
Maria Rogalle	Coach		1/1/01
Sandro Grancaric	Guidance Counselor		1/1/01
Sandra Litrico Pappas	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **20K682** School Name: **The Academy of Talented Scholars**

Cluster: _____ Network: **406**

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.

The Home Language Identification Survey (HLIS) is the first piece of data considered when assessing our translation needs. Specific attention is given to the Part 3 Parent Information section on the HLIS. Part 3 specifically asks "In what language would you like to receive information from the school?" and "In what language would you prefer to communicate orally with school staff?" The responses to these two questions are our primary basis for deciding the need for written translation and oral interpretation.

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.

Present data indicates that we have a need for written and oral translation at this time. We have come to this conclusion based on collected data from the HLIS that were filled out by each parent at the time of registration. The majority of HLIS of currently enrolled LEP identified students state that the preferred language for written and oral communication with the school is Chinese and Russian.

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.

We have the ability to provide a myriad of language translation. Amongst our staff we have fluent speakers of English, Russian, Chinese, Spanish, Urdu and Italian. Our parents also volunteer their services for written translations. We also make use of the Interpretation and Translation Unit of the New York City Department of Education. Through these varied resources we are able to provide written translation of all class and school-wide notices as well as DOE letters and documents to the parents in all required languages.

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.

The school will provide parents with oral interpretation through our on-staff personnel who speak Chinese, Russian and Spanish. For any other language needs that arise we intend to utilize parent volunteers as well as the Interpretation and Translation Unit of the New York City Department of Education.

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>.

PS 682K will complete and submit Translation Request Forms along with the document to be translated as far in advance as possible, but at least one week prior to set the date for distribution. PS 682K will make every effort to consistently seek feedback from parents to ensure that they have access to the school community and that they are being supported, so they in turn may be active in the school community. The full text of Chancellor's Regulations A-663 is on file in room 214. This text is available to anyone requesting to view this regulation. There is a bulletin board designated for parents to receive pertinent information. This bulletin board is visible upon entry in the main hallway

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: Academy of Talented Scholars	DBN: 20K682
Cluster Leader: Christopher Groll	Network Leader: Sandra Litrico Pappas
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: 34 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input 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: 6 # of certified ESL/Bilingual teachers: 2 # of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We will be offering an afterschool program called Project Success specifically for our third grade and fourth grade ELLs, former ELLs and any non-ELL students whose parents opted into the program. The course will be focusing on the kinds of rigorous writing, reading and math activities aligned to the Common Core Learning Standards in anticipation of the state ELA and Math exams this coming year as well as the forthcoming 2013 newly revised state exams. The school analyzed the third and fourth grade ELA and Math assessment data and from the findings concluded that a supplemental program was needed for our ELLs and our large population of former ELLs to prepare them for the kinds of demands they will be faced with on the state exams including the Common Core Aligned writing prompts, the heavy emphasis on answering inferential reading comprehension questions and the expectation of written explanations on Math performance tasks. According to the analysis of our 2011-2012 school year third grade ELA scores of our present 4th graders about 40% of the total number of students scored a 1 or 2 on the ELA exam and of the present 4th grade ELLs 83% of them scored 1 or 2 and 67% of the former ELLs scored 1 or 2. There will be three third grade classes and three fourth grade classes that meet on Mondays, Tuesdays and Wednesdays from 3:15-4:45pm. It will run for 21 weeks from November 5th to April 10th. Two of the three days will concentrate on the instruction of ELA and the third day will focus on Math instruction. One of the 3 classes on each grade will be composed of English language learners and former English language learners. On the two days of ELA instruction a certified ESL teacher will be teaching the third grade ELL/Former ELL class. For the fourth graders, one certified ESL and one CB teacher will each provide instruction on one of the ELA instruction days. All other days and classes will be taught by certified Elementary Education teachers. On the day of Math instruction, the two ELL classes (third and fourth grade) will each receive instruction from a CB licensed teacher. Title III funding will be used to pay for the salaries of the 4 service providers of the ELL classes. (2 ESL/2 CB) All overages will be paid using other funding sources. We will be purchasing the following materials for this program: "Cross Walk Coach for the Common Core State Standards" by Triumph Learning Publishers. We will order the 3rd grade and 4th grade editions in English Language Arts and the 3rd grade and 4th grade editions in Mathematics.

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: One ESL Title III teacher will be attending Teacher's College Calendar days in ESL professional development and is signed up for the following titled pds: 11/9-"Boosting Vocabulary 3-5th grades", 12/11-"Writing Workshop: Supporting ELLs" and 1/24 "ESL Can Rise to the CCLS." The same ESL teacher regularly attends a Teacher's College Study Group that meets 5 times throughout the year,

Part C: Professional Development

10/12, 11/26, 12/20, 1/22 & 4/8 which focuses on the TC Writing Continuum and how it can be utilized in meeting the Common Core Curriculum standards in Literacy and in creating and grading performance tasks in English Language Arts. To meet our school goals of Designing Coherent Curriculum & Higher Level Questioning all teachers of ELLs receive professional development at Lunch & Learns and weekly Teacher Team Meetings. The ESL teacher is also involved in the CFN 406 Network's Professional Development Opportunities for teachers of ELLs and has attended its October 22nd workshop given by Enrico Domingo titled "Student Goal Setting" which looked at the AMAO tool, its teaching implications and the CCLS expectations for students as well as its implications for ELLs. She is also set to attend the upcoming CFN 406 workshops to be presented by Enrico Domingo titled "Text Complexity" on December 12th and "Response to Intervention for ELLs" on February 27th.

The other ESL Title III teacher as well as the other Common Branches teachers receive ongoing monthly Professional Development in the Reading and Writing Workshop model by a Teacher's college staff developer during the school day in a classroom lab site and grade debrief meetings. These same teachers receive Math professional development from a Metamorphosis Math staff developer monthly as well. Teacher Team Meetings focus on the Chancellor's instructional expectations that include inquiry work around looking at student work to deepen our teaching practice. The November 6th, Election day PD will focus on creating performance tasks that model after the ELA and Math exams and meet the Common Core Curriculum Standards. On this day one of the ESL Title III teachers will be attending The Office of English Language Learners annual ELL Literacy Conference titled, "Meeting the Challenge with Success: Strengthening Instruction for ELLs" which will present on best instructional practices to support ELLs in meeting the rigorous demands of the Common Core Learning Standards.

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: Our school places an importance on parents of ELLs becoming familiarized with new Common Core Literacy Standards and being supported in meeting the academic demands it entails for their children. The school also places a high priority on parents being involved in schoolwide events as well as in volunteer opportunities. Volunteer opportunities can range from helping in the cafeteria during lunchtime, assisting a teacher in weekly Enrichment clusters to helping with classes utilizing the school library. Volunteers join the parent community of "Learning Leaders." Their involvement hopes to enable them to be more aware of school programs and curriculum as well as allow them a firsthand view at the kind of learning experiences their children are having. At the start of the school year Kindergarten parents were invited to a "Boo Hoo" Welcome Breakfast on September 6th held by the parent coordinator, Nicole DeVivo and the administration. All parents were invited to a Curriculum Night held on September 20th where the parents were presented with an overview of the curriculum, educational programs and the classroom protocols that their child will be taught with by their child's classroom teacher. In October the new monthly teacher led parent workshops in literacy or math began and will continue with each grade hosting such a curriculum/Common Core Learning Standards

Part D: Parental Engagement Activities

parent workshop in the evening once a month. At the October PTO meeting parents were updated on the Tribes mission for our school by Ms. Casalan and the principal discussed the recent school progress report. Throughout the year parents will be invited to additional workshops such as the Just Right Reading Workshop for all grades in November given by the Literacy Coach, Theresa Nguyen and the parent coordinator Nicole DeVivo which will cover the explanation of Just Right Reading levels and the supports parents can use in reading with their children; Math in Focus workshop for all grades by interim acting Assitant Principal Maria Rogalle and several teacher volunteers set for November 19th; ARIS parent workshop in November by Data Specialist Theresa Nguyen; Reach the World Parent PD in December; Middle School Parent Workshop in December by parent coordinator and school guidance counselor Sandro Grancaric; a January State Exams Workshop for testing grades and a Science Night by science teacher, Nicole Garcia; Bear Night-A Family Literacy Night for K-2 & Literacy Family Game Night 3-4 in February conducted by teacher and administrative volunteers.

Parents of ELLs are also invited to all Celebratory events and student performances such as October's Costume Parade, November's Open School Week, Food Drive, Turkey Trot and Dancing Classrooms Performance, December's Toy/Coat Drive and Enrichment Cluster Showcase, January's 1/2 Way 100% Attendance Breakfast, March's Dr Seuss Birthday Celebration, Tada Perfromance and Dancing Classroom performance, April's 3rd/4th grade Tribes Mixer/Dance, May's Gala Science Fair, and Talent show and June's Arts Festival and Cyclones End of Year Family Event.

In order to ensure the encouragement of ELL parents to attend all school workshops we offer translators of Russian, Chinese and Spanish through the use of our bilingual Community Assistant, paraprofessionals and Teacher Assistants. The PTO provides translators as well through parent volunteers. The school also translates letters sent home in all the languages requested by the parent as indicated on the Home Language Survey. All of our parents can retrieve important schoolwide information on our school website as well as grade pages that list home school connection recommendations for our parents.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	Total Allocation: \$11,200 \$9,486	After-School ELL Program One ESL teacher will be paid at teacher per-session rate to provide 1.5 hour ESL instruction to the third grade ELL class on the two days of ELA instruction for 21 weeks (42 sessions).

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>1 teacher x 42 sessions x 1.5 hours \$50.19 = \$3,162</p> <p>One ESL and one CB teacher will be paid at teacher per-session rate to provide 1.5 hour ESL instruction each to the fourth grade ELL class on alternate day of the two days of ELA instruction for 21 weeks (21 sessions).</p> <p>2 teachers x 21 sessions x 1.5 hours \$50.19 = \$3,162</p> <p>Two teachers (CB) will be paid at teacher per-session rate to provide 1.5 hour Math instruction each to the third and fourth grade ELL class on math instructional day for 21 weeks (21 sessions).</p> <p>2 teachers x 21 sessions x 1.5 hours \$50.19 = \$3,162 ter-school ELL Program</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		<p><u>At no cost to Title III</u></p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 	<p>\$1,714</p>	<p>\$1,714 will be allocated for the purchase of materials mentioned in the narrative. Other funding sources will be used to complement the cost of materials needed to support the school's Supplemental Title III</p>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		program.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	<u>\$11,200</u>	