



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** HUDSON CLIFFS SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 06M187

**PRINCIPAL:** CYNTHIA CHORY

**EMAIL:** CCHORY@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ELSA NUNEZ

## 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
Cynthia Chory	*Principal or Designee	
Colleen Haughey	*UFT Chapter Leader or Designee	
Adele Tedesco	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Jan Hirsch	Member/Teacher	
Ana Hernandez	Member/Parent	
Elena Duetsch	Member/Parent	
Kirsten Cowel	Member/Parent	
Susan Seitner	Member/Parent	
Leo Arbitman	Member/Parent	
Ileana Estrada	Member/Teacher	
Vicki Manolas	Member/Teacher	
Michael Palmieri	Member/Teacher	

\*\* 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 of 2013, 100% of Grades 3-8 students will complete five writing pieces in which they cite evidence from text, use critical thinking skills, and make interdisciplinary connections in support of their stated position. These five writing pieces will be mainly literacy pieces, but may also include mathematics. Teachers will use the CCSS (Common Core State Standards) writing rubrics as a guide to teach, revise and assess students writing process. Rubrics will be revised as needed for clarity and relevance to the tasks presented. As a result of this, students will demonstrate a 25% growth in writing.

### 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.

### Change dates and data percents from this year

For the 2011-12 academic year needs assessment, we analyzed data from several sources including the School Quality Review (SQR), School Report Card (SRC), English Language Arts (ELA), 2011-2012 Math and Science state tests, DOE-administered school learning environment (LES) survey and school-specific survey of parents.

For the 2011-12 academic year needs assessment, we analyzed data from several sources including the School Quality Review (SQR), School Report Card (SRC), English Language Arts (ELA), 2011-2012 Math and Science state tests, DOE-administered school learning environment (LES) survey and school-specific survey of parents.

In 2012, on the ELA tests, just over half (57%) of all of our students met or exceeded standards. 11% of our English Language Learners met or exceeded the standards and 18% of our students with disabilities met or exceeded the standards. Data below for ELA:

### Aggregate Performance

Level 3 and Above | [Level 2 and Above](#)

Subgroup	All Grades		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8
	#Tested	%L3+	#Tested	%L3+	#Tested	%L3+	#Tested	%L3+	#Tested	%L3+	#Tested	%L3+	
All Students													
School	494	57%	80	63%	73	67%	83	64%	81	53%	75	35%	102
Disability Status													
General Education	420	64%	72	64%	67	70%	73	70%	66	64%	60	43%	82
Students with Disabilities	74	18%	8	50%	6	33%	10	20%	15	7%	15	0%	20
Ethnicity													
American Indian or Alaska Native	6	100%	2	100%	1	100%	0	0%	1	100%	0	0%	2
Asian or Pacific Islander	17	71%	1	0%	4	100%	4	75%	2	0%	4	75%	2
Black or African American	11	64%	1	100%	3	67%	1	100%	1	0%	1	0%	4

Hispanic or Latino	297	43%	35	40%	31	45%	47	45%	52	52%	61	26%	71
Multiracial	4	100%	2	100%	0	0%	1	100%	1	100%	0	0%	0
White	159	79%	39	79%	34	82%	30	90%	24	58%	9	78%	23
<b>Gender</b>													
Female	256	62%	38	58%	39	74%	46	63%	43	65%	35	40%	55
Male	238	52%	42	67%	34	59%	37	65%	38	39%	40	30%	47
<b>English Proficiency</b>													
English Proficient	457	61%	75	65%	68	71%	77	69%	76	57%	68	38%	93
Limited English Proficient	37	11%	5	20%	5	20%	6	0%	5	0%	7	0%	9
<b>Economic Status</b>													
Economically Disadvantaged	295	42%	36	33%	38	55%	45	42%	53	40%	56	32%	67
Not Economically Disadvantaged	199	79%	44	86%	35	80%	38	89%	28	79%	19	42%	35

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

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

In September of 2012, all teachers examined the CCSS- aligned writing rubrics during common planning. Teacher teams are provided time during common planning once a week, grade conferences once a month and faculty conferences once a month, to work collaboratively to review and assess student writing pieces using the CCSS-aligned rubrics. This collaborative effort will provide teachers with a forum in which they may bring up questions for discussion, resolve issues, compare notes, etc. Teachers will assess student writing pieces using these tools throughout the 2012-2013 school year. The resulting data will be collected and analyzed by class, by grade, and school-wide in order to gauge student progress in writing and to inform instruction. In June 2013, a team of teachers will revise the rubrics, as needed, based on their collective experiences.

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Parent orientation sessions (which disseminate information about the curriculum and CCSS) are offered in each classroom in September.
  - Parent/Teacher conferences (planned and ad-hoc) provide a way for teachers and parents to engage in a dialogue about

student progress pertaining to this goal.

- In order to create a Home-School connection, the Parent Bulletin (issued monthly) provides parents with tips on helping their child at home.
- Parent workshops are offered by the school on the curriculum and the CCSS and its application to the students' work.
- The School and PTA website is updated with pertinent curricular information.
- Parents are invited to school events throughout the year to share work and celebrate student learning and accomplishments.
- Morning coffee with Principal Chory is held on a monthly basis – a place where parents may ask questions and express their thoughts and concerns about how we are meeting this particular goal.
- All progress made toward this goal is shared with the School Leadership Team (SLT) which includes leaders in our parent community.

**Budget and resources alignment**

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

If other is selected describe here:

**Service and program coordination**

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

Title I	Federal	\$225,642
Title IIA	Federal	\$151,696
Title III	Federal	\$11,200
IDEA	Federal	\$122,763
C4E	Federal	\$88,487
Tax Levy (FSF)	State	\$3,373,347

School Wide Programs, Fair Student funding is being used to provide common planning for teachers to review student work together as well as work on development of consistent and rigorous tasks. These funds were also used to pay for substitutes for intervisitation.

90% of SWP was spent on teacher's salary.  
100% of Title IIA was spent on teacher salary  
94% FSF funding was spent on teacher salary

## **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 of 2013, 100% of teachers will use the school website to communicate with parents. Important or culminating activities, projects, and/or celebrations that pertain to each grade will also be posted. The website will be updated on a monthly basis. In addition, parents who supply the school with an email address will be added to an "e-blast". Parents will in turn receive e-mails reminding them of important events and school news.

### **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.

For the 2011-2012 academic year needs assessment, we analyzed data from several sources including the School Quality Review (SQR), School Report Card (SRC), English Language Arts (ELA), 2011-2012 Math and Science state tests, DOE-administered school learning environment (LES) survey and school-specific survey of parents. The LES indicated that parents wanted internet communication for important events.

The Learning Environment Survey completed by the parents stated that 72% of the parents preferred electronic communication. The school's communication result was 6.7 out of 15. By implementing these new measures in we hope to communicate better with parents. This allows the parents to log on to see their children's grades and monitor school functions.

### **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.

In September of 2012, all teachers trained in using the Engrade system for grading students. All teachers then implemented Engrade by the first marking period (November). Parents were given passwords so that they can log on and see their children's process throughout the year. A parent workshop was conducted on Engrade and parents were taught how to log-in.

The teachers were trained on the protocols for having information placed on the Facebook page. The school will continue to maintain a Facebook page so that parents can log on and access information on the school functions and activities as well as receive up to date

communication.

The parent coordinator will disseminate “e-blasts” of all flyers to all parents whose e-mail addresses are in the system.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Parent orientation sessions (which disseminate information about the curriculum and CCSS) are offered in each classroom in September.
  - Parent/Teacher conferences (planned and ad-hoc) provide a way for teachers and parents to engage in a dialogue about student progress pertaining to this goal.
  - In order to create a Home-School connection, the Parent Bulletin (issued monthly) provides parents with tips on helping their child at home.
  - Parent workshops are offered by the school on the curriculum and the CCSS and its application to the students’ work.
  - The School and PTA website is updated with pertinent curricular information.
  - Parents are invited to school events throughout the year to share work and celebrate student learning and accomplishments.
  - Morning coffee with Principal Chory is held on a monthly basis – a place where parents may ask questions and express their thoughts and concerns about how we are meeting this particular goal.
  - All progress made toward this goal is shared with the School Leadership Team (SLT) which includes leaders in our parent community.

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

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

Title I	Federal	\$225,642
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Title IIA	Federal	\$151,696
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Tax Levy (FSF)	State	\$3,373,347

School Wide Programs, Fair Student funding is being used to provide common planning for teachers to review student work together as well as work on development of consistent and rigorous tasks. These funds were also used to pay for substitutes for intervisitations.

90% of SWP was spent on teacher's salary.

100% of Title IIA was spent on teacher salary

94% FSF funding was spent on teacher salary

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

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

#### **Annual Goal #3**

- By May of 2013, 100% of students will take part in hands on activities using the scientific method that engage students in inquiry process skills to deepen their understanding of concepts described in the science curriculum. These activities are intended to encourage a constructivist approach to teaching and learning science throughout the course of the school year. This, in turn, will help develop students' critical thinking skills and enable them to apply or relate them to real world events. Students will be able to interpret data from both personal observation and external sources and share their results both verbally and in writing. Science teachers will create lesson plans and activities that incorporate the pond located on our school property to enhance the studies of ecosystems and our environment.

#### **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.

For the 2011-2012 academic year needs assessment, we analyzed data from several sources including the School Quality Review (SQR), School Report Card (SRC), English Language Arts (ELA), 2011-2012 Math and Science state tests, DOE-administered school learning environment (LES) survey and school-specific survey of parents. The LES indicated that parents wanted internet communication for important events.

The Learning Environment Survey completed by the parents stated that 72% of the parents preferred electronic communication. The school's communication result was 6.7 out of 15. By implementing these new measures in we hope to communicate better with parents. This allows the parents to log on to see their children's grades and monitor school functions

#### **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.

We will continue to differentiate science instruction to meet the needs of our students. We will continue to add more rigor to our current science curriculum in order to engage the students in higher order thinking and writing. We are doing this by including hand-on experiments, use of instructional technology, and "read-discuss-write" activities in order to support the New York State science curriculum. Elementary school science teachers were trained by Aussie Professional Development in 2009-2010 & 2010-2011. Training included application of the Socratic method. Teachers will work in small groups after school to assist struggling students. Students will visit and explore the pond using lesson plans developed and aligned to the curriculum.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Parent orientation sessions (which disseminate information about the curriculum and CCSS) are offered in each classroom in September.
  - Parent/Teacher conferences (planned and ad-hoc) provide a way for teachers and parents to engage in a dialogue about student progress pertaining to this goal.
  - In order to create a Home-School connection, the Parent Bulletin (issued monthly) provides parents with tips on helping their child at home.
  - Parent workshops are offered by the school on the curriculum and the CCSS and its application to the students' work.
  - The School and PTA website is updated with pertinent curricular information.
  - Parents are invited to school events throughout the year to share work and celebrate student learning and accomplishments.
  - Morning coffee with Principal Chory is held on a monthly basis – a place where parents may ask questions and express their thoughts and concerns about how we are meeting this particular goal.
  - All progress made toward this goal is shared with the School Leadership Team (SLT) which includes leaders in our parent community.
  - Parents will be invited to visit the pond.
  - Parents will be informed via the website.
  - Parents will visit during portfolio celebrations.

**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).

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School Wide Programs, Fair Student funding is being used to provide common planning for teachers to review student work together as well as work on development of consistent and rigorous tasks. These funds were also used to pay for substitutes for intervisitation.  
90% of SWP was spent on teacher's salary.  
100% of Title IIA was spent on teacher salary  
94% FSF funding was spent on teacher salary

### 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 June of 2013, 100% of Grade 3-8 students will complete three performance tasks in math. These pieces will demonstrate the use of problem solving skills, fluency of computation, deep conceptual understanding and application of mathematical concepts to real life. Students will work independently and collaboratively to solve complex, multi-step problems. This will support students' abilities to apply computational skills and conceptual understanding to various applications of mathematics. Teachers will use the CCSS math rubrics to assess students' work.

#### **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.

On the 2012 math test, 67% met or exceeded standards in math. Disparities noted that 67% of the general education met or exceeded the standard. 20% of the English Language Learners met or exceeded the math performance and that 22% of the students with disabilities met or exceeded the standards according to the state wide test.

Level 3 and Above | [Level 2 and Above](#)

Subgroup	All Grades	<a href="#">Grade 3</a>	<a href="#">Grade 4</a>	<a href="#">Grade 5</a>	<a href="#">Grade 6</a>	<a href="#">Grade 7</a>	<a href="#">Grade 8</a>
	#Tested%L3+#Tested%L3+#Tested%L3+#Tested%L3+#Tested%L3+#Tested%L3+#Tested%L3+#Tested%L3+						
All Students							
School	496 67%	80 80%	73 79%	83 59%	82 50%	75 61%	103 74%
Disability Status							
General Education	423 75%	72 82%	67 84%	74 64%	67 58%	60 73%	83 88%
Students with Disabilities	73 22%	8 63%	6 33%	9 22%	15 13%	15 13%	20 15%
Ethnicity							
American Indian or Alaska Native	6 67%	2 100%	1 100%	0 0%	1 0%	0 0%	2 50%
Asian or Pacific Islander	16 75%	1 0%	4 75%	4 75%	2 50%	3 100%	2 100%
Black or African American	11 55%	1 100%	3 67%	1 100%	1 0%	1 0%	4 50%
Hispanic or Latino	299 56%	35 69%	31 68%	47 43%	52 37%	62 56%	72 68%
Multiracial	4 100%	2 100%	0 0%	1 100%	1 100%	0 0%	0 0%
White	160 88%	39 90%	34 91%	30 80%	25 80%	9 89%	23 96%
Gender							

Female	255 66%	38 79%	39 77%	46 50%	43 56%	34 56%	55 76%
Male	241 69%	42 81%	34 82%	37 70%	39 44%	41 66%	48 71%
English Proficiency							
English Proficient	456 71%	75 84%	68 81%	77 64%	76 54%	67 66%	93 80%
Limited English Proficient	40 20%	5 20%	5 60%	6 0%	6 0%	8 25%	10 20%
Economic Status							
Economically Disadvantaged	298 57%	36 64%	38 68%	45 44%	54 35%	57 60%	68 69%
Not Economically Disadvantaged	198 83%	44 93%	35 91%	38 76%	28 79%	18 67%	35 83%

**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:
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**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.

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- The School and PTA website is updated with pertinent curricular information.
- Parents are invited to school events throughout the year to share work and celebrate student learning and accomplishments.
- Morning coffee with Principal Chory is held on a monthly basis – a place where parents may ask questions and express their thoughts and concerns about how we are meeting this particular goal.
- All progress made toward this goal is shared with the School Leadership Team (SLT) which includes leaders in our parent community.
- Portfolio celebrations and class visits.

**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).

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Tax Levy (FSF)	State	\$3,373,347
<p>School Wide Programs, Fair Student funding is being used to provide common planning for teachers to review student work together as well as work on development of consistent and rigorous tasks. These funds were also used to pay for substitutes for intervisitation.  90% of SWP was spent on teacher's salary.  100% of Title IIA was spent on teacher salary  94% FSF funding was spent on teacher salary</p>		

**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	Grades K Foundations 1& 2 Fountas & Pinell Leveled Literacy Intervention 3&4 Junior Great Books Grade 5-8 Personalized learning Instruction in the form of reading intervention is offered after school	Small Group	During school day After school
Mathematics	Academic intervention is provided in small groups (5- 10 students) twice a week after school in 50- minute sessions. The type of program/strategy used varies depending on the needs of the students. Some teachers also elect a tutoring activity for their one menu period a week, which is used to focus on their neediest students.	Small Group One on One	After school During School day
Science	Academic intervention is provided in small groups	Small Group	After school

	(5- 10 students) twice a week after school in 50-minute sessions. The type of program/strategy used varies depending on the needs of the students. Some teachers also elect a tutoring activity for their one menu period a week, which is used to focus on their neediest students.		
Social Studies	Academic intervention is provided in small groups (5- 10 students) twice a week after school in 50-minute sessions. The type of program/strategy used varies depending on the needs of the students. Some teachers also elect a tutoring activity for their one menu period a week, which is used to focus on their neediest students.	Small Group	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The Guidance Counselor provides small group counseling and individual counseling to address emotional, peer, and family issues that arise and impact the students in the school setting. She provides information	One on One Small Group Whole Class	Before School During School After School

	<p>regarding resources in the community that are available for further assistance. Where necessary, she provides counseling or referral to outside resources. Services are provided before, during, and after school.</p>		
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### HIGHLY QUALIFIED TEACHERS (HQT)

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

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

P.S./I.S. 187 engages in the selection of highly qualified staff. The teachers and administration form a hiring committee in early May and interview for intended vacancies which allows us the opportunity to find highly qualified teachers, when necessary they attend hiring fairs. Administrative staff reaches out to local colleges and Universities to identify Highly Qualified candidates. The payroll secretary works closely with the Network PR point person to ensure that all candidates have all required documentation. Whenever possible, experienced candidates with Master's Degrees are selected. In order to encourage professional growth, the school regularly conducts ongoing staff development sessions to nurture their professional growth and increase teacher retention. Each new staff member to 187 is assigned a critical friend to guide and support them in addition to a mentor. Teachers also meet during common planning and share strategies and materials to encourage professional growth and support student success.

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

**Each year the School Leadership Team (the SLT) must review and revise the school's Comprehensive Educational Plan (the CEP.) One part of the CEP deals specifically with parent involvement and the way that families and the school form a partnership. It must include two parts. The first is the School-Parent Involvement Policy, which is a statement of the school's policy and description of concrete ways that families and the school can work together. The second part is the School-Parent Compact. This is a list of specific guidelines that both the school and families can follow to make sure that the partnership is successful. These documents must be distributed to the parent body. This year, we have rewritten them so that they are more succinct and readable. We hope that you will take the time to read them and encourage you to contact any member of the SLT with questions or comments you may have.**

## **School-Parent Involvement Policy**

### **What is our definition of a good school/parent partnership policy?**

A strong partnership between parents and the school is essential. Parental involvement means the participation of parents in a regular, two-way, meaningful communication about student learning and other aspects of a child's life at school. The school seeks to ensure that parents are informed and actively engaged in their child's education. Parents are full partners in their child's learning and are included in decision making and on advisory committees to assist in the education of their child.

### **How can parents be involved in decision making?**

- Parents are encouraged to attend and actively participate in monthly PTA (Parent Teacher Association) meetings.
- All parents are welcome to observe monthly SLT (School Leadership Team) meetings.
- Parents may join a subcommittee of the PTA or the SLT.
- Parents become elected officers of the PTA or members of the SLT.
- Parent surveys are conducted each year.

### **How can parents be informed about their child's progress in school, and involved in activities that support their child in school?**

- Parents are invited to pick up a copy of their child's report card and meet with the teacher at least twice a year. Afternoon and evening appointments are available.
- Parents can contact the child's teacher to arrange other meetings that will take place in a timely manner.
- Parents will be able to monitor student progress through an on-line grading system.
- Orientation sessions are offered in each classroom in September.

- Open school week is held in November.
- Morning coffees with Principal Chory and the Assistant Principals will be held on a monthly basis.
- Parents are invited to school events throughout the year including: music concerts, art festivals, and portfolio celebrations.
- Workshops are offered by the school on specific curricular and social issues. The ideas for these workshops are generated by the parents and the staff.
- There are volunteer opportunities for parents in each child's classroom.
- The school distributes a monthly newsletter.
- The Parent Coordinator will reach out to parents, organize workshops and serve as a bridge between school administration, teachers and parents.

#### **How can we ensure that there is clear, timely communication between the school and the parent body?**

- To address any questions or concerns about your child, please contact the teacher or school administration via note, phone or e-mail. An appointment will be scheduled at a mutually convenient time.
- Both the school and the PTA maintain an on-line information site.  
<http://www.facebook.com/187HudsonCliffsSchool>  
<http://www.187pta.org/>
- The parent bulletin will be sent home with children, posted on-line, and sent in an email from the Parent Coordinator.
- All important school announcements are distributed via backpacks and in a timely manner.
- At least one administrator greets families before school and at dismissal.
- The class parent representative (CPR)/ grade representative will keep parents informed about both grade level and class events and activities.

#### **How can we ensure that all parents can fully participate in the school community?**

- SLT meetings are generally held in the morning, some take place in the afternoon.
- Childcare is provided at PTA meetings.
- PTA meeting and SLT meeting times will be posted on the school website, the school calendar and the PTA website.
- Minutes from PTA meetings and SLT meetings will be posted on the school website, and a copy is available in the main office.
- Language translation is available at PTA and SLT meetings.
- Written communications are distributed in both Spanish and English and translation is available in other languages when requested.

#### **How can we regularly evaluate our parental involvement plan?**

- Parent/guardian attendance at school functions is monitored through attendance sheets.
- Parent and teacher survey data will be reviewed.
- The SLT will review both the parental involvement plan and the parent compact on an annual basis.

#### **How can we revise the plan?**

- Feedback is welcome from all parents and staff. Parents may contact any SLT representatives, PTA representatives, school administrators, or the parent coordinator.
- Revisions will be made after consultation with the SLT.
- Revisions will also be based on information gathered from surveys, meetings, and feedback from parents and teachers.
- A draft of the document will be approved by the SLT.

#### **How will both the parental involvement policy and the parent compact be distributed to the parent body?**

- They will be sent home in a written document, in both Spanish and English.
- They will be made available at a PTA meeting.
- They will be posted on both the PTA and the school's website.

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

The school's vision statement is:

“The Hudson Cliffs School is anchored in tradition while openly embracing our diverse evolving community. We are committed to serving our children by tailoring education of each child. We challenge them academically and artistically; nurture them through creative child centered pedagogy; and provide an innovative stimulating learning environment where they may freely explore and strive for their maximum potential. Collectively we develop ways to instill in our students, from early childhood to early teen, a lifelong love of learning. Through collaboration and community integration we seek to provide a unique learning environment exemplary in its preparation of responsible, independent, and inquisitive students equipped to succeed in the 21<sup>st</sup> century. “

By sharing responsibility and working together in the following ways, the PS/IS 187 community can work together to realize this vision.

**The teachers and administration at PS/IS 187 strive to:**

- Provide high quality instruction in a supportive learning environment.
- Tailor education for each child, challenging them academically, artistically, and socially.
- Assist children in identifying their own needs and seeking help.
- Inform and involve parents to further the educational goals of the school and the classroom.
- Provide parents with the information they need to be active partners in their children's education. To this end, teachers and administration:
  - Conduct a parent orientation session for each grade in September.
  - Provide parents with two report cards each year.
  - Hold parent teacher conferences twice a year and additional conferences upon the request of the teacher or parent.
  - Keep parents informed of changes in the classroom or in their child during the course of the year.
  - Make parents aware of the best way to initiate a conversation with a teacher (i.e. e-mail, a note sent with the child, or a phone call.)
  - Provide parents with opportunities to observe their children in school and opportunities to volunteer.
  - Provide information about changes in curriculum or policy.
  - Provide informational workshops throughout the year.
  - Ensure access to ARIS.
  - Provide information about on-line grading systems.
  - Distribute the Parent Bulletin (sent home with children, e-mailed, and available on-line.)
  - Make sure curriculum maps are posted on line for grades 5-8.
  - Provide information to the Class Parent or Grade Representatives so that it can be shared with all parents in the class.
  - Make sure that parents are informed about school events well in advance, ideally two to three weeks before the event.

**The Parents or Guardians of PS/IS 187 children strive to:**

- Be active partners in their child's education.
- Participate in decisions relating to their child's education.
- Communicate openly with the teacher about their child's educational needs.
- Share important information about their child which may affect his or her life at school.
- Communicate openly with the teacher about their child's educational needs.
- Encourage good study habits and make sure that homework is completed. Have a conversation with the teacher (or encourage their child to do so) if the homework is too difficult or too easy.
- Follow appropriate channels of communication that the school has established, beginning with speaking to the child's teacher.
- Stay informed by reading notices that their child brings home.
- If possible, use online communication resources to stay informed (school Facebook page and PTA web-site.)
- Attend parent orientations, parent teacher conferences, open school week, workshops, and other events that foster a strong parent/school partnership.
- Class Parent and Grade Representatives will share information about class curriculum and events.
- Monitor their child's attendance and punctuality.
- Be supportive of rules and discipline policy.
- Monitor and promote positive use of their child's extracurricular time.
- Read with their child for the amount of time deemed appropriate for his or her grade level.

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

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Jose Ruiz / Larry Block</b>	District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>187</b>
School Name <b>Hudson Cliffs School</b>			

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

Principal <b>Cynthia Chory</b>	Assistant Principal <b>Nilda Marrero</b>
Coach <b>Francesca Burns / Literacy K-4</b>	Coach
ESL Teacher <b>Alex Jiménez /ELL Coordinator</b>	Guidance Counselor <b>Dawn Powell</b>
Teacher/Subject Area <b>Leola Brady-Price /ESL</b>	Parent <b>Kathy Brito</b>
Teacher/Subject Area <b>Rose E Neidish / ESL &amp; Library</b>	Parent Coordinator <b>Denise Rosa</b>
Related Service Provider <b>Nicole Scariano/IEP Teacher</b>	Other <b>Julie McCullough/Grade Advisor</b>
Network Leader	Other

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

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

Number of certified ESL teachers	<b>4</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>45</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>788</b>	Total Number of ELLs	<b>68</b>	ELLs as share of total student population (%)	<b>8.63%</b>
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## Part II: ELL Identification Process

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

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

## II. ELL Identification Process

The steps followed for the initial identification of those students who may possibly be ELLs are as follows:

### Administration of the Home Language Identification Survey (HLIS).

During the registration process, the Home Language Identification Survey (HLIS) is completed by the parent/guardian of a new entrant to the New York City school system. This HLIS is available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Hebrew, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. The HLIS elicits information about the new entrant's use of a home language other than English (if any) as well as the student's prior schooling. During high-volume registration periods, such as at the beginning of the school year, Ms. Brady-Price and/or Ms. Jimenez (trained ESL coordinators and licensed pedagogues) are included in the registration process to informally interview parents and assist them in completing the HLIS. During low-volume registration periods, such as an ad-hoc registration that may occur on any weekday, Ms. Brady-Price or Ms. Jimenez are summoned to the main office to informally interview and assist the parent in completing the HLIS.

The general guideline for determining if a student may be an ELL is based on the responses to eight critical questions on the HLIS. This guideline suggests that if there are one or more responses of 'yes' to questions 1-4, plus two or more responses of 'yes' to questions 5-8, then the child is a potential ELL and should be tested. While the informal interview with the adult may reveal that the child really is not an ELL, and therefore overrides the aforementioned guideline, if we are in doubt we will still test the child to make sure.

Once the HLIS has been reviewed by Ms. Brady-Price/Ms. Jimenez, the home language code is determined. If the home language is indeed English, a code of 'NO' is entered on the HLIS. If the home language is one other than English, the code assigned to that language is entered on the HLIS. The HLIS is then signed. The white copy (original) HLIS is stored in the student's cumulative folder, and the yellow copy is stored in the Home Languages Folder, located in Room 209.

### Administration of the Language Assessment Battery-Revised (LAB-R).

If the child is determined to be a potential ELL, the Language Assessment Battery-Revised (LAB-R) is administered within the first ten days of enrollment. The results are used to determine initial identification of ELL status, and therefore their entitlement to ELL services.

Most of our potential ELLs are in grades K- 1, and are administered the LAB-R by our grade K- 1 ESL teacher, Ms. Neidish within the first ten days of enrollment. The balance of our potential ELLs in grades 2 - 8 are administered the LAB-R by Ms. Brady-Price or Ms. Jimenez within the first ten days of enrollment. After administration, the assessments are hand-scored and reviewed.

If the child scores at or above a level of proficiency designated for that grade by the State of New York, the student is identified as a non-ELL. In this case, the parent/guardian is notified in writing via the Non-Entitlement Letter. This letter informs them of their child's

score on the LAB-R, and the resulting non-entitlement to ELL services.

If the child scores below a level of proficiency designated for that grade by the State of New York, the student is identified as an ELL. In this case, the parent/guardian is notified in writing via the Entitlement Letter. This letter informs them of their child's score on the LAB-R, the resulting entitlement to ELL services, and a brief description of the three programs available to their child in the City of New York. This letter also invites them to a group ELL Parent Orientation Session scheduled to take place in our elementary school library in mid-September. Contact information is provided so that individual parent orientations may be scheduled in the event that the parent cannot attend the scheduled group orientation meeting, or the date has already passed. In this event, the parent orientation will take place individually with Ms. Jimenez in her office, Room 209, at the parent/guardian's earliest convenience.

Attached to the Entitlement Letter is the Parent Survey and Program Selection Form which should be reviewed and brought to the ELL Parent Orientation Session.

The Non-Entitlement Letter, Entitlement Letter, and Parent Program Selection Form are all acquired from the Office of ELLs website and are available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. Copies of all letters sent to parents of ELLs are stored in the ELL Parent Communications Binder, located in Room 209, with attached acknowledgements signed by the recipients.

For newly admitted ELLs whose home language is Spanish, Ms. Jiménez administers the Spanish LAB assessment to determine their literacy skills in Spanish for reading, writing, listening, and speaking.

The original LAB-R assessment (and Spanish LAB if applicable) is mailed to the designated location for loading into the ATS system, while a copy of the LAB-R answer documents is stored in the ELL Parent Communications Binder, located in Room 209.

Languages spoken by the pedagogues who administer the HLIS and LAB exams are: Ms. Jimenez (English/Spanish (Advanced)), Ms. Brady-Price (English, Spanish (intermediate)), Japanese (Intermediate), Ms. Neidish (English, Spanish (intermediate)).

Steps taken to ensure all ELLs receive the NYSESLAT annually, are (1) review the RLER report on ATS which details all students who are ELLs and are entitled to take the NYSESLAT exam, (2) the NYSESLAT coordinators, Ms. Jimenez & Ms. Brady-Price schedule rooms and times for administering all four sections of the exam during the administration window. Students who are absent on the day of NYSESLAT administration for any of the four parts, are administered make-ups.

New York State English as a Second Language Assessment Test (NYSESLAT)

The New York State English as a Second Language Assessment Test (NYSESLAT) is used to determine if an ELL continues to be entitled to ELL services in the next academic year or not. Those scoring a (B)eginner, (I)ntermediate, or (A)dvanced will continue to be entitled. Those scoring as (P)roficient will no longer be serviced, but will still be supported during their two-year transition into the mainstream.

If the child scores below a level of proficiency designated for that grade by the State of New York, the student is identified as a continuing ELL. In this case, the parent/guardian is notified in writing via the Continued Entitlement Letter. This letter informs them that their child's score on the NYSESLAT indicates that they are still entitled to ELL services.

If the child scores at or above a level of proficiency designated for that grade by the State of New York, the student is identified as no longer entitled. In this case, the parent/guardian is notified in writing via the Non-Entitlement/Transition Letter. This letter informs them that their child scored well on the NYSESLAT and that they are no longer entitled to ELL services.

Both the Continued Entitlement Letter and the Non-Entitlement/Transition Letter are available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. Copies of all letters sent to parents of ELLs are stored in the ELL Parent Communications Binder, located in Room 209, with attached acknowledgements signed by the recipients.

ELL Parent Orientation Session

A start-of-year ELL Parent Orientation Session is scheduled to take place in the elementary school library in mid-September, although individual orientation sessions are also scheduled at the parent/guardian's convenience on an ongoing basis throughout the school year. Evening and weekend sessions may be scheduled to accommodate the needs of working ELL parents. Sessions tend to last anywhere between 30 and 90 minutes, depending on attendance and the level of discourse.

At this orientation ELL parents:

01. receive a walk-through of the Parent Survey and Program Selection Form which was attached to the aforementioned Entitlement Letter,
02. receive the ELL Parent Brochure – “Transitional Bilingual Education Programs: A Guide for Parents” (available in Arabic, Bengali, Chinese, English, Haitian Creole, Korean, Russian, Spanish, and Urdu),
03. view the Orientation DVD for Parents of Newly Enrolled ELLs (available in Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu),
04. are presented with the highlights of Title III and CR Part 154 funding, so that they are informed of their child's rights and their rights as parents of ELLs,
05. are provided an opportunity to ask questions about available bilingual/ESL services and program models, and
06. are provided individual assistance, if necessary, in completing the Parent Survey/Program Selection Form.

Our legal obligation is to inform parents about, and answer their questions pertaining to, the three programs available to their child - Transitional Bilingual Education (TBE), Dual Language (DL), and Freestanding English as a Second Language (ESL). We do not make recommendations or in any way try to sway the parent/guardian into choosing one program over another. Parents/guardians are informed that if a total of 15 requests for TBE or DL are made in two consecutive grades for a specific native language (such as Spanish or Russian), then our school is legally compelled to open such a program. We now keep a formal record of such requests. In the event that a TBE or DL program is opened, we will be able to use this record to call back parents who may have requested such programs in the past. Parents who wish to enroll their child in a program that we do not currently offer understand that their child may still attend our school while enrolled in a program we do offer, and that their preference for the currently non-offered program is duly noted and they will be called back in the event of that program being opened in the future. However, if a parent/guardian wishes to move their child to another school that offers a program that we do not, we assist them by providing a hard copy list of local schools (obtained from the Office of English Language Learners' website) that can immediately satisfy their request.

The original Parent Survey and Program Selection Form is stored in the student's cumulative folder, and a copy is stored in the ELL Parent Communications Binder, located in Room 209. Attached to this copy is a screen print of the ELL Parent Program Choice (ELPC) screen in ATS, where this parent choice is captured by the system.

Once our new ELLs have been identified, Ms. Brady-Price/Ms. Jimenez assembles the Entitlement Letters (one copy in English and one copy in the home language) and the Parent Survey and Program Selection Form (one copy in English and one copy in the home language.) The packet is stapled together with an acknowledgement slip for the parent to sign and return, indicating that the Entitlement Letter was received. Copies of the packets are made and stored in the ELL Parent Communications Binder, located in Room 209. Some students return only the acknowledgment, which is stapled to the corresponding copy of the Entitlement Letter packet that is stored in the Binder. Some students return the entire packet, in which case the originals replace the copied packet stored in the Binder.

For those parents who attend an ELL Parent Orientation Session, the Parent Survey and Program Selection Form is collected at that time. For those parents who did not complete the form, we reach them during dismissal or place a call to the home encouraging them to come in and receive individualized help to complete it, if necessary.

Once an ELL has been identified, they are placed in the appropriate program. Based on parent selections, we currently offer Freestanding ESL. The student will be placed depending on their grade and proficiency level. In this case, the parent/guardian is notified in writing via the Placement Letter, informing them of their child's program placement for the entire school year, and a brief explanation of the NYSESLAT exam as the vehicle for exiting the program.

After reviewing the Parent Survey/Program Selection Forms for the past few years, the trend in program choices that parents have been requesting for their children clearly indicates that the freestanding ESL model is preferred. Not enough requests for either TBE or DL have accumulated to justify the opening of such a program at this time. For example, this year (2011-12) we had 4 requests for DL, 0

requests for TBE and 11 requests for ESL.

The Freestanding ESL program we offer is fully aligned with parent requests. Our ESL program is also in full compliance with New York State and New York City mandates for providing English Language instruction to ELLs.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	25
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	11

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

ELLs by Subgroups									
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	44	0	9	13	0	5	11	0	11	68
Total	44	0	9	13	0	5	11	0	11	68

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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	6	6	4	3	5	6	7	6					52
Chinese														0
Russian	2	2	1		1	1			2					9
Bengali														0
Urdu														0
Arabic	1		1	1										3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1		1	1									3
Other		1												1
<b>TOTAL</b>	<b>12</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>68</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

Delivery of instruction takes place using the following organizational models. For grades K-5, we implement the pull-out model of ESL instruction. For grades 6-8, all service is push-in. The push-in program for grades 6-8 is more heterogeneous with some groupings based on language and content area needs. The program model for each pull-out ESL class is usually a homogeneous group consisting of one grade with students who fall into one or two adjacent proficiency levels.

Our beginner and intermediate level students are programmed for ESL instruction for two periods, each 45 minutes in length. Therefore, each ESL block is 90 minutes long. They are serviced in this way 4-5 days a week, ensuring that their 360 minutes of instruction are fulfilled.

Our advanced level students are programmed for ESL instruction for one period, or 45 minutes. They are serviced in this way 4-5 days a week, ensuring that their 180 minutes of instruction are fulfilled.

In addition, our teacher's contract mandates that we teach an additional 37 ½ minutes in an Extended Day Program for at-risk students. ESL teachers are working with ELLs during this time as well.

The content areas for ELLs are delivered in the following way. In ESL, each lesson has a double objective. The first objective is a content area objective (science, social studies, literature, etc.). The second objective is to learn and practice a new English language structure (spoken and written). This new English language structure is taught within the context of the content area objective, which gives students an opportunity to reinforce new academic vocabulary and concepts while learning to speak, listen, read, and write in English. While Freestanding ESL is usually considered to be a 100% English immersion program, our ESL teachers do provide native language support as needed. Content is delivered via push-in and pull-out ESL services. We do not offer Dual Language or Transitional Bilingual Education at this time.

Description of ESL Program Materials (we do not offer Dual Language or Transitional Bilingual Education at this time):

Rigby's on Our Way to English has been implemented for Grades K-4. It is a comprehensive program for ELLs that focuses on language, literacy, and content. Some features of this program include the following:

-differentiated instruction in every lesson matches the needs of ELLs at all stages of language acquisition.

- 3 key strands - thematic units, phonics, and guided reading-offer flexibility to customize instruction to meet whole- or small-group classroom needs.

## A. Programming and Scheduling Information

-Thematic approach, based on TESOL and content standards, meets critical accountability needs. It provides social studies, science, and math content embedded throughout the program.

-Little books, written to a leveling system specifically created for ELLs, use both reading and language learning criteria to deliver vital comprehension strategies.

-Systematic phonics lessons provide a strong foundation for building fluency.

-Interactive, multisensory activities engage childrens diverse learning styles.

-Materials include: manipulative charts, chant posters, newcomer books, big books, audio CDs, language learning masters, home-school connection masters, writing resources guides, reading strategy cards, child-friendly computer software, and picture cards.

Grade K-5 materials from the Florida Center for Reading Research (<http://www.fcrr.org>) have been downloaded to further differentiate instruction in five language learning strands: phonemic/phonological awareness, phonics, vocabulary, fluency, and comprehension. These activities may be independent, paired, or group work activities that address students' varying learning styles.

ELLs in Grades 1-5 have accounts to access [www.raz-kids.com](http://www.raz-kids.com) (subject to availability of funds), an interactive website that allows students to listen to and record stories at their level, and moving at their own pace. Students gain stars with each book read with which they can "purchase" icons in the Raz-Rockets gaming area.

A number of websites including [funbrain.com](http://funbrain.com), [starfall.com](http://starfall.com), [brainpop.com](http://brainpop.com), [brainpopesl.com](http://brainpopesl.com), [brainpopjr.com](http://brainpopjr.com), and others offer students an engaging, interactive way to practice their English.

Grade 2-4 ELLs receive instruction in non-fiction text using the Weekly Reader, both in print and the newly available digital version. This digital edition offers audio support, video support, and visual support, which makes it ideal for ELLs. Each lesson is directly connected to Common Core Standards for non-fiction reading and writing in social studies and science.

In addition to pre-fabricated teaching materials, the ESL and general education teachers often create their own teacher-made materials to differentiate instruction and suit the current needs of their students. They are working with AUSSIE professional developers to enhance their differentiated instructional skills through assessment and tiering.

Sheltered instruction has been implemented in Grades 6-8. Sheltered instruction is an approach in which students develop knowledge in specific subject areas through the medium of their second language. Our teachers modify their use of English to teach core subjects (math, science, social studies, and literacy) in order to ensure that the material is accessible to learners and that it promotes their second language development. They adjust the language demands of the lesson in many ways, by modifying speech rate and tone; direct instruction of vocabulary and grammar; repeating key words, phrases, or concepts; using context clues and making extensive use of modeling strategies; relating instruction to students' background knowledge and experience; and using certain methods familiar to language teachers (demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction understandable to students of different second language proficiency levels.

Native language support for the content areas are offered as needed: glossaries/dictionaries in English and native languages are available, every classroom library has a bin of books in the native languages of the ELLs in that classroom, websites that offer audio/video in native languages. Many of the staff members speak Spanish which is our highest-incidence ELL language.

When we receive a new Spanish-speaking ELL, we administer the Spanish LAB-R assessment. This way, we have a good understanding of the literacy skills they bring with them from their native language in reading, writing, listening, and speaking. For ELLs of other language backgrounds, we interview the parent at the ELL Parent Orientation to find out from them how the student has been faring in literacy in their native language.

The instructional approaches and methods used to make content comprehensible and to enrich language development include accountable talk, use of language cognates, concept mapping (and other graphic organizers), context-embedded language, differentiated instruction, nonverbal communication, total physical response (TPR), and other strategies in differentiation and scaffolding as they are being acquired via ongoing professional development.

## A. Programming and Scheduling Information

Our plans for differentiating instruction for specific ELL subgroups are as follows:

Students with Interrupted Formal Education (SIFE):

Currently, we have no ELL students with SIFE status. In the event that we were to receive a potential SIFE student, we will use the Academic Language and Literacy Diagnostic (ALLD) tool to ascertain it. It will only be administered to students with a home language of Spanish or English who report more than a two year interruption in their formal education, and are entering grades 6-8. In addition, we will use the SIFE Oral Interview Questionnaire to determine the number and length of interruptions. This questionnaire is available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Russian, and Urdu.

When deemed necessary, SIFE students will meet with the school's guidance counselor to discuss their feelings about being either older than their grade-level peers or having less experience in a school environment. It is important that SIFE students are aware of their situation and that there are staff members who care about them and are available to counsel them. Instruction for SIFE students will be differentiated on a student by student basis depending on their specific areas of need. Extra help will be offered within and outside regular school hours to practice foundational skills.

ELLs in US schools less than three years (Newcomers):

For our newcomers, we use a program called Reading Rods for English Language Learners – Newcomer Themes. This kit offers forty lessons organized around ten themes that are immediately useful to newcomer students. Themes such as school, family, food, and clothing help children acquire important vocabulary for day-to-day communication. Other themes pave the way for content-area learning by introducing concepts such as time, money, transportation, and communities.

For children who are pre-literate, we emphasize oral language and shared writing activities. We let them practice copying text. We combine language instruction with literacy activities such as phonics and word work.

A website that has proved useful is edhelper.com. This site, among other things, contains a section of basic English language themes, such as objects in the classroom, forms of transportation, colors, shapes, etc. Teachers and students can print a picture word wall with reading and writing activities that utilize the vocabulary within each theme.

ELLs (in NYC school between 4 and 6 years):

These students are at risk of becoming Long-Term ELLs. Extra support is provided in test-taking strategies so that they may be more successful on both the ELA, NYSESLAT, Math, Science, and Social Studies exams. Testing Fundamentals by Schoolwide, Inc. has been incorporated in Grades 2-5 to teach comprehension strategies to perform well on the exams and develop their test-taking stamina. Grades 5-8 implements the use of previous state tests and test preparation programs such as Kaplan to reinforce and prepare for academic language in all content area exams.

Long-term ELLs (in NYC school six years or more):

For these students, their continuation in ESL may be more of a literacy deficiency rather than an English language deficiency. While they are no longer state funded, we continue to service them in our core program during the regular school day. Also, all of our Long Terms ELLs are also Students With Disabilities, so they receive services in a classroom with a low student-to-teacher ratio in ICT or Self Contained Special Ed. This way these students receive more personal attention.

To supplement the core program, LTEs also have access to small group literacy groups in the After School Enrichment program (subject to availability of funds) using a program called Finish Line for ELLs. Continental's "Finish Line for ELLs" program helps students improve language proficiency in five content areas (conversational language, academic language arts, academic mathematics, academic social studies, and academic science) across the listening, reading, writing, and speaking domains. Each student book provides practice in various question types including multiple choice, written response, and oral response. The proficiency levels of the questions increase within each lesson to promote advancement.

ELL-SWDs:

ELLs identified as having IEPs require specialized education, and social and psychological services in order to maximize their full potential. ESL teachers and service providers collaborate to help these students overcome their learning obstacles. ELL-SWDs have access

## A. Programming and Scheduling Information

to the same grade-level resources as their General Education counterparts (see description of program materials in Part IV, Item #3), with scaffolding to make the material more comprehensible and accessible, such as graphic organizers and audio/visual supports. We ensure that ELL-SWDs receive all services mandated on their IEPs by scheduling their services during different times of the week/day so as not to overlap with one another or with required ELL instructional minutes.

For several years, many of our ELL-SWDs were serviced in a more restrictive environment - a self-contained 12:1:1 classroom. However, we have made efforts in the last two years to move to a least restrictive model for our students. Last year, we converted our Grade 6 self-contained 12:1:1 classroom to an ICT classroom. Our ELL-SWDs in Grade 6 experienced much success with their team of Special Education and General Education teachers, plus they received push-in ESL services from a licensed ESL teacher during content area instruction. Since that model proved to be a successful one, we now implement the ICT model in Grades 6 & 7. Next year, we plan to have eliminated all of our 12:1:1 restrictive environments and implement the ICT model for all of our intermediate grades 6-8. The ICT teachers implement instructional strategies using grade-level materials that are designed to meet the unique needs of ELLs and SWDs. They collaborate during weekly common planning periods to ensure that instruction is differentiated to meet the students' needs.

### 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	N/A			
Social Studies:	English Only			
Math:	English Only			
Science:	English Only			
ALL OTHERS	English Only			

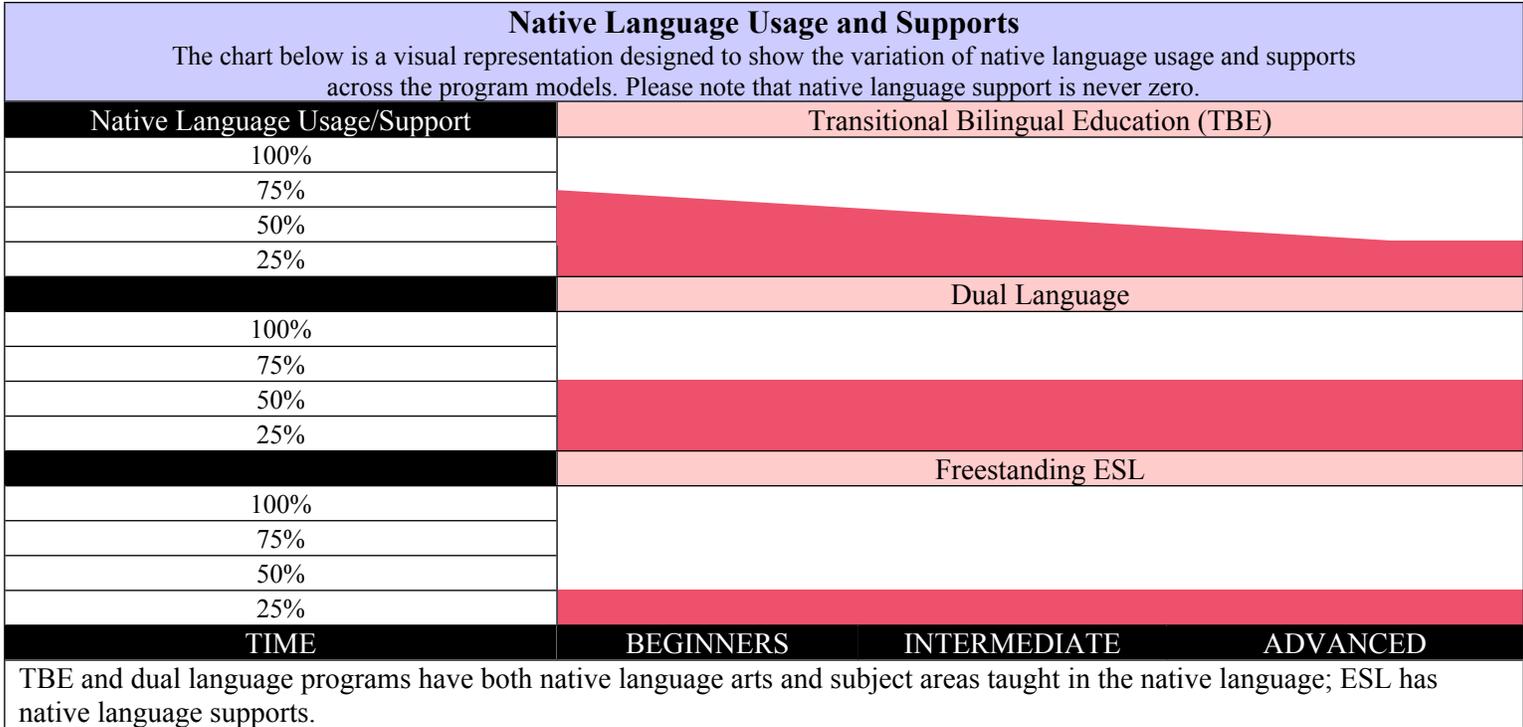
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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



## B. Programming and Scheduling Information--Continued

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

Our targeted intervention programs for ELLs in the content areas include the implementation of Testing Fundamentals by Schoolwide, Inc. for ELA and Kaplan Test Prep for MATH. The range of services include beginner levels through advanced, to help students (including ELLs) hone their reading comprehension strategies, and improve their test-taking stamina. Instruction for ELLs in writing includes scaffolds such as differentiated paragraph frames and sentence patterns. We do not currently offer targeted intervention programs in Social Studies or Science, nor do we conduct targeted intervention in any language other than English.

Students who reach proficiency in English on the NYSESLAT exam will continue to receive support as needed during their balanced literacy block as well as in content areas, as teachers will continue to infuse ESL teaching methodologies into their lesson delivery. These children will be offered transitional support, when necessary, through the Extended Day program or the After School Enrichment program. Transitional support is also offered through small group instruction within content area classes during push-in sessions.

Improvements that we are considering for the short-term future are smaller group sizes in Grades K & 1 for ESL. Ms. Brady-Price (ELL teacher in the middle school) pushes in for grades 6-8 in the content areas. We are also implementing more technology in the classrooms by ensuring that every room is equipped with computers, and now all of the classrooms have SMART Boards installed. This year's Grade 5 ELLs are serviced in a pull-out class, because they required more personalized attention.

No Programs for ELLs that are currently in place will be discontinued at this time.

ELLs are afforded equal access to all school programs. They are fully represented in programs such as Yoga, Technology, Music, Architecture, and Art. Enrichment activities specifically designed for ELLs to be determined based on our Title III funds. All help to foster socialization for ELLs. ELLs are invited to these programs by letter, followed by a phone call from the Assistant Principal of ELLs, Nilda Marrero. ELL attendance at these Title III programs is closely monitored to gauge participation. Also, because of the lower teacher-student ratio, students are able to participate more and receive more personalized attention.

Three supplemental services offered to ELLs in our building includes Media Literacy for Grades 2-4 (Ms. Jimenez), Global Studies & Languages for Grades 5-6 (Ms. Brady-Price), and an Open Library program will be offered as well (Ms. Neidish). The language of instruction will be mainly English, as we do not offer Dual Language or Transitional Bilingual Education at this time.

Rigby's On Our Way to English has been implemented for grades K-4. It is a comprehensive program for ELLs that focuses on language, literacy, and content. Some features of this program include the following:

- Differentiated instruction in every lesson matches the needs of ELLs at all stages of language acquisition.
- Three key strands – thematic units, phonics, and guided reading – offer flexibility to customize instruction to meet whole- or small-group classroom needs.
- Thematic approach, based on TESOL and content standards, meets critical accountability needs. It provides social studies, science, and math content embedded throughout the program.
- Little books, written to a leveling system specifically created for ELLs, use both reading and language learning criteria to deliver vital comprehension strategies.

- Systematic phonics lessons provide a strong foundation for building fluency.
- Interactive, multisensory activities engage children’s diverse learning styles.
- Materials include: manipulative charts, chant posters, newcomer books, big books, audio CDs, language learning masters, home-school connection masters, writing resource guides, reading strategy cards, child-friendly computer software, and picture cards.

Grade K – 4 materials from the Florida Center for Reading Research (<http://www.fcrr.org>) have been downloaded to further differentiate instruction in five language learning strands: phonemic/phonological awareness, phonics, vocabulary, fluency, and comprehension. These activities may be independent, pair, or group-work activities that address students’ varying learning styles.

ELLs in grades 1-4 have accounts to access [www.raz-kids.com](http://www.raz-kids.com) (subject to availability of funds), an interactive website that allows students to listen to and record stories at their level and moving at their own pace. Students gain stars with each book read, with which they can “purchase” icons in the raz-rockets gaming area.

A number of websites including [funbrain.com](http://funbrain.com), [starfall.com](http://starfall.com), [brainpop.com](http://brainpop.com), [brainpopesl.com](http://brainpopesl.com), [brainpopjr.com](http://brainpopjr.com) and others offer students an engaging interactive way to practice their English.

In addition to pre-fabricated teaching materials, the ESL teachers often create their own teacher-made materials to differentiate instruction and suit the current needs of their students. They are working with AUSSIE professional developers to enhance their differentiated instructional skills through assessment and tiering.

Sheltered Instruction has been implemented in grades 5-8. Sheltered Instruction is an approach in which students develop knowledge in specific subject areas through the medium of their second language. Our teachers modify their use of English to teach core subjects, (math, science, and social studies) in order to ensure that the material is comprehensible to learners and that it promotes their second language development. They adjust the language demands of the lesson in many ways, by modifying speech rate and tone; direct instruction of vocabulary and grammar; repeating key words, phrases, or concepts; using context clues and making extensive use of modeling strategies; relating instruction to students’ background knowledge and experience; and using certain methods familiar to language teachers (demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction understandable to students of different second language proficiency levels.

Content Area Instructional Materials that are used to support ELLs in MATH are Every Day Math (Grades K-5) and Impact Math (Grades 6-8). Math games, manipulatives, and interactive SMART Board activities are utilized. Math lessons are differentiated to support ELLs and Special Education students.

Content Area Instructional Materials that are used to support ELLs in Social Studies are social studies Trade Books (Grades K-8). These lessons are supplemented with video, internet web site, Weekly Reader, National Geographic magazines for kids, Time Magazine for Kids, and local newspapers. Social studies lessons are differentiated to support ELLs and Special Education students.

Content Area Instructional Materials that are used to support ELLs in Science are Foss Kit (Grades K-5), Glencoe Science (Grade 6), and Lab-Aids & Sepup (Grades 7-8). These lessons are supplemented with videos, hands-on science labs, the Annual Science Fair, and science field trips. Science lessons are differentiated to support ELLs and Special Education students.

To prepare students for the annual NYSESLAT exams, we offer a test preparation program called Getting Ready for the NYSESLAT and Beyond. These workbooks help familiarize students with the content and the format of the test. It also has a new component that will help ELLs to transition to the ELA exam as well.

Native language support, particularly for newcomers, is provided whenever possible. Since Spanish is our high-incidence language, our ESL teachers’ Spanish-language ability ranges from functional, to moderate, to natively fluent. For speakers of other languages, there are free websites available to ESL teachers to learn key phrases needed to help a newcomer feel welcome and at home as they begin to acquire English. We may also find another student in the building who comes from a similar language background and pair them up to help ease the transition. We also have utilized free online translation services to help us translate written communications for students and their families.

All forms of resources and support listed above for grades K-8 are age-appropriate and they are based on contemporary research in the field of teaching English to ELLs. All ESL instruction is aligned with the new Common Core Standards according to their grade level. In groups, ESL students receive instruction that is aligned to their grade level.

At the beginning of each school year, the Parents Association holds an Orientation in the cafeteria for new families, including the families of ELLs.

At this time, a Spanish language elective is offered to Grade 5 & 6 students. All students taking advantage of this opportunity include ELLs.

### **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)?

Not applicable.

## 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.

Our professional development goals for this year include the differentiation of instruction, focusing on ELLs, students with IEPs, and accelerated students. Six half-day professional development days have been set aside through the 2011-12 school year to work with AUSSIE professional trainers to empower all teachers (not just ESL teachers because all teachers in our building have contact with ELLs) with the tools necessary to differentiate instruction for these three high-need groups. The staff members who will participate in the ELL PD will be common branch teachers, subject area teachers, ESL teachers, guidance counselors, Special Education teachers, and our parent coordinator.

We have planned the following schedule of workshops (each to last approximately 1 hour) to be offered throughout this academic school year, topics are applicable to all content areas. Topics may include but are not limited to:

- (1) Using Technology to Meet the Needs of ELLs
- (2) Using Multimedia to Meet Literacy Needs in the Content Areas
- (3) Empowering the Language Minority Student in an English Dominant Classroom
- (4) Understanding the Chancellor's Goals for ELL Education
- (5) Understanding the Difference between BICS (Basic Inter-Communication Skills) and CALP (Cognitive Academic Language Proficiency)
- (6) Learning the Principles of First and Second Language Acquisition
- (7) Identifying Four Levels of Language Acquisition and Proficiency

The above workshops satisfies the Jose P. requirement of 7.5 hours of ELL training for all staff other than those who hold ESL and Bilingual Licenses. Records for meeting this requirement are kept through logging sign-in sheets and workshop agendas.

Being a K-8 school, our grade 5 class serves as a transitional year for elementary school students to make the move to the middle school. While they are housed primarily in one classroom, they are co-located on the same floor with middle school students, and travel to other specialty rooms. They are assigned lockers as are the middle school students, and a foundation of expectations is laid during this critical year. By the time they enter grade 6, they are ready for middle school and know fully what is expected of their behavior both socially and academically. Ms. Julie McCullough, our Grade 5 Advisor, support both students and staff during this critical transition. She meets with every Grade 5 student on a regular basis. Ms. McCullough is currently studying to be a guidance counselor and is in the middle of her internship, working closely with Ms. Dawn Powell, our Guidance Counselor. Ms. Powell & Ms. McCullough frequently attend PD offered by the DOE specifically designed for guidance counselors, which includes training on how to provide services to ELLs.

## 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?

Each November we have Open School Week, which is a special time set aside for the parents to visit their child's classroom (this includes parents of ELLs.) An "Open School Week" poster and/or "Welcome" sign will be displayed on or outside each classroom door. Chairs are set aside in the back of the room for visitors. Some classroom teachers will train a host or hostess to quietly greet the parents and guide them to their seats. In addition, teachers may present an attractive guest book so that the host/hostess can have visitors sign in.

Throughout the school year, we host several Literacy Celebrations, Music and Art shows and field trips, all of which require parent attendance and participation to make them successful experiences. Parents feel very welcome to come to our school and volunteer their time in and out of the classrooms. PTA meetings provide live translations throughout.

Class Parent Representatives (one in each homeroom) play an intermediary role between teachers and the parent community. They help the teacher plan class events, solicit parent volunteers, and encourage parent participation.

We formally evaluate the needs of our ELL parents via a Needs Assessment Survey (designed in-house and provided in English and Spanish) and the Learning Environment Survey (provided as part of the Progress Report.) In addition, parents are welcome to informally express their needs to the Principal and Parent Coordinator any morning, as they are both on the steps of the front entrance greeting students and their families as they enter the school. Beginning last year, our principal meets with parents over coffee and refreshments in a regularly planned "Coffee with Chory", where parents of all students (including parents of ELLs) are welcome. In addition, our Parent Coordinator is fully bilingual in English and Spanish, and is invaluable in helping to evaluate ELL parents' needs.

Our parental involvement activities address the needs of the parents in that they provide parents with easy access to their child's classroom teachers. In addition, we provide translators as needed.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	3	0	1	5	0	0	0	0					13
Intermediate(I)	0	4	0	0	0	2	3	0	5					14
Advanced (A)	8	3	8	5	0	4	3	7	3					41
Total	12	10	8	6	5	6	6	7	8	0	0	0	0	68

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	1	0	0	4
4	1	7	1	0	9
5	1	6	1	0	8
6	5	6	1	0	12
7	6	2	0	0	8
8	3	3	0	0	6
NYSAA Bilingual Spe Ed	0	0	0	0	0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	2	2	1	0	0	0	5
4	0	0	3	2	6	0	0	1	12
5	0	0	2	1	3	1	1	1	9
6	2	0	5	1	4	0	0	0	12
7	5	0	2	0	0	1	0	1	9
8	3	0	1	0	2	0	0	0	6
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	4	2	5	0	0	1	12
8	0	0	5	0	1	0	0	0	6
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.

The assessment tools our school uses to assess the early literacy skills are ECLAS-2, Fountas & Pinnell, and Performance Series online. - While we are still undergoing the collection of Fall 2011 ECLAS-2 data for our Grade K-2 students, the Spring 2011 ECLAS-2 results from the last academic year are available on ARIS. After reviewing this data for our ELLs, it is evident that their abilities and proficiency levels are mixed in the areas of Phonemic Awareness, Phonics, Reading & Oral Expression, and Listening & Writing. As this is a time in students' lives when they are acquiring literacy skills for the first time, there is evidence that some ELLs are challenged in certain areas, while others prove to be above level. No rigid patterns were seen from the analysis of the ECLAS-2 data that would reveal any particular trends at this time.

- Fountas & Pinnell and Performance Series is used as a tool to determine which level book is appropriate for independent reading and instructional reading for any given child. Most of our Grade K ELLs begin anywhere between Level A-C. As they learn to practice their reading and comprehension strategies, they graduate through the levels. Our early elementary ELLs tend to read at a level that is approximately one grade-level below the grade they are currently in.

- This information helps to inform our school's instructional plan in the following ways: (1) ESL teachers are aware of each child's strengths and weaknesses in the language skills that ECLAS-2 measures and address them appropriately using intervention strategies, (2) Fountas & Pinnell and Performance Series gives ESL teachers an understanding of where the child is in reading and where they need to go next. In addition, the Foundations Program (an early elementary reading and phonics program) is taught in all classrooms Grades K-3. This program has proven successful in our school in providing a consistent way of teaching early elementary literacy skills that progress in sophistication through the early grades.

#### LAB-R or NYSESLAT Results

Our overall data analysis of the NYSESLAT results for our ESL program indicates students are moving towards English proficiency throughout the grades. 19.1% of our students in grades K – 8 are performing at the Beginner level, 20.5% are at Intermediate level, and 60.2% of our students are at an Advanced level of English proficiency. 53.8% of the Beginner students fall within the very early elementary grades of K - 2. More specifically, our ELLs are more challenged in the Reading/Writing Modalities across the grades than they are in the Listening/Speaking modalities. This affects our instructional decision making in that we concentrate more so on Reading and Writing activities throughout all content areas, including Science, Social Studies and Math. Ms. Jimenez and Ms. Brady-Price are responsible for analyzing the NYSESLAT data and turnkeying their findings over to administration and the staff.

As we continuously unpack data, we are working toward flexible groupings of ELLs based on their strengths and weaknesses in each of the four language modalities – Listening, Speaking, Reading, and Writing.

#### Content Area Test Results

A total of 47 ELLs took the 2011 ELA exam in grades 3-8. Of that group, 40.4% scored a Level 1, 53.1% scored a Level 2, 6.3% scored a Level 3, and 0% scored a Level 4.

General patterns that can be seen in this data analysis is that 93.5% of our Grade 3-8 ELLs struggled to reach proficiency on the ELA, more so than the previous year.

Since we do not offer Dual Language or Transitional Bilingual Education at this time, no comparison can be made between how ELLs are

faring in tests taken in English as compared to the native language.

Since we do not use the ELL Periodic Assessments, we cannot provide a description of how the school leadership and teachers are using the results of said assessment, or what the school is learning about ELLs from said assessment. The native language is not used in any of our school-wide assessments for ELLs.

A total of 53 ELLs took the 2011 MATH exam in grades 3-8. Of that group, 18.8% scored a Level 1, 39.6% scored a Level 2, 33.9% scored a Level 3, and 7.5% scored a Level 4.

General patterns that can be seen in this data analysis is that 41.4% of our Grade 3-8 ELLs were proficient in MATH, while 58.4% continue to struggle. These figures are a significant improvement over the previous year.

A total of 18 ELLs took the 2011 SCIENCE exam in grades 4 and 8 only. Of that group, 0% scored a Level 1, 61.1% scored a Level 2, 33.3% scored a Level 3, and 5.5% scored a Level 4. General patterns that can be seen in this data analysis is that 38.8% of our Grade 4 and Grade 8 ELLs were proficient in Science, while the other 61.1% continue to struggle.

Because the students receive numerous assessments throughout the year in ELA and MATH (Acuity and Scantron Performance Series), we have opted out of using the optional Periodic ELL Assessments. We believe their performance on the existing ELA assessments, given twice a year and posted on ARIS, give us a clear lens as to what our students need help in. Also, by opting out of the Periodic ELL Assessment, we are afforded three additional days of valuable classroom instruction.

When evaluating the success of our program for ELLs, we look at the NYSESLAT data for specific trends. First, we look at the overall percentages of ELLs who scored at the Beginner, Intermediate, Advanced, and Proficient Levels. Then for each student who either did not improve in their overall level (or slipped down into a lower level), we take note of how many of these students still made gains in any one or more of the modalities of Listening, Speaking, Reading, and Writing, despite their overall performance. We also take into account the number of ELLs who may have IEPs. It is also important to know if a student's overall level may have dropped in part due to the transitioning into a more difficult grade band.

In evaluating the success of our ESL program, our data revealed that a solid one-third of our 83 ELLs from the 2010-2011 school year reached proficiency in English, many of them in the middle school grades.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** PS/IS 187 Hudson Cliffs School

**School DBN:** 06M187

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Cynthia Chory	Principal		10/14/11

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Nilda Marrero	Assistant Principal		10/14/11
Ms. Denise Rosa	Parent Coordinator		10/14/11
Ms. Alexandria Jiménez	ESL Teacher		10/14/11
Ms. Kathy Brito	Parent		10/14/11
Ms. Brady-Price/ESL	Teacher/Subject Area		10/14/11
Ms RoseEllen Neidish/ESL	Teacher/Subject Area		10/14/11
Ms. Francesca Burns	Coach		10/14/11
	Coach		10/14/11
Ms. Dawn Powell	Guidance Counselor		10/14/11
Mr. Larry Block	Network Leader		10/14/11
Ms. Nicole Scariano	Other <u>IEP Teacher</u>		10/14/11
Ms. Julie McCullough	Other <u>Grade Advisor</u>		10/14/11
	Other		10/14/11
	Other		10/14/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 06M187      **School Name:** P.S./I.S. 187 Hudson Cliffs School

**Cluster:** 6      **Network:** 601

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

**Part A: Needs Assessment Findings**

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

As stated in our school's 2011-12 Language Allocation Policy, 76% of our ELL students come from Spanish-speaking households. As stated in our most recent school's report card issued by the Department of Education in 2009-10, 61% of our overall student population is comprised of students of Hispanic origin.

As a result of our SLT Needs Assessment Survey, distributed in February 2011, 73.2% of respondees either agreed or strongly agreed that the translation and interpretation efforts made by the school facilitate parent engagement. In addition, after examining the data downloaded from the ATS Adult Preferred Language Report (RAPL), we learned that 71% of our 1,094 parents preferred communications to be in English, and 24% preferred communications to be in Spanish - a total of 95% of our parent population. This leaves the remaining 5% of our parent population who prefer communications to be in languages other than English/Spanish, which include Albanian, Arabic, Belorussian, Bulgarian, Chinese, Georgian, Japanese, Korean, Filipino, Russian, Samoan, Serbo-Croatian, Shluh, Sukuma, and Ukrainian. Except for the 16 Russian-speaking parents, all other language groups are represented by less than 8 people, in most cases, a single parent comprised a language preference. We intend to share our findings with the school community via the School Leadership Team and Parent Bulletins.

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.

Our major finding, therefore, is that Spanish is a high frequency language in our school community. As in the past, we continue to provide written translations of outgoing school communications in the Spanish language, in addition to English. We have numerous Spanish-English bilingual staff members present in the building to meet oral interpretation needs. The school and parent community is fully aware of the need for Spanish language translations, as the principal's monthly Parent Bulletin and other outgoing notices are always provided in English on one side, and in Spanish on the reverse side.

As for the low-frequency languages spoken in our school community, namely Russian (13%), Albanian (4%), and Arabic (4%), other languages (3%), we rely on parent and community volunteers to assist in meeting translation needs, wherever and whenever the need arises.

## **Part B: Strategies and Activities**

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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.

When available, we make use of foreign language translations as provided by the Translation and Interpretation Unit, for critical communications regarding a child's education, including, but not limited to: registration, application and selection, standards and performance, conduct, health and safety, legal and disciplinary matters, special education and related services, transfers and discharges, permission slips, and consent forms. Where such approved translations are not available, outgoing written communications are translated in-house by fully qualified English-Spanish Bilingual staff members. Our school budget has money allocated to pay assigned staff members for their work in this area. In the case of low-frequency languages, we reach out to parent / community volunteers to provide written translations, if and when required.

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

We have a number of fully qualified English-Spanish bilingual staff members available to provide oral interpretation services, either in person or by telephone, on an ad-hoc basis. In the case of low-frequency languages, we reach out to our parent / community volunteers and arrange a time that is convenient for all parties involved to meet, where and oral interpretation is provided by the parent / community volunteer at that time.

Oral interpreters described above are available on the premises during all designated Parent / Teacher conferences.

Upon request, our region provides us with an electronic translation service, for use in large groups, such as the Parent Teacher Association meetings. This service allows meeting attendees to fully participate, by wearing earphones through which a spontaneous oral interpretation is

fed. Spontaneous oral interpretations, as with written translations, may be provided by a qualified staff member or a parent / community volunteer. This method also allows participants to ask questions and offer their comments and ideas in their native language, in which case, the translator will spontaneously translate their comments/questions into English, so that they may be fully understood by all those in attendance.

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>.

Our School will provide each parent whose (a) primary language is one of the eight covered languages (as defined by the DOE), and (b) requires language assistance services, with written notification of their rights regarding translation and interpretation services, along with instructions on how to obtain such services. We will post a sign in each of the covered languages indicating the office / room where a copy of such written notification can be obtained. This sign will be posted in a conspicuous location at or near the primary entrance of the building. Our School's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <a href="#">P.S./I.S. 187 Hudson Cliffs</a>	DBN: <a href="#">06M187</a>
Cluster Leader:	Network Leader: <a href="#">Ben Soccodato</a>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>3</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: Our direct instruction supplemental program for ELLs will consist of the following three programs (language of instruction is 100% English, with native language support where needed):

ELLs in Grades Kindergarten and 1 will be invited

ELLs in Grades K-4 will be invited to participate in the Open Library After School Program. This program offers a quiet location for children to work with their caregivers on homework and school assignments using the resources housed in the school library. Computers are available for the students (many who may not have access to technology at home) along with reference books and English language audio/video programs. Literacy games will be available for small groups to play in order to engage in social interactions and practice their literacy skills. The Library teacher will be on site to tutor and give additional aid to those needing help in completing their homework and class work. Both students and their families will be given the chance to read together in the library and borrow books for further reading. The rationale for the Open Library Program is to offer a quiet and secure location where students will have an opportunity to work in a safe and nurturing environment where they can concentrate on their English reading, writing, speaking, and listening skills, enable them to get supplemental help when needed, and involve their parents or caregivers in their academic endeavors. The program is scheduled to take place on Wednesdays from 3:30-4:30 for a duration of 30 weeks (a total of 30 one-hour sessions). The instructor has a School Library Media Specialist license as well as an E.S.L. license.

ELLs in Grades K and 1 will be invited to participate in the Science Alive! Program. The children will develop a curiosity and interest in the scientific world around us. They will expand and heighten awareness of science through a wide assortment of thought-provoking, hands-on investigations on topics that will include chemistry, biology and physics. Students will learn to fall in love with science! The program will take place on Mondays from 2:45-3:45 for a duration of 30 weeks between November and May (a total of 30 one-hour sessions). First graders will take the course in the fall, kindergarten children will take it in the spring. The program is intended to immerse ELLs in the language of science as it simultaneously builds their conceptual understanding through hands-on activities. The instructor holds an Early Childhood/Common branch license with a concentration in Biology as well as a Literacy license for Grades K-12.

ELLs in Grades 2-4 will be invited to participate in the Digital Media Literacy Program. This program will explore ways to use Web 2.0 tools to read, write, and collaborate in groups using the Internet. Projects may include blogging, working in wiki spaces, social networking for the purposes of education, and learning to navigate the Internet safely and responsibly. We will also spend some time preparing for the NYSESLAT exam. This program will be scheduled to take place on Mondays from 2:45 p.m. - 3:45 p.m., for a duration of 30 weeks between November and May (a total of 30 one-hour sessions). The materials to be used include subscriptions to the Weekly Reader (printed and digital editions, various elementary

## Part B: Direct Instruction Supplemental Program Information

grades), subscriptions to an online interactive reading program called Raz-Kids.com (each subscription supports 36 children), a subscription to an online digital media program called PhotoPeach.com (each subscription supports 30 children), and practice workbooks for the NYSESLAT exam. The rationale for such a program is to help ELLs (who often do not have access to this technology at home) learn the important digital media literacy skills they will need to be 21st Century learners, and productive members of an increasingly technological society. This is aligned with the Common Core State Standards. The instructor has an Early Childhood/Common Branch license .

ELLs in Grades 5-8 will be invited to participate in "Global Kids: World Cultures & Languages Enrichment Club." The Global Kids Enrichment Club will engage students in learning about the many diverse cultures around the world. In our studies we will learn about different cultural arts & crafts, foods, traditions, celebrations, and languages. Global Kids is an interactive club where students will have the opportunity to engage in a variety of hands-on activities from origami (traditional Japanese paper folding) to recreating hieroglyphic prints (an Ancient Egyptian writing system). Students will travel the globe through virtual investigations and readings from around the world. This program will be scheduled to take place on Mondays from 2:20 p.m. - 3:20 p.m., for a duration of 30 weeks between November and May (a total of 30 one-hour sessions). The materials to be used for "Global Kids" include: Junior Scholastic Magazine, arts & crafts, international recipes & cooking supplies, and realia from world cultures. The rationale for "Global Kids" is to encourage our ELLs to broaden their perspective on the world they live in, develop an appreciation for multiculturalism, cultivate a desire to learn about and travel to other countries, and to be able to participate in a global society. Students will develop an appreciation for the challenges facing athlete scholars. The instructor has a Transitional B ESL license.

## 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: We plan to deliver 7 sessions of ELL professional development over the course of the school year. All staff members who have contact with ELLs will participate in the training, including classroom teachers, subject area teachers, guidance counselors, administrators, and paraprofessionals. PD sessions will take place monthly, during one of the following: Grade Conference time (usually scheduled during lunch), Faculty Conference time (one Monday a month, after school), or during one of our Common Planning periods (Wednesday afternoons). The rationale for this professional development is to ensure that staff members who have contact with ELLs have an understanding of the unique needs and challenges of this group, while at the same time have a chance to develop a toolset to help scaffold their learning. Topics to be covered may include, but are not limited to:

- (1) Using Technology to Meet the Needs of ELLs
- (2) Using Multimedia to Meet Literacy Needs in the Content Areas
- (3) Empowering the Language Minority Student in an English Dominant Classroom
- (4) Understanding the Chancellor's Goals for ELL Education
- (5) Understanding the Difference between BICS (Basic Inter-Communication Skills) and CALP (Cognitive

**Part C: Professional Development**

Academic Language Proficiency)

(6) Learning the Principals of First and Second Language Acquisition

(7) Identifying Four Levels of Language Acquisition and Proficiency

**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 parent engagement activities for parents of ELLs will take place for one hour, four times a year. Topics to be covered include: (1) Family Read-Alouds for Improving Reading Comprehension (offered twice), (2) Computer Literacy in the Home (offered twice). The rationale for this program is to help get parents of ELLs more involved in their children's learning, and to promote an awareness of how parents can help their children at home. Additionally, parents of ELLs are always invited to Ms. Neidish's Open Library After School Program at any time, to encourage a family literacy experience.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>8,581.08</u>	DIRECT INSTRUCTION----- <u>Science Alive Program:</u> <u>1 teacher X 32 hours X 49.89=</u> <u>\$1, 596.48</u>  <u>Digital Media Literacy Program:</u> <u>1 teacher x 32 hours x 49.89 (inc.</u> <u>fringe) = 1,596.48</u>  <u>Global Kids:</u> <u>1 teacher x 32 hours x 49.89 (inc.</u> <u>fringe) = 1,596.48</u>  <u>Open Library After School Program:</u> <u>1 teacher x 34 hours x 49.89 (inc.</u> <u>fringe) = 1,696.26</u>

**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><u>PROFESSIONAL DEVELOPMENT-----</u>  <u>1 teacher x 5 hours preparation x 6 PD sessions x 49.89 (inc. fringe) = 1496.70</u></p> <p><u>PARENTAL ENGAGEMENT-----</u>  <u>2 teachers x 2 hours preparation x 49.98 = 199.56</u></p> <p><u>2 teachers x 4 hours activity x 49.98 = 399.12</u></p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<p><u>N/A</u></p>	<p><u>N/A</u></p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<p><u>2,568.92</u></p>	<p><u>Science Alive! Program--</u>  <u>Materials for Investigations: 298.96</u></p> <p><u>Digital Media Literacy Program-----</u>  <u>Weekly Reader: 127.80</u>  <u>Raz-Kids.com: 151.90</u>  <u>PhotoPeach.com: 90.00</u>  <u>NYSESLAT Class Set: 499.95</u>  <u>Oxford Picture Dictionary</u>  <u>Content Areas for Kids: 750.00</u></p> <p><u>Global Kids-----</u>  <u>Junior Scholastic: 100.20</u>  <u>Club Materials: 250.00</u></p> <p><u>Open Library After School Program----</u>  <u>Library Books/Audio CDs: 300.11</u></p>
<p>Educational Software (Object Code 199)</p>	<p><u>N/A</u></p>	<p><u>N/A</u></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.
Travel	<u>N/A</u>	<u>N/A</u>
Other	<u>50.00</u>	<u>Parent Engagement-----</u> <u>Refreshments: 50.00</u>
<b>TOTAL</b>	<b><u>11,200</u></b>	<b><u>11,200</u></b>