



Dennis M. Walcott, Chancellor



2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : PS 366 WASHINGTON HEIGHTS ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M366

PRINCIPAL: RENZO MARTINEZ EMAIL: RMARTIN8@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELSA NUÑEZ

06-11-2013

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/ Constituent Group	Signature
Renzo Martinez	*Principal	
Raymond Albino	*UFT Chapter Leader	
Esdras Santana Ramos	PTA Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative	
Angelo Ortiz	CBO Representative, Inwood Community Services	
Akbar Ali Herndon	Member/ Parent/SLT Chair	
Grecia Tesalona	Member/ Parent	
Sorelys Irizarry	Member/ Parent	
Lourdes Herndandez	Member/ Parent	
Kathy Abreu	Member/Teacher	
Elsie Arias	Member/Teacher	
Nicole Bonheur	Member/Teacher	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2013, the percentage of second grade students achieving the equivalent of a Level 3 on the Developmental Reading Assessment (DRA) will increase by 5% through the use of rigorous curricular tasks and strategies-based reading instruction aligned to the Common Core State Standards (CCSS).

Comprehensive Needs Assessment

The **Student Progress** section of our **2011-2012 School Progress Report** measured early grade progress of **1.88** in ELA, indicating that our students outperformed only 38.95 percent of students in our peer schools and 35.8 percent of students in all city schools.

Instructional Strategies/Activities

a) Strategies/activities that encompass the needs of identified student subgroups

- Administration, PD staff, and teachers will analyze student performance on the DRA and develop individual student action plans accordingly.
- Reading Reform program will be implemented in Kindergarten to Grade 2
- Teachers will incorporate a diverse range of fiction and non-fiction texts into their literacy lessons
- Teachers will provide explicit modeling of effective reading strategies in full-class lessons, guided reading groups, and individual reading conferences, and will provide students with regular opportunities for guided practice and independent practice
- Teachers will maintain *Reading Journey* tracking forms which will track student reading levels throughout the school-year via DRA-2 assessments.
- An After School Program will provide students with additional support from certified teachers prior to the NYS ELA exam.

b) Staff and other resources used to implement these strategies/activities

- Professional Development Team will work with Professional Learning Teams (PLT) and Professional Planning Teams (PPT) to develop an understanding of the Grade 2 Common Core State Standards for ELA/Literacy/Social Studies, and to develop rigorous tasks that will help students meet the CCSS.
- PLTs and PPTs will work together to develop rigorous literacy tasks, integrating Reading, Writing and Social Studies, which are aligned to the CCSS.
- Teachers will receive additional Professional Development in strategies-based reading instruction, to be incorporated across content areas and integrated with CCSS-aligned units of study.
- Teachers will meet during grade meetings to discuss grade-wide Reading Journey data and identify students in need of (Academic Intervention

Services (AIS) in ELA.

c) Steps taken to include teachers in decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.

In alignment with the new Citywide Instructional Expectations, to improve teacher performance and student achievement, there is a strong need for teacher involvement in curriculum decision-making and planning. Teachers need frequent opportunities for conversations within and across grade levels to ensure that instruction is cohesive and that all staff members are “on-board” with rigorous curricular expectations based on the Common Core Learning Standards.

With the support of the Instructional Leadership Team (Principal, Assistant Principal, Coach), teachers will create common assessments in the form of CCLS-based rubrics for reading and writing that will serve as a tool to measure patterns in student performance. Teachers will be organized into grade specific PLTs and larger grade bands (Pre-Kindergarten –Grade 2 and Grades 3–5) to promote CCLS-aligned continuity across the grades. In PLT meetings, teachers will collaboratively examine student work in order to review results, assess the effectiveness of instructional strategies, and revise those strategies as needed in order to sustain and improve student performance.

In addition, each of our current grade bands (Pre-Kindergarten – Grade 2 and Grades 3–5) elected lead teachers for Literacy and Math. These teachers attend weekly meetings with the Principal, Assistant Principal and Coach, and serve as liaisons between the instructional leadership and the teaching staff.

d) Timeline for Implementation

September 2012– June 2013

Strategies to Increase Parental Involvement

In order to support parents and families of Title I students, our school will:

- provide parents with information and training needed to become effectively involved in planning and decision making in support of their children’s education;
- provide materials and training to help parents work with their children to improve their achievement levels in literacy, math and use of technology;
- foster a collaborative home-school partnership to ensure that includes regular communication between school and home;
- share information about school- and parent-related programs, meetings and other activities in languages and formats that parents can understand;
- provide assistance to parents in understanding City, State and Federal standards and assessments;
- provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and

cultural competencies in order to build stronger ties between parents and other members of our school community.

Strategies for Attracting Highly Qualified Teachers (HQT)

Currently, **100%** of our teachers are deemed Highly Qualified.

Service and Program Coordination

To promote family engagement and support student achievement, we will offer regular Parent Workshops on a range of topics including: Common Core Learning Standards, Literacy, Math, New York State Exams, Promotional Criteria, Technology Training, Accessing Community and Support Services, Parenting Skills, Bullying Prevention and/or Strategies for Supporting Children’s Learning at Home. Based on the proven correlation between good health and nutrition and high student achievement, our School Nurse and Parent Coordinator will also offer Nutrition and Wellness workshops for parents. Through these workshops, parents will be given the opportunity to ask questions, share ideas, and obtain resources to support their children’s academic, social, emotional and physical well-being.

Budget and Resources Alignment

Fair Students Funding	\$1, 727.34
Title I	\$241,339
School Support Supplement	\$43, 482
Children First Support	\$16,000
Title III LEP	\$11,200

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2013, the percentage of second grade students achieving the equivalent of level 3 in Mathematics assessments will increase by 5% from beginning-of-year (BOY) assessment and end-of-year (EOY) assessments through the use of rigorous curricular tasks that are aligned to the Common Core State Standards (CCSS).

Comprehensive Needs Assessment

The **Student Performance** section of our **2011-2012 School Progress Report** indicates that **52.6 percent** of our students scored at a level 3 or 4 on the **2012** NYS Mathematics exam.

The **Student Progress** section of the report further indicates early grade progress of **2.11** in **Math**, indicating that our students outperformed only **52.9 percent** of students in our peer schools and **45.5 percent** of students in all city schools. The School administered a Math pre assessment to all 2nd graders and results showed that significant support is needed in the areas of NBT and OA.

According to the most recent **Quality Review** (2009-2010), the school's academic program has in past years lacked sufficient rigor, use of higher order thinking skills and differentiated instruction necessary to effectively meet the diverse needs of all students. Although teachers designed lessons based on the needs of specific sub-groups and used templates to monitor student progress, too often the lessons have lacked pace and rigor, causing students to lose focus and become disengaged in their learning.

Instructional Strategies/Activities

a) Strategies/activities that encompass the needs of identified student subgroups

In order to meet the needs of each subgroup, all teachers will be guided in the development of classroom routines and instructional strategies that will lead to higher levels of student engagement and thinking for all students. Teachers will develop and implement grade level curriculum maps that reflect the Common Core Standards in order to engage students in a rigorous, standards-based curriculum. Curriculum units will be grounded in the Universal Design for Learning (UDL) framework. Teachers will also develop questioning practices that require students to draw on higher order thinking skills in full group, small group, partnered and independent mathematics tasks and activities. ESL, SETSS and AIS teachers will co-plan with classroom teachers to ensure that their instruction supports ELLs, SWDs and at-risk students in the attainment of grade-appropriate, standards-based goals.

b) Staff and other resources used to implement these strategies/activities

This school wide effort will include the Instructional Leadership Team (Principal, Assistant Principal, Coach) and all teachers. Teachers will use cross-grade Professional Learning Team (PLT) meetings and grade-band Professional Planning Team (PPT) meetings embedded in their weekly schedules to plan rigorous, engaging units of study and Common Core-aligned tasks in all content areas. Teacher teams will also review and analyze various forms of data (baseline, formative, summative, standardized) in order to set differentiated learning goals. Resources for math instruction include GO MATH!, Math Steps, Everyday Math Games and Harcourt Internet Math, as well as targeted test preparation materials and teacher-created resources.

e) Steps taken to include teachers in decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.

In alignment with the new Citywide Instructional Expectations, to improve teacher performance and student achievement, there is a strong need for teacher involvement in curriculum decision-making and planning. Teachers need frequent opportunities for conversations within and across grade levels to ensure that instruction is cohesive and that all staff members are “on-board” with rigorous curricular expectations based on the Common Core Learning Standards.

With the support of the Instructional Leadership Team (Principal, Assistant Principal, Coach), teachers will **develop and implement common** assessments for mathematics that will serve as a tool to measure patterns in student performance. Teachers will be organized into grade specific PLTs and larger grade bands (Pre-Kindergarten – Grade 2 and Grades 3–5) to promote CCLS-aligned continuity across the grades. In PLT meetings, teachers will collaboratively examine student work in order to review results, assess the effectiveness of instructional strategies, and revise those strategies as needed in order to sustain and improve student performance.

In addition, each of our current grade bands (Pre-Kindergarten –Grade 2 and Grades 3–5) elected lead teachers for Literacy and Math. These teachers attend weekly meetings with the Principal, Assistant Principal and Coach, and serve as liaisons between the instructional leadership and the teaching staff.

c) Timeline for Implementation

September 2012– June 2013

Strategies to Increase Parental Involvement

In order to support parents and families of Title I students, our school will:

- provide parents with information and training needed to become effectively involved in planning and decision making in support of their children’s education;
- provide materials and training to help parents work with their children to improve their achievement levels in literacy, math and use of technology;
- foster a collaborative home-school partnership to ensure that includes regular communication between school and home;
- share information about school- and parent-related programs, meetings and other activities in languages and formats that parents can

understand;

- provide assistance to parents in understanding City, State and Federal standards and assessments;
- provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competencies in order to build stronger ties between parents and other members of our school community.

Strategies for Attracting Highly Qualified Teachers (HQT)

Currently, **100%** of our teachers are deemed Highly Qualified.

Service and Program Coordination

To promote family engagement and support student achievement, we will offer regular Parent Workshops on a range of topics including: Common Core Learning Standards, Literacy, Math, New York State Exams, Promotional Criteria, Technology Training, Accessing Community and Support Services, Parenting Skills, Bullying Prevention and/or Strategies for Supporting Children’s Learning at Home. Based on the proven correlation between good health and nutrition and high student achievement, our School Nurse and Parent Coordinator will also offer Nutrition and Wellness workshops for parents. Through these workshops, parents will be given the opportunity to ask questions, share ideas, and obtain resources to support their children’s academic, social, emotional and physical well-being.

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Title I	\$241,339
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Children First Support	\$16,000
Title III LEP	\$11,200

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2013 100% of our Kindergarten to Grade5 students will participate in producing informational and opinion-based writing pieces that are aligned to CCLS as per the Chancellor’s City Wide Instructional Expectations. As a result 20% of the students will move from novice to apprentice and apprentice to practitioner by end of the year.

Comprehensive Needs Assessment

Kindergarten to Grade 5 teachers administered pre-assessments in narrative, informational and opinion-writing to all students and results showed that significant support is needed in the area of writing informational and opinion pieces across all grade levels.

Instructional Strategies/Activities

a) Strategies/activities that encompass the needs of identified student subgroups

- Teachers will develop a thorough understanding of NYCDOE’s instructional expectation on creating “Rigorous Curriculum and Tasks for All Students”
- Teachers will create UDL-designed assessments give students the best opportunity to succeed by presenting information in multiple ways, allowing students to process a problem or task using a variety of approaches, and engaging students in multiple ways, including students with disabilities and English language learners
- Teachers will work in teams, to look closely at student work to continue the cycle of inquiry, making future instructional adjustments and communicating lessons learned to other school staff.

b) Staff and other resources used to implement these strategies/activities

- Teachers will become familiar with sample tasks available on commoncore.org and NYCDOE’s online Common Core Library and the ARIS portal.
- Teachers will use grade appropriate exemplar texts throughout all units of study.
- Teachers will work together to pull from relevant resources to enhance the learning for the unit.

- c) **Steps taken to include teachers in decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.**
- Teachers will use common language to discuss next steps.
 - Teachers will analyze prior units of study in writing and student outcomes to help inform of the shifts necessary for planning and instruction.
- d) **Timeline for Implementation**
September 2012– June 2013

Strategies to Increase Parental Involvement

In order to support parents and families of Title I students, our school will:

- provide parents with information and training needed to become effectively involved in planning and decision making in support of their children’s education;
- provide materials and training to help parents work with their children to improve their achievement levels in literacy, math and use of technology;
- foster a collaborative home-school partnership to ensure that includes regular communication between school and home;
- share information about school- and parent-related programs, meetings and other activities in languages and formats that parents can understand;
- provide assistance to parents in understanding City, State and Federal standards and assessments;
- provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competencies in order to build stronger ties between parents and other members of our school community.

Strategies for Attracting Highly Qualified Teachers (HQT)

Currently, **100%** of our teachers are deemed **Highly Qualified**.

Service and Program Coordination

To promote family engagement and support student achievement, we will offer regular Parent Workshops on a range of topics including: Common Core Learning Standards, Literacy, Math, New York State Exams, Promotional Criteria, Technology Training, Accessing Community and Support Services, Parenting Skills, Bullying Prevention and/or Strategies for Supporting Children’s Learning at Home. Based on the proven correlation between good health and nutrition and high student achievement, our School Nurse and Parent Coordinator will also offer Nutrition and Wellness workshops for parents. Through these workshops, parents will be given the opportunity to ask questions, share ideas, and obtain resources to support their children’s academic, social, emotional and physical well-being.

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Title III LEP	\$11,200

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By the end of the school year, 100% of our 4th and 5th students will participate in producing a **science based informational writing piece** after completing a **CCSS-aligned science performance task** in which they will utilize the inquiry method to carry out an investigation. As a result, **20%** of the students in grades 4 and 5 will move from novice to apprentice and apprentice to practitioner by end of the year.

Comprehensive Needs Assessment

An analysis of the NYSTART data indicated that students in grades 4 and 5 scored below the state in the **constructed and extended response** areas of the ELA test in the 2011-2012 school year. The constructed and extended response items were content based. A science based pre-assessment in September indicated that our students are not able to produce a science based informational piece at practitioner or expert levels. There is also a need to implement a comprehensive curriculum map that is aligned to ELA and Math in grades K-5 to provide the students with the grade level knowledge and skills required in science.

According to the most recent **Quality Review** (2009-2010), the school's academic program have in the past lacked sufficient rigor, use of higher order thinking skills and differentiated instruction necessary to effectively meet the diverse needs of all students. Although teachers designed lessons based on the needs of specific sub-groups and used templates to monitor student progress, too often the lessons lacked pace and rigor, causing students to lose focus and become disengaged in their learning.

Instructional Strategies/Activities

a) Strategies/activities that encompass the needs of identified student subgroups

In order to meet the needs of each subgroup, all teachers will be guided in the development of classroom routines and instructional strategies that will lead to higher levels of student engagement and thinking for all students. Teachers will develop and implement grade level Science curriculum maps that reflect the Common Core Standards in order to engage students in a rigorous, standards-based curriculum. Curriculum units will be grounded in the Universal Design for Learning (UDL) framework and differentiated to accommodate diverse student needs. Teachers will also develop questioning practices that require students to draw on higher order thinking skills in full group, small group, partnered and independent listening, speaking, reading and writing activities. ESL, SETSS and AIS teachers will co-plan with classroom teachers to ensure that their instruction supports ELLs, SWDs and at-risk students in the attainment of grade-appropriate, standards-based goals.

b) Staff and other resources used to implement these strategies/activities

Science resources will include Science A-Z, FOSS Kits and Harcourt Brace Science, as well as targeted test preparation materials and teacher-created resources. Students will explore two (2) *Inquiry-Based Science Kits* at each grade level, which are correlated to each of the science domains of:

- Life Science
- Earth and Space

- Science
- Physical Science

Teachers will explore the use of student science notebooks as an *instructional strategy* and as a *valuable formative assessment* to provide on-going feedback to teachers and students about targeted conceptual goals expressed through words, tables, charts, graphs, and scientific drawings.

c) Steps taken to include teachers in decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.

With the guidance of our technology teacher and in collaboration with a partnership with students from Yeshiva University’s Science department, teachers will create and evaluate rigorous tasks in science. Such tasks will be aligned with the CCLS and NYS Science Scope and Sequence

d) Timeline for Implementation

September 2012– June 2013

Strategies to Increase Parental Involvement

In order to support parents and families of Title I students, our school will:

- provide parents with information and training needed to become effectively involved in planning and decision making in support of their children’s education;
- provide materials and training to help parents work with their children to improve their achievement levels in literacy, math and use of technology;
- foster a collaborative home-school partnership to ensure that includes regular communication between school and home;
- share information about school- and parent-related programs, meetings and other activities in languages and formats that parents can understand;
- provide assistance to parents in understanding City, State and Federal standards and assessments;
- provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competencies in order to build stronger ties between parents and other members of our school community.

Strategies for Attracting Highly Qualified Teachers (HQT)

Currently, **100%** of our teachers are deemed Highly Qualified.

Service and Program Coordination

To promote family engagement and support student achievement, we will offer regular Parent Workshops on a range of topics including: Common Core Learning Standards, Literacy, Math, New York State Exams, Promotional Criteria, Technology Training, Accessing Community and

Support Services, Parenting Skills, Bullying Prevention and/or Strategies for Supporting Children's Learning at Home. Based on the proven correlation between good health and nutrition and high student achievement, our School Nurse and Parent Coordinator will also offer Nutrition and Wellness workshops for parents. Through these workshops, parents will be given the opportunity to ask questions, share ideas, and obtain resources to support their children's academic, social, emotional and physical well-being.

Budget and Resources Alignment

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ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	8	N/A	N/A	1	0	0	2
1	13	12	N/A	N/A	2	0	1	3
2	20	15	N/A	N/A	3	0	0	1
3	18	14	N/A	N/A	2	0	0	1
4	37	37	37	37	5	0	2	3
5	21	12	21	21	4	0	1	2
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> - Foundations - 6+1 Traits of Writing Focus Lessons - Reading A-Z Guided Reading - Writing A-Z <p>Every day, small group instruction is provided by classroom teachers, and support staff to students who may be at risk. We currently use, Foundations Phonics System, 6+1 Traits of Writing Focus Lessons, Reading A-Z Guided Reading are incorporated during the school day throughout the grades.</p>
Mathematics	<ul style="list-style-type: none"> - Go Math - Harcourt Internet Math Games <p>Every day, small group instruction is provided by classroom teachers, and support staff to students who may be at risk. We currently use Math Steps, Math Games, Harcourt Internet Math games, as well as teacher made material. Small group instruction and test prep from prior years are used.</p>
Science	<ul style="list-style-type: none"> - Harcourt Science Program - Foss Science - Whiteboard Interactive Activities <p>Every day, small group instruction is provided by classroom teachers, and support staff to students who may be at risk during the school day. Small group instruction and test prep from prior years are used. We use the Harcourt Science program with a focus on intervention practices.</p>
Social Studies	<ul style="list-style-type: none"> - Harcourt- Social Studies online games - NYC Core Library - United Streaming <p>Every day, small group instruction is provided by classroom teachers, and support staff to students who may be at risk during the school day. Small group instruction and test prep from prior years are used. We use the Harcourt Science program with a focus on intervention practices.</p>

At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> - Services are provided during the school day. - Counseling techniques and strategies are implemented during the school day
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> - Crisis intervention is provided individually or in groups to students during the school day.
At-risk Services provided by the Social Worker	<p>Crisis interventions are provided as needed:</p> <ul style="list-style-type: none"> - Behavior Intervention Plan - At-Risk counseling - Consultation with school staff. - Parents are kept abreast regarding their children’s need. - Ongoing Meetings with school staff.
At-risk Health-related Services	<ul style="list-style-type: none"> - School nurse monitors the 504 process of our 504 students. - School nurse is available as needed during the school day.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities 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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

order to build stronger ties between parents and other members of our school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment

- expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
 - host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
 - schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
 - translate all critical school documents and provide interpretation during meetings and events as needed;
 - conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Petrina Palazzo	District 06	Borough Manhattan	School Number 366
School Name PS 366: Washington Heights Academy			

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

Principal Renzo Martinez	Assistant Principal Mercedes Diaz
Coach Elsie Arias, Literacy Coach	Coach
ESL Teacher Lynne Doherty Herndon	Guidance Counselor Antoinette Ansalone
Teacher/Subject Area Sorangel De Los Santos / ESL	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other Alexandra Ulloa - Comm. Asst.
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	4	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	245	Total Number of ELLs	75	ELLs as share of total student population (%)	30.61%
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Part II: ELL Identification Process

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

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

1. Describe the steps followed for initial identification of students who might be ELLs. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Test (NYSESLAT).

When parents register their children as new entries at PS 366, the Home Language Survey is conducted one-on-one with each parent by one of the school's 2 ESL teachers, Ms. Sorangel De Los Santos and Ms. Lynne Herndon. Ms. De Los Santos, a native Spanish speaker, interviews all Spanish-dominant families. If the family's dominant language is other than English or Spanish, translation is generally provided by an English-speaking relative.

If the HLIS indicates that the family's home language is other than English, the teacher will conduct an informal interview* to determine the student's dominant language. (See informal interview questions below.) If the child is deemed English dominant through the informal interview, the interviewer may override the responses on the HLIS and enter an OTELE code of NO on the HLIS and ATS. In such cases, the interviewer will explain the OTELE determination on school letterhead and attach it to the HLIS.

If, after completion of the HLIS and informal interview, the student is deemed to be dominant in a language other than English, the LAB-R will be administered within the first 5 days of school by one of the ESL teachers. LAB-R tests are immediately hand-scored. If a student does not score as proficient, the Spanish LAB is administered by the Spanish-speaking ESL teacher. This test is also hand-scored. LAB-R and Spanish LAB score sheets are then officially submitted by the required deadline.

*Informal interview questions to determine English proficiency

- What is your name?
- Who do you like to play with outside of school?
- What do you and your friends do together?
- What is your favorite game?
- How do you play it?
- Do you like to go to the park? Why or why not?

All students identified as English Language Learners take the New York State English as a Second Language Test (NYSESLAT) during the spring of each school year, as verified by the NYSESLAT Eligibility Roster (RLER), until they test as proficient. The two ESL teachers, Ms. De Los Santos and Ms. Herndon, conduct the Speaking portion of the test one-on-one with each student. The ESL teachers then administer each of the other three components of the test (Listening, Reading and Writing) separately in grade-level groupings. Test forms for each section are carefully accounted for to ensure that each student has been tested in all four modalities, before scan sheets are packaged and officially submitted for scoring. Parents are notified in writing about their children's test results at the beginning of the following school year, receiving a Continuance letter if their child has not yet tested as proficient, or a Non-

Entitlement/Transitional letter if the child has tested as proficient. These letters are sent home in each child's homework folder, in relevant languages, with the child's name clearly noted on the letter.

2. What structures are in place to ensure that parents understand all 3 program choices?

Upon completion of initial LAB testing, approximately 5 days after the start of the school year, parents of all entitled students, as well as continuing ELLs who have transferred from other DOE schools, are invited to a series of parent information sessions conducted by the ESL teachers, Ms. De Los Santos and Ms. Herndon. The initial session occurs within the first 10 days of school. Flyers advertising these information sessions are distributed at least one week in advance along with the required entitlement letters. At least one reminder flyer is sent for each session; school staff makes calls to the families to encourage them to attend the sessions as well. Make-up sessions are held soon after the initial sessions, with notices sent and phone calls made to parents who did not attend any of the initial sessions. If a student enters after the start of the school year, the HLIS is administered and immediately evaluated so that the child can be tested within 5 days of entry and, if the child has tested as eligible for services, parents can be notified about the information sessions.

At these sessions, parents are given copies of the ELL parent brochure, available in English and relevant home languages. The ESL teachers introduce themselves and welcome these families to our school. They then describe the three program options that are available for ELLs and inform parents that if 15 families across 2 grade levels were to request a bilingual program, the school would be required to establish one. We also inform parents that if they request a bilingual or dual language program but the school lacks sufficient students, we can help them find a school that offers this option if it is the option that they prefer. This information is reinforced in the video, which is shown in the parents' native languages via Smartboard and/or individual computer stations. After questions have been answered, Parent Survey and Program Selection forms are distributed, filled out and returned. Native language assistance is provided as necessary, as well as assistance for parents with limited literacy skills.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned?

The ESL teachers send home Continuance letters and Non-Entitlement/Transitional letters (for students who tested as proficient on the previous spring's NYSESLAT) during the first week of school, as soon as the most current NYSESLAT data has been reviewed. The ESL teachers send home Non-Entitlement letters (for new DOE admits) and New Entitlement letters upon completion of LAB testing. Native language translations are sent along with the English language versions. These letters are sent in the students' homework folders, with copies kept in the ESL Binder, which is stored in the office of Assistant Principal Mercedes Diaz. The ESL teachers check all letters carefully against the lists of entitled and newly proficient students to ensure that each child's family has received the appropriate letter.

Parents of newly entitled students, and continuing students who have transferred from other DOE schools, receive multiple invitations to attend the parent information sessions. The names of children for whom Parent Survey and Program Selection forms are necessary are listed on a sign-in sheet, which parents sign when they attend the session. The ESL teachers collect Parent Survey and Program selection forms from all parents of newly entitled students, in person, at the information sessions. We also collect Parent Surveys and Program Selection forms for the large majority of students who are new transfers from other DOE schools.

Parents who are unable to attend a group information session are scheduled for individual appointments with one of the ESL teachers to view the informational video and to discuss the bilingual programs offered at our school, as well as at other NYC public schools. Consistent follow-up ensures that parents of all newly entitled students receive the required information, make a program selection, and return the Parent Survey and Program Selection form. The collection date is listed next to the child's name on the sign-in sheet. Forms for all current ELLs are stored in the ESL binder.

4. Describe the criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs.

After parents have filled out, signed and returned the Program Selection forms, the ESL teachers send each family a placement letter informing them of the instructional program in which their child has been placed. Past and current trends in parent choices have resulted in freestanding ESL as the only model of ELL instruction currently offered at our school. These letters are sent home in the children's homework folders, with copies stored in the ESL binder. As of Fall 2011, the ESL teachers also enter the date of LAB testing, the parent's program selection and the child's program placement on ATS.

Students are grouped by grade and proficiency levels, with the majority of students receiving push-in ESL services in their regular classroom. Students who are deemed to be high-need (low beginners, SIFE and upper grade students who are still scoring at Beginner or Intermediate levels) may also receive additional small-group instruction that is targeted to their specific needs.

5. What is the trend in program choices that parents have requested?

The majority of parents have requested ESL as their first program preference on the Program Selection forms for the past several years. During the current school year (2011-12), the parents of 17 out of 17 new entries (100%) selected ESL as their first choice. During the 2010-11 school year, parents of 18 out of 20 new entries (90%) selected ESL. Beginning this year, parent program choices have been entered on ATS so that we can more closely monitor trends in parent choice.

6. Are the program models offered at your school aligned with parent requests? If not, why not? How will you build alignment between parent choice and program offerings?

Our ESL program is aligned with the preferences of the majority of parents whose children are currently enrolled at our school.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	0	16	12	4	4	4								40
Total	0	16	12	4	4	4	0	0	0	0	0	0	0	40

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	54	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	3

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	54	0	4	18	0	2	3		1	75
Total	54	0	4	18	0	2	3	0	1	75

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	17	10	11	12	4								72
Chinese														0
Russian	1		1											2
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

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
Albanian														0
Other		1												1
TOTAL	19	18	11	11	12	4	0	75						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. How is instruction delivered?

Our school has two full-time ESL teachers, one who focuses on Kindergarten-Grade 2 and another who works primarily with Grades 3-5. Both ESL teachers work closely with the general classroom teachers across grade levels and content areas to plan curriculum, and to tailor instruction to meet the needs of the ELLs in each class.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels?

Based on new students' LAB-R scores and continuing students' most recent NYSESLAT results, students receive the mandated number of minutes of ESL instruction. Beginner and Intermediate level students receive a minimum of 360 minutes of ESL a week and Advanced level students receive a minimum of 180 minutes a week.

In Grades 3-5, most ELLs and former ELLs are placed in one classroom at each grade level to facilitate push-in instruction. In Grade 2, the push-in model is supported by grouping most Beginner and Intermediate ELLs in one classroom and most Advanced ELLs (and newly proficient ELLs) in another. In Kindergarten and Grade 1, ELLs are evenly distributed across classrooms and receive the mandated minutes through a combination of push-in and pull-out instruction.

A. Programming and Scheduling Information

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.

Content-area instruction in Literacy, Math, Science and Social Studies is delivered in English, in monolingual classes with ESL support and native language support provided as necessary. Our school library includes Spanish language and bilingual books. Administration has also purchased Spanish-language editions of textbooks for each content area, and additional native language materials are currently being purchased for each classroom. In addition, teachers who are fluent in Spanish and English are able to provide native language support across the content areas in the general classroom. Out of 17 teachers in Kindergarten to Grade 5, 11 (65%) are fluent in Spanish. In K-2, 33% of teachers are fluent readers and writers of Spanish, with another 33% able to communicate orally in Spanish. 100% of our Grade 3-5 classroom teachers are fully bilingual. 100% of our K-5 paraprofessionals are also bilingual.

ESL teachers work closely with the general classroom teachers across grade levels and content areas to plan curriculum and to tailor instruction to meet the needs of the ELLs in each class. Teachers use a variety of instructional approaches such as the workshop model, cooperative learning and thematic units of study. The content areas are reinforced through shared reading, guided and independent reading experiences using materials that relate to specific units of study. While ELLs are expected to master the same academic content, concepts and skills as their English-proficient peers, this content may be delivered using different methods, such as Total Physical Response (TPR) and instructional scaffolds such as direct modeling, schema-building, pictorial support, vocabulary previewing and reinforcement, graphic organizers, and small-group, targeted instruction. Students are also given opportunities to verbalize their learning in paired, small-group and whole-group settings, so that listening, speaking, reading and writing are integrated across the content areas.

During State testing, ELLs will be given the option of using side-by-side test booklets, in English and the native language, as well as native language dictionaries.

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

All newly admitted ELLs whose home language is Spanish are given the Spanish LAB, the results of which are immediately evaluated to determine the student's level of proficiency in the native language. Many of the general classroom teachers whose classes include ELLs are fluent in Spanish, allowing them to clarify content as needed, and to conduct informal, ongoing assessments in the students' native language. Content area curricula are available in Spanish; the school will invest in additional native language materials to support students in their native languages as they are gaining proficiency in English.

5. How do you differentiate instruction for ELL subgroups?

a. SIFE: We currently have one fifth grade ELL who has been classified as SIFE, who will receive targeted, small-group instruction in a group of 6 students for 180 minutes per week, in addition to the 180 minutes of push-in instruction in the general classroom. Because this student scored as Advanced on the Listening/Speaking portion of the 2011 NYSESLAT, the emphasis will be on the transfer of oral language skills to reading and writing. Attanasio & Associates' English Now! materials will be used to support this transfer.

b. Newcomers: Newcomers in the early grades (K-2) receive a combination of push-in and pull-out instruction targeted to their specific needs as new learners of English. To develop early language skills, low beginners will be provided with instruction using Scholastic's Building Language for Literacy program. This program allows students to engage in oral language activities and explore reading and writing skills such making predictions, grammar usage, analytical thinking, and linking new learning experiences to what is already known. For Intermediate and Advanced students in Grades 1 and 2, the school has purchased Santillana Intensive English Classroom Kits to support instruction. Newcomers in grades 3-5 will receive Imagine Learning English licenses. This computer software will allow students to log onto the program daily and receive instruction in language vocabulary and reading. Low beginners will be served in groups no larger than 6 in order to receive ample opportunities to practice the oral language skills that lay the groundwork for literacy development.

c. ELLs receiving services for 4-6 years: Many of these students are at the Advanced level and receive push-in ESL instruction in the general classroom. ELLs cover the same academic content, concepts and skills as their English-proficient peers, with the ESL teacher

A. Programming and Scheduling Information

providing scaffolding specific to their needs. Because the majority of these students have scored as Proficient on the Listening/Speaking sections of the NYSESLAT, emphasis is placed on strengthening their Reading and Writing skills while maintaining proficiency in Listening and Speaking.

Students in this sub-group who have scored at the Beginner or Intermediate level on the NYSESLAT receive targeted, small-group instruction in a group of 6 students for 180 minutes per week, in addition to the 180 minutes of push-in instruction in the general classroom. Attanasio & Associates' English Now! materials will be used to strengthen these students' language and literacy skills.

d. Long-term ELLs: Our school has only one long-term ELL at this time, who also has an IEP. This student receives 180 minutes per week of push-in instruction, as well as 180 minutes per week of pull-out instruction in a group of 6 students. The ESL teacher will work closely with both the general classroom teacher and the SETSS teacher to identify and address this student's specific needs.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that provide access to academic content areas and accelerate English language development?

In the lower grades, teachers use Foundations, Words Their Way, simplified materials, read-alouds and shared readings relevant to grade-level units of study to provide access to academic content and accelerate English language development. In the upper grades, teachers reinforce and support content area learning through scaffolds such as schema-building, pictorial support, graphic organizers and oral practice designed to make grade-level materials accessible while developing students' English language proficiency. The school is currently investing in additional content-based ESL materials to further reinforce and support content-area instruction.

All students whose IEPs mandate ESL instruction receive the appropriate program. In the lower grades, students with disabilities receive the mandated number of minutes through a combination of push-in and pull-out instruction alongside ELLs without special needs. In the upper grades, students with disabilities who are still at the Beginning or Intermediate level are served in small pullout groups for 180 minutes per week, in addition the 180 minutes of push-in instruction they receive in the regular classroom.

Students' specific areas of need will be identified, and their individual progress will be tracked, using data from the DRA, NYSESLAT, State exams, and predictive and interim assessments as well as formative and summative classroom assessments.

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

Our school's current ELL population includes 11 students with disabilities who receive SETSS, Speech and/or Counseling in addition to ESL. Many of these students scored at the Beginner or Intermediate level on the NYSESLAT and therefore are entitled to 360 minutes per week of ESL instruction. To maximize time spent with their general education peers, these students receive 180 minutes of push-in instruction in the regular classroom as well as 180 minutes of pull-out instruction in small groups that also include non-disabled peers.

Courses Taught in Languages Other than English ⓘ

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

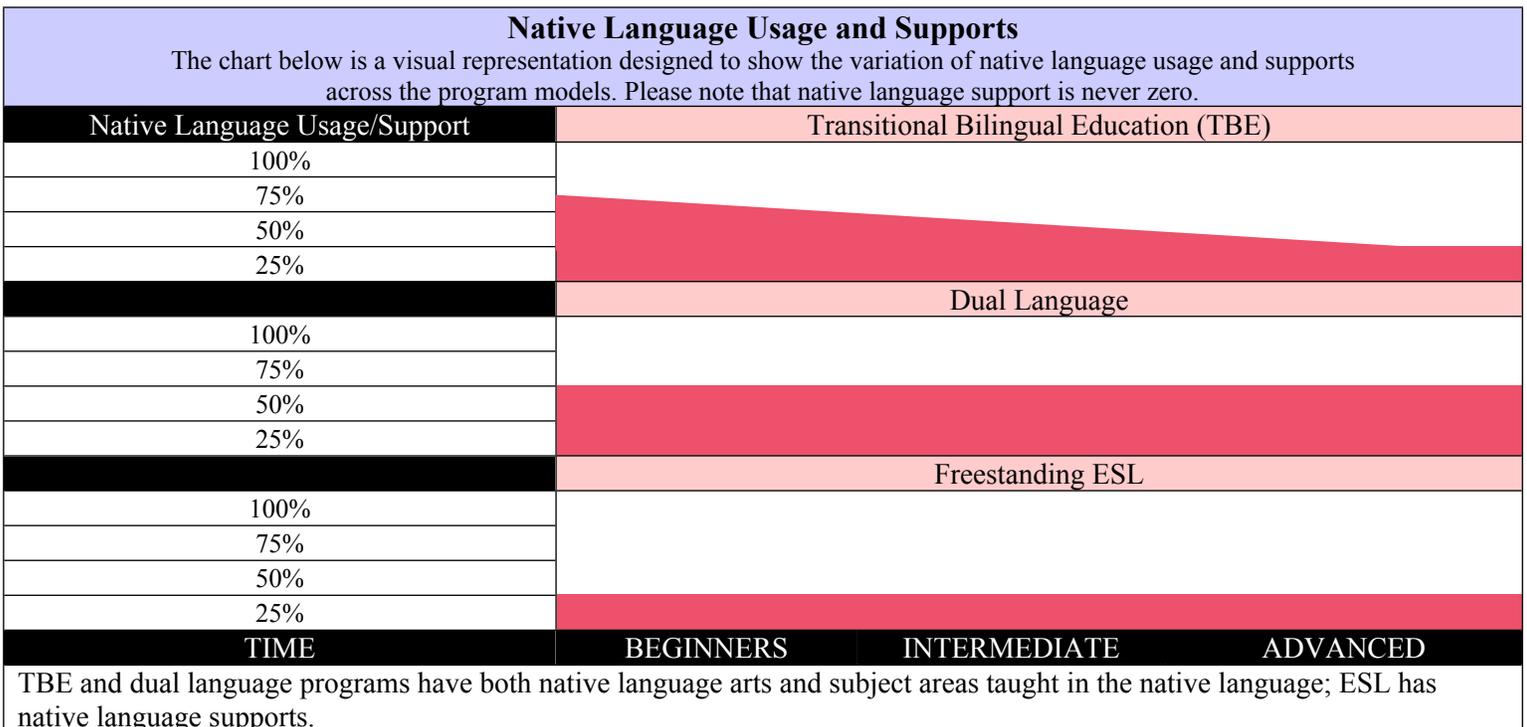
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Science:	

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

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



B. Programming and Scheduling Information--Continued

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

8. Explain 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.

The following is a description of targeted intervention programs provided and materials used to service English Language Learners. Students' specific areas of need are identified, and their individual progress tracked, using data from the DRA, NYSESLAT, State exams, and predictive and interim assessments as well as formative and summative classroom assessments across the content areas. Tier I interventions include targeted, differentiated, small group instruction provided by designated staff throughout the school day. Tier I students also attend Extended Day. Students in need of Tier II interventions receive at-risk SETSS (staffing and scheduling permitting) and are referred for special education evaluations if warranted.

Extended Day: Students in Grades 1-5 who have been identified for academic intervention attend mandated Extended Day sessions, which offer small-group, targeted instruction in Literacy, Math, Science and Social Studies. These sessions take place on Tuesdays and Wednesdays from 2:50 to 3:40 PM. A major focus of Extended Day is Guided Reading across the content areas, supported by Reading A-Z, Scholastic Guided Reading Collections (fiction and non-fiction) and curriculum-related, thematic book sets. In the lower grades, teachers also use Foundations and Words Their Way to support early literacy development.

Title III Programs: Title III money will be used to establish an ELL Saturday Academy, focused on developing English language proficiency, content area skills and knowledge, and test sophistication strategies. While all K-5 ELLs will be encouraged to attend, special efforts will be made to enroll second grade ELLs, who will face the challenging demands of the Grade 2-4 NYSESLAT in May 2012, as well as Grade 3-5 ELLs who received scores of less than 3 on the 2011 NYS Math and ELA exams. The Saturday Academy will begin in late November and continue through April. Title III money will also be used to establish an After School Program for at-risk ELLs in Grades 3-5. All content areas will be covered, with an emphasis on test sophistication strategies in the months leading up to the State exams.

SETSS: Many of our ELLs who require intervention have IEPs which entitle them to receive SETSS in addition to their mandated periods of ESL instruction. At-risk SETSS will be provided to students without IEPs if scheduling and staffing permit.

ELA: All ELLs have Individualized Literacy Action Plans developed by the classroom teacher, with input from ESL teachers, literacy coach and administration. In addition to the mandated minutes of ESL, students receive targeted instruction from the classroom teacher throughout the school day in the form of student/teacher conferences, guided reading and writing, strategy lessons, word study, phonics work, and small-group, differentiated instruction. Cluster teachers are also assigned to push in to Grade 3-5 classrooms during the literacy block in order to provide small-group support. Level 1 and 2 ELLs will also receive targeted instruction from the school's full-time coach, Ms. Elsie Arias, or from Ms. Rosa Vasquez, a retired teacher with extensive experience with ELLs who will work with our school on a regular basis.

Students are grouped according to proficiency levels and specific areas of need. Materials specifically purchased for ELLs—including Scholastic Building Language for Literacy (for Kindergarten-Grade 1 beginners), Santillana Intensive English (Grades 1-2), Attanasio's

English Now! and Imagine Learning computer software (Grades 3-5)—will be incorporated during small group, push-in and pull-out instruction throughout the school day. In the lower grades, teachers also use Foundations and Words Their Way.

Math: In addition to Math support provided by the ESL teachers, students receive targeted Mathematics instruction from the classroom teacher the form of small-group lessons, the use of math manipulatives, and the practice of test sophistication strategies. Students in need of additional intervention will receive extra support from the school’s full-time coach, Ms. Elsie Arias, or from Ms. Rosa Vasquez, a retired teacher with extensive experience with ELLs. Students are grouped according to proficiency levels and specific areas of need. Math skills will also be addressed through our Title III-funded ELL Saturday Academy and After School Program for at-risk ELLs.

Science: In addition to content area support provided by the ESL teachers, students receive targeted Science instruction from the classroom teacher the form of small-group lessons, hands-on experiments, and the practice of test sophistication strategies in preparation for the Grade 4 Science Exam. Students are grouped according to proficiency levels and specific areas of need. Content area learning will also be addressed through our Title III-funded ELL Saturday Academy and After School Program for at-risk ELLs.

Social Studies: In addition to content area support provided by the ESL teachers, students receive targeted Social Studies instruction from the classroom teacher the form of small-group lessons, cooperative learning experiences, and guided reading and writing activities that incorporate Social Studies content. Content area learning will also be addressed through our Title III-funded ELL Saturday Academy and After School Program for at-risk ELLs.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

Students who have attained proficiency on the NYSESLAT continue to be monitored and supported in the general classroom. Most newly proficient students are placed in the same classrooms as current ELLs so they can continue to benefit from ESL methodologies provided by both the ESL teacher and the general clasrom teacher. English Language Learners are provided with time and a half for all State Exams, administered in a separate setting, for two years after they reach proficiency on the NYSESLAT. Most newly proficient ELLs attend Extended Day, as well as After School sessions in preparation for New York State examinations.

10. What new programs or improvements will be considered for the upcoming school year?

Our school’s recent change of administration has resulted in the institution of many new programs to support all of our students, including English Language Learners. These include: the Developmental Reading Assessment (DRA), which will provide more specific data about students’ reading skills; Reading A-Z, which offers a wide range of guided reading materials and activities; Reading Comprehension Toolkits, which provide materials for shared and guided reading; and Time for Kids classroom kits, which offer engaging, content-based instructional materials at various reading levels. In addition, the school will invest in materials specific to the needs of our English Language Learners such as Imagine Learning software, Scholastic’s Building Language for Literacy, Santillana’s Intensive English, and Attanasio & Associates’ English Now! program for small-group, targeted instruction. In addition, we will use Title III funding to establish an ELL Saturday Academy for ELLs in Kindergarten to Grade 5, and an After School Program for at-risk ELLs in Grades 3-5.

11. What programs/services for ELLs will be discontinued and why?

None at this time

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

English Language Learners are offered equal access to all school programs offered to students in the general population. During the regular school day, ELLs are placed in general education classrooms, with mandated ESL support, and participate fully in cluster classes (Art, Rhythm & Movement, Library and Technology). ELLs also participate in Extended Day, After School Support sessions (in preparation for State exams) and our school’s Out-of-School Time (OST) program provided by Inwood Community Services. Grade 1-5 ELLs and former ELLs represent approximately 55% of total Extended Day enrollment, and ELLs in Kindergarten to Grade 5 represent approximately 35% of total OST enrollment. Students are invited to participate in these programs through notices in homework folders, follow-up phone calls, and in-person contact with our Community Assistant and/or other staff.

Our school does not receive Supplemental Education Services (SES) funding because we are a school in good standing under NCLB. This year, we expect to receive approximately \$15,000 in Title III money, which will be used to establish an ELL Saturday Academy, starting in late November and continuing through April, which will focus on developing English language proficiency, content area skills and knowledge, and test sophistication strategies. Special efforts will be made to enroll second grade ELLs, who will face the challenging demands of the Grade 2-4 NYSESLAT in May 2012. Title III money will also be used to establish an After School Program for at-risk ELLs in Grades 3-5. All content areas will be covered, with an emphasis on test sophistication strategies in the months leading up to the State exams.

13. What instructional materials, including technology, are used to support ELLs? (Include content area as well as language materials; describe sub-groups if necessary.)

In addition to new programs that have been obtained for the general classrooms (see #10, above), the school will invest in materials specific to the needs of our English Language Learners such as Imagine Learning software, Scholastic Building Language for Literacy for Kindergarten-Grade 1 beginners, and Santillana Intensive English for ELLs in Grades 1-2. Attanasio & Associates' English Now! program will be used for small-group, targeted instruction for beginning and intermediate ELLs in Grades 3-5. Administration has also purchased Spanish-language editions of textbooks for each content area, and additional native language materials are currently being purchased for each classroom. Our school library includes Spanish language and bilingual books as well.

14. How is native language support delivered in each program model?

Many of the general classroom teachers whose classes include ELLs are fluent in Spanish, allowing them to clarify content as needed, and to conduct informal, ongoing assessments in the students' native language. Some content area curricula are available in Spanish, and the school will invest in additional native language materials to support students in their native languages as they are gaining proficiency in English. The lower grade ESL teacher is fluent in Spanish so that she can provide ample native language support for our youngest ELLs. Bilingual classroom teachers and paraprofessionals offer additional native language support throughout the school day.

15. Do required services support, and resources correspond to ELLs' ages and grade levels?

Programmatic decisions have been carefully considered in relation to students' ages, grades and proficiency levels in order to provide necessary language support while maximizing learning experiences in the regular classroom. Low beginners in Kindergarten and Grade 1 will receive pullout instruction in groups of 6, using Scholastic's Building Language for Literacy, a research-based program specifically designed for young learners of English, with the aim of preparing them for full participation in the general classroom by the end of the year. Most students in Grades 1 and 2 will receive instruction through push-in, using Santillana's Intensive English to supplement general classroom resources. High need students in the lower grades (low beginners, students with disabilities and/or students functioning significantly below grade level) will receive additional periods of pull-out instruction in small groups. In Grades 3-5, Advanced students will receive all of their instruction on a push-in basis so they will not miss important content area learning. Upper grade students who are still at the beginner or intermediate level will receive 180 minutes of push-in instruction, in addition to 180 minutes of small-group pull-out, using Attanasio & Associates' Preparing for the NYSESLAT and Beyond, English Now! and grade-level, content-based materials scaffolded for their cognitive and linguistic needs.

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

N/A

17. What language electives are offered to ELLs?

N/A

C. Schools with Dual Language Programs

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

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.

1. Describe the professional development plan for all personnel who work with ELLs.

The school will offer ESL teachers, as well as general education teachers whose classes include ELLs, a range of professional development opportunities related to the needs of English Language Learners across the content areas. Our ESL teachers will attend various workshops through the NYCDOE Office of English Language Learners, our LSO Network, and other organizations, including:

September 27, 2011: LAP Training (Office of English Language Learners)

October 17, 2011: Supporting English Language Learners (Teachers College Reading & Writing Project)

November 1, 2011: ELL Capacity Builders: Session 1—Topic TBA (CFN 606)

December 6, 2011: ELL Capacity Builders: Session 2— Topic TBA (CFN 606)

January 10, 2011: ELL Capacity Builders: Session 3— Topic TBA (CFN 606)

In addition, because the majority of our classrooms include ELLs, our ESL teachers and Literacy Coach will support all teachers and provide on-site professional development in the area of ELL instruction. (See timeline and topics in #3, below.)

2. Describe the support you provide staff to assist ELLs as they transition from one school level to another.

In order to assist ELLs transitioning from elementary to middle school, school staff provides various support systems for parents as well as students. In order to provide this assistance, our Grade 5 teachers, Community Assistant and Guidance Counselor will be supported with training in the middle school choice process, the application process, and the appeals process. Our Guidance Counselor and Community Assistant attended a DOE Middle School Choice workshop, which they will turnkey to Grade 5 teachers and other staff. Staff members will also be provided with information about specific schools, including those with strong ESL programs, so they can more effectively help parents navigate their choices.

This fall, school leadership arranged for our Community Assistant to accompany parents to the District 6 Middle School Fair, helping parents to navigate the fair and offering Spanish translation as needed. Middle school orientation sessions will be provided for fifth grade parents, in English and Spanish. School leadership will also arrange visits with District 6 middle schools so families and staff can learn about middle school options and make informed decisions. School leadership will monitor the middle school selection and application process, and provide additional support as needed. School leadership will arrange for staff members to meet individually with students and families to provide translation services, to offer guidance in selecting appropriate schools to meet individual student needs, and to support families in completing their middle school applications.

3. Describe the minimum 7.5 hours of ELL training for all staff (excluding teachers who hold ESL or bilingual licenses as per Jose P.) and how records are maintained of meeting the requirement.

Professional Development (PD) for all staff will be provided by in-house ESL staff and/or outside consultants for a minimum of 7.5 hours. PD opportunities will include the following workshops, which will be offered after school or on Saturdays, depending on teacher preferences:

November 2011 (Chancellors Day): Getting Acquainted with the 4 Components of the NYSESLAT: Interpreting 2011 Results and Planning in Relation to the 2012 Exam

December 2011: Understanding Second Language Acquisition

January 2012: Building Oral Language as a Support for Literacy Development

February 2012: Differentiating for ELL Instruction Across the Content Areas (Focus: Math/Science)

March 2012: Using Cognates as a Support for Vocabulary, Fluency and Comprehension

April 2012: Analyzing ELL Writing Across Content Areas (Focus: ELA/Social Studies)

May 2012: Embedding Effective Scaffolds for ELLs in Content-Area Curriculum Maps

Support staff (School Secretary, Community Assistant, School Aides) will receive training in the ELL Identification Process, ATS Data Input and Analysis, and Mandated Translation and Interpretation Services. In addition, all staff will review the Language Allocation Policy to ensure that it is effectively implemented on a schoolwide basis. Workshop attendance will be monitored and logged to ensure completion of the mandated 7.5 hours of ELL training for all staff members.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Describe parent involvement in your school, including parents of ELLs.

A major emphasis of our school is to involve parents of all students, including English Language Learners, in their children's education, and to provide support services for parents. Our work with our parents involves our Community Assistant, who conducts outreach to engage parents in meetings and workshops, as well as our PTA Executive Board members, who seek to include parents of ELLs in schoolwide events and activities, including Open School Nights, Parent-Teacher Conferences, Class Meetings, and Curriculum Nights. Spanish translation services are available at all school events, as provided by the Principal, Assistant Principal and Community Assistant (all of whom are Spanish-English speakers); by bilingual teachers and paraprofessionals; and by bilingual members of the PTA Executive Board and/or school support staff. All school notices are posted and sent home in both English and Spanish, and Spanish-speaking staff often make follow-up calls to parents reminding them about important school events.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

During the current school year, we plan to partner with the non-profit organization New York Cares to provide free parent workshops in ESL and technology. These services would be provided in conjunction with a Title III-funded Saturday Academy for ELLs, for which New York Cares would also provide an hour of recreational activities for students after a 2-hour instructional period.

3. How do you evaluate the needs of the parents?

We will conduct informal discussions with parents, as well as sending home written surveys about topics of interest and areas of need. Parent feedback will be analyzed and discussed by our administration, ESL teachers, Literacy Coach and Community Assistant in order to plan for future workshops and services for parents.

4. How do your parental involvement activities address the needs of the parents?

Parents will be invited to attend a number of workshops, based on their expressed needs and interests. Topics may include:

- ELL Parent Orientation Sessions / Program Overview and Program Selection
- Preparing for the NYSESLAT
- Learning about NYS Assessments in ELA, Math, Science, & Social Studies
- Criteria for Promotion and ELL Student Regulations for Testing
- Using Technology to Improve Academic Performance
- Celebrating the Multiculturalism of our ELL population
- Community Support Services

In addition, we will inform parents about adult ESL classes offered in our community and support parents with translation services. We will also encourage parents of ELLs to participate in classroom activities and will provide opportunities for parents of ELLs to become Learning Leaders.

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)	18	3	3	0	0	0								24
Intermediate(I)	1	4	4	1	1	0								11
Advanced (A)	0	7	4	6	3	0								20
Total	19	14	11	7	4	0	0	0	0	0	0	0	0	55

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	3	0	0	0	0	0							
	I	8	1	1	0	0	0							
	A	6	7	4	3	1	0							
	P	2	10	6	8	11	4							
READING/ WRITING	B	18	3	3	0	0	0							
	I	1	4	4	1	1	0							
	A	0	7	4	5	2	0							
	P	0	4	0	5	9	4							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	7	2	0	11
4	0	8	4	0	12
5	1	3	0	0	4
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		9		0		0		11
4	1		5		4		2		12
5	0		2		2		0		4
6									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		9		1		12
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs. What insights do the data provide about your ELLs? How can this information help inform your school instructional plan? Please provide any quantitative data available to support your response.

Teachers in Kindergarten to Grade 5 use the Developmental Reading Assessment (DRA) to assess the early literacy skills of ELLs. In Kindergarten, teachers use components of the TCRWP, which provides benchmarks for concepts of print, as well as letter and sound identification. The assessments provide information that complements and augments the data provided by LAB-R and NYSESLAT scores. The DRA identifies students' independent reading levels and students' reading strengths and weaknesses. DRA Word Analysis evaluates the phonological awareness and phonics skills of students in Kindergarten and early First Grade, and the word analysis skills of below-grade-level readers in Grades 1-5. Teachers use this information to plan and implement targeted, differentiated instruction for students.

This year in order to support our ELLs in literacy we will work with the Common Core Standards in Reading and Writing. We will modify writing tasks that are aligned to the CCSS to support our ELL students within the ranges of proficiencies. We will continue to use the 6+1 Traits of Writing to support writing instruction, with task-specific rubrics aligned to the Common Core Standards and designed to assess students' strengths and weaknesses across content areas and types of writing.

- What is revealed by the data patterns across proficiency levels and grades?

Data patterns across grade levels demonstrate that on the 2011 NYSESLAT, 73% of our K-2 ELLs tested as Advanced or Proficient in Listening and Speaking, while only 31% tested as Advanced or Proficient in Reading and Writing. In Grades 3-5, 100% of students tested as Advanced or Proficient in Listening and Speaking, while 93% tested as Advanced or Proficient in Reading and Writing. Spring 2011 NYSESLAT scores have been broken down by proficiencies and grade levels below:

Kindergarten: 74% of last year's Kindergarteners LAB-tested as beginners in Fall 2010. In the Listening and Speaking section of the 2011 NYSESLAT, approximately 15% tested as Beginners, 42% as Intermediate, 31% as Advanced, and 11% as Proficient. Approximately 95% tested as Beginners in Reading and Writing, and 5% as Intermediate.

Grade 1: In Listening and Speaking, approximately 5% of first graders tested as Intermediate, 39% as Advanced, and 56% as Proficient. In Reading and Writing, approximately 17% tested as Beginners, 22% as Intermediate, and 39% as Advanced. 22% of first graders tested as

Proficient in all modalities. 67% of Grade 1 students advanced one overall level or more from the previous year, with 45% attaining an overall level of Advanced or Proficient.

Grade 2: In Listening and Speaking, approximately 9% of second graders tested as Intermediate, 36% as Advanced, and 55% as Proficient. In Reading and Writing, approximately 27% tested as Beginners, 36% as Intermediate, and 36% as Advanced. None of our second graders tested as Proficient in all modalities, and only 18% advanced one overall level or more from the previous year.

Grade 3: In Listening and Speaking, 100% of third graders tested as Advanced or Proficient. In Reading and Writing, approximately 10% tested as Intermediate, 45% as Advanced and 45% as Proficient. 45% of third graders tested as Proficient in all modalities.

Grade 4: In Listening and Speaking, 100% of fourth graders tested as Advanced or Proficient. In Reading and Writing, approximately 8% tested as Intermediate, 17% as Advanced, and 75% as Proficient. 66% of fourth graders tested as Proficient in all modalities.

Grade 5: 100% of fifth graders tested as Proficient in all modalities.

As indicated by the data above, as children progress through the grades, they generally test as Advanced or Proficient in Listening and Speaking well before they are able to achieve these levels in Reading and Writing. Second grade is an especially crucial transition for our ELLs, as students are faced with the increased demands of the Grade 2-4 NYSESLAT. Many of our second graders failed to advance a level in 2010-11 school year. During the current school year, second grades will need extra support (e.g., Extended Day, Title III Saturday Academy) in order to demonstrate stronger progress on the 2012 NYSESLAT.

Analysis of NYSESLAT data across all grade levels indicates that Reading and Writing continue to pose significant challenges for our ELLs. As a result we will work within our Professional Learning Teams in grades K-5 to align our curricula with the Common Core State Standards for Reading and Writing. Targeted reading instruction will be provided through extensive use of Shared and Guided Reading by classroom teachers as well as ESL teachers. ESL teachers and classroom teachers will scaffold writing lessons for ELL students based on levels of proficiency and specific areas of need. In the lower grades, teachers will also use Foundations and Words Their Way to support early literacy development. In addition, we have invested in new ESL materials (described in Part IV of this document) to support English Language Learners at all proficiencies and grade levels.

3. How will patterns across NYSESLAT modalities reading/writing and listening/speaking affect instructional decisions?

ESL teachers and general classroom teachers look closely at the NYSESLAT modalities, which are aligned to state standards, and incorporate each modality according to student needs in the course of regular classroom instruction, as well as through targeted push-in and pull-out instruction. Tracking our ELLs' progress over the past few years indicates growing proficiency in all four communicative strands measured on the NYSESLAT. Those students who do not reach English proficiency in all four stands within three years require extension of services. Almost all students in our school receiving ESL services for 4-6 years have an overall NYSESLAT proficiency level of advanced. Although the majority of ELLs at this stage have achieved proficiency in the Listening and Speaking modalities, most have not yet reached proficiency in Reading and Writing. ELLs who have not yet reached an Advanced level of Reading and Writing by their sixth year are for the most part students with IEPs, who receive special education services (SETSS, speech and/or counseling) in addition to ESL.

4a) Examine student results. What are the patterns across proficiencies and grades?

ELA: 27 Grade 3-5 ELLs took the 2011 NYS ELA exam. The data indicates that approximately 20% of our Grade 3-5 ELLs received a score of 3 or 4. The majority of Grade 3-5 ELLs (67%) received a score of 2, while approximately 11% received a score of 1. Fourth grade ELLs (33%) achieved more scores of 3 and 4 on the ELA than students in Grade 3 (18%) or Grade 5 (0%). Factors that influenced performance were the amount of time students had been receiving ESL services, their proficiency levels on the Reading and Writing strands of the NYSESLAT, and whether or not a student had an IEP.

MATH: 27 Grade 3-5 ELLs took the 2011 NYS ELA exam. The data indicates that approximately 30% of our Grade 3-5 ELLs received a score of 3 or 4 (22% scored at level 3, and 7.5% at level 4). More than half of Grade 3-5 ELLs (59%) received a score of 2, while approximately 11% received a score of 1. 50% of ELLs in Grades 4 and 5 received scores of 3 or 4 on the Math exam, while all Grade 3 ELLs received a score of 1 or 2. Factors that influenced performance were the amount of time students had been receiving ESL services,

their proficiency levels on the Reading and Writing strands of the NYSESLAT, and whether or not a student had an IEP.

SCIENCE: 12 Grade 4 ELLs took the 2011 NYS Science exam, with approximately 83% achieving a score of 3 or 4. The NYS Science exam is based on a foundation of cumulative knowledge that students have been taught since Kindergarten, with ample hands-on experiences provided throughout the grades. We believe this schoolwide coherence accounts, in part, for our ELLs' success on the NYS Science exam.

4b) Describe how school leadership and teachers are using the results of the ELL Periodic Assessments.

Until now, our school has not used the ELL Periodic Assessments. We will implement them during the current school year.

4c) What is the school learning about ELLs from the Periodic Assessments?

Until now, our school has not used the ELL Periodic Assessments. We will implement them during the current school year.

5. Question 5 does not apply to us because we do not have a dual language program.

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

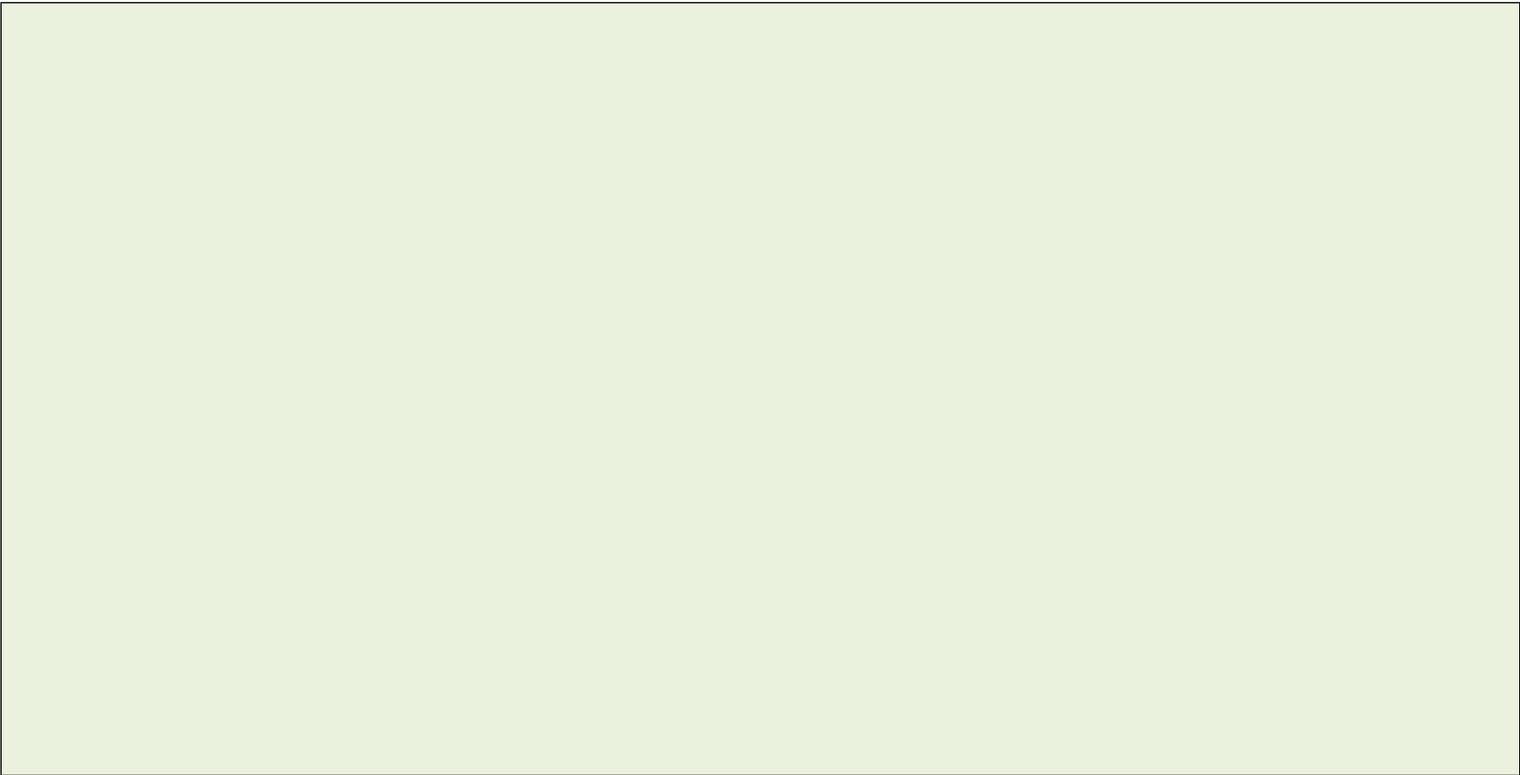
We believe that much of the success of our current ESL program stems from our use of the push-in model, especially in Grades 3-5. The push-in model allows our ESL teachers to work more closely with classroom teachers, and to provide targeted support for ELLs without depriving them of instructional time in the general classroom. Our ESL teachers have collaborated with general education teachers on the development of rigorous units of study for all students, with an emphasis on building oral language skills as a support for literacy development in Kindergarten to Grade 2, and reading and writing across the content areas in Grades 3-5.

Throughout the school year we will review on a quarterly basis our ELL subgroups through a literacy data base system. We will identify students who are at risk for academic intervention services as an essential component to the success of our program. At the beginning and end of each school year, we will analyze students across the grades, and identify areas of strengths and areas that need improvement. All students will have Individualized Literacy Action Plans developed by the classroom teacher, with input from ESL teachers, literacy coach and administration.

Our students' performance on this year's NYSESLAT and NYS exams will provide essential data that will help us to further evaluate the effectiveness of our ESL program. We will continue instructional practices that have proven to be successful in the past. We will also analyze our areas of challenge and collaboratively identify change strategies that can be implemented to improve student performance.

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.



Part VI: LAP Assurances

School Name: <u>Washington Heights Academy</u>		School DBN: <u>06M366</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Renzo Martinez	Principal		10/26/11
Mercedes Diaz	Assistant Principal		10/26/11
n/a	Parent Coordinator		
Lynne Herndon	ESL Teacher		10/26/11
	Parent		
Sorangel DeLosSantos/ESL	Teacher/Subject Area		10/26/11
	Teacher/Subject Area		
Elsie Arias	Coach		10/26/11
	Coach		
Antoinette Ansalone	Guidance Counselor		10/26/11

School Name: Washington Heights Academy

School DBN: 06M366

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		
Alexandra Ulloa	Other <u>Community Assistant</u>		10/26/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06M **School Name:** P.S. 366 Washington Heights Academy

Cluster: 606 **Network:** CFN

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

Part A: Needs Assessment Findings

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

- A. Students new to the NYC public school system complete the Home Language Identification Survey to determine home language..
- B. We interview the parents and students and determine if the child speaks another language.
- C. ATS reports determine the number of years a student has been serviced as well as language proficiency level.
- D. Based on the survey and interview language translations needs are determined.

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.

- A. Our needs assessment results will be shared through various venues such as newsletters, staff conference and parent workshops.
- B. We have found that we need to translate in Spanish, Chinese, Japanese, Russian, Bengali, and Arabic based on the HLIS, blue cards as well as parent and child interview.
- C. Parents need oral translation of the IEP's, report cards, school evaluations, and written translation for all relevant documents pertaining to their children.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

- A. We survey parents and staff in order to determine translation availability in our school.
- B. Translation of all documents considered vital for parental involvement (e.g. school calendars, letters, flyers forms, permission slips, progress reports, etc.)
- C. Translators on site help assist parents with oral or written communication.

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.

- A. We survey parents and staff in order to determine translation availability in our school.
- B. As indicated in part A, a need for translation services has been recognized in order to facilitate communication between English speaking school personnel and non English speaking parents.
- C. We utilize the DOE's translation services unit if needed.
- D. Our Community Associate is fluent in English/Spanish and translates letters, school flyers and communications for our school.
- E. Oral translations are available for parent -teacher conferences, IEP meetings, parent workshops.

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>.

- A. All of the letters and documents that our parents receive are provided in English and Spanish.
- B. In house staff members staff members translate all parent letters, school newsletters, calendars, permission slips, welcome letters and any individual correspondence sent to parents.
- C. We post signs around the school in various languages.
- D. Translations are provided via our staff and parent volunteers.
- E. Translations will be provided through the DOE translations services unit if needed.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: PS 366: Washington Hts Academy | DBN: 06M366

This school is (check one): conceptually consolidated (skip part E below)
 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):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 60

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 5

of certified ESL/Bilingual teachers: 5

of content area teachers:

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:

Schedule and Duration, Language of Instruction, Teachers: During the 2012-2013 school year, Title III programming will take place on Tuesdays and Wednesdays from 3:40-4:30, directly after Extended Day. The program will begin in mid-November and continue until the end of April, prior to the NYSESLAT. The language of instruction will be English, with appropriate language scaffolding, in keeping with our school's current ESL model.

By scheduling Title III programming as an extension of the regular school day (rather than on Saturdays), we hope to increase attendance and attain stronger integration between Title III programming and regular school day instruction. To the greatest degree possible, Extended Day PLUS instruction will be provided by students' regular classroom teachers, who have the greatest familiarity with their students' needs. During the current school year, English Language Learners have been grouped in one class per grade level (Classes K-012, 102, 202, 302, 402 and 502), with teachers who hold both Common Branch and ESL or bilingual licenses. These teachers will form the core of our Title III program staff. A total of 5 teachers (one per grade level) will participate in the Extended Day PLUS program. The school's ESL Coordinator and Assistant Principal will oversee the program's implementation and monitor student attendance and progress.

Grade Levels and Subgroups: The Title III "Extended Day PLUS" program will serve English Language Learners in Grades 1-5, in groups of 10-15, who have been identified by their teachers as needing additional small group support. This subgroup includes ELLs with IEPs, ELLs who are reading significantly below grade level, and Grade 4-5 ELLs who scored 2 or below on their Spring 2012 New York State exams. Within the program, instruction will be differentiated according to students' current ESL levels and specific language needs.

NYSESLAT Data Analysis: Analysis of NYSESLAT data shows that nearly half (47%) of current ELLs in Grades 1-5 attained an overall level of Advanced on the Spring 2012 NYSESLAT, while approximately 39% tested as Intermediate and 15% as Beginners. Comparison of Grade 1-2 data with Grade 3-5 data (see below) reveals an upward trend, with significantly larger percentages of students achieving an overall level of Advanced in the upper grades.

Among our current Grade 1-2 ELLs, 74% demonstrated an overall ESL level of Beginner (23%) or Intermediate (51%), while 26% demonstrated an overall level of Advanced. The trend shifts in the upper grades, with 95% of ELLs in Grades 3-5 demonstrating an overall ESL level of Advanced (70%) or Intermediate (25%). Only 5% (2 out of 36) of our current Grade 3-5 ELLs tested as Beginners on the Spring 2012 NYSESLAT.

Analysis of Spring 2012 NYSESLAT data also shows that our current ELLs performed strongly on the Listening and Speaking portions of the test. 95% tested as Proficient (60%) or Advanced (35%) in Listening/Speaking, 5% as Intermediate and 0% as Beginners. However, 96% of our current ELLs attained

Part B: Direct Instruction Supplemental Program Information

Reading/Writing subscores that were one or more levels below their Listening/Speaking scores: 47% tested as Proficient (4%) or Advanced (43%) in Reading/Writing, while 39% tested as Intermediate and 15% as Beginners. This pattern follows recognized phases of second language acquisition, in which oral language proficiency generally precedes and serves as a support for literacy proficiency.

New York State ELA and Math Data Analysis: Our school's 2011-2012 Progress Report shows our English Language Learners progressing at a rate comparable to, and in some cases exceeding, that of their non-ELL peers. In Grade 4, the average ELA growth percentile for ELLs was 60%, and the average Math growth percentile for ELLs was 90.9%. In Grade 5, the average ELA growth percentile for ELLs was 59.9%, and the average Math growth percentile for ELLs was 46.8%.

Rationale: NYSESLAT, New York State ELA and New York State Math data analysis suggest that the supports and interventions provided during the 2011-2012 school year, including an emphasis on oral language development and content-based literacy instruction, supported substantial levels of success for English Language Learners across grade levels, proficiency levels, modalities and content areas.

In response to this data analysis, our Title III funding will be used to support a standards-based ESL/ELD intervention program designed to accelerate the development of social and academic language skills through rigorous, content-based instruction. Teachers will continue to reinforce students' oral language skills as a support for further development of literacy and content area knowledge. To support this aim, students will engage in interactive read-alouds, full-class and small group discussions, shared reading and writing activities, guided reading and small group writing instruction.

Materials: Teachers will use a variety of materials, including Santillana's "Intensive English" and "Camp Can Do!" programs; NYSESLAT review materials from Attanasio & Associates and Continental Press; and teacher-created, content-based units of study that have been scaffolded to support the interrelated development of oral language, literacy, and content knowledge.

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 will provide a strong professional development program for all teachers who will provide instruction for ELLs and former ELLs during the current school year. Our ESL teachers will provide monthly professional development sessions on second language acquisition, ESL methodologies, and content-based ESL instruction. The following professional development program has been designed in response to NYSESLAT, ELA and Math data analysis as well as the expressed needs of our teachers:

Part C: Professional Development

November 2012: Getting Acquainted with the NYSESLAT: Interpreting 2012 Results and Planning in Relation to the 2013 Exam

December 2012: Understanding Second Language Acquisition

January 2013: Building Oral Language as a Support for Literacy Development

February 2013: Using Cognates as a Support for Vocabulary, Fluency and Comprehension

March 2013: Differentiating ELL Instruction Across the Content Areas (ELA/Social Studies)

April 2013: Differentiating ELL Instruction Across the Content Areas (Math/Science)

May 2013: Embedding Effective Scaffolds for ELLs in Content-Area Curriculum Maps

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:

Administration, ESL Teachers, Literacy Coach, and Parent Coordinator will work closely together to provide meaningful ELL parent engagement activities with the specific aim of support higher achievement for English Language Learners. ESL- and bilingual-licensed teachers will hold monthly ELL Parent Workshops on a variety of topics, including:

October 2012: ELL Parent Orientation Sessions/Program Overview and Program Selection

November 2012: Getting the Most out of Parent-Teacher Conferences

December 2012: Supporting Your Child's Learning at Home

January 2013: Learning about NYS Assessments in ELA, Math and Science

February 2013: Laying the Groundwork for the NYSESLAT

March 2013: ELL Promotional Criteria and Regulations for Testing

April 2013: Using Technology to Support Academic Performance

May 2013: Summer Learning Activities

In addition, we will partner with the Americorps/New York Cares School Success Initiative (a community volunteer program in which our school has been selected to participate) to provide ESL and Technology classes for parents of ELLs. We will survey parents to learn of additional areas of need.

Parents will be notified of these activities through bilingual flyers, school door postings and phone calls from our Parent Coordinator and support staff. We will work closely with bilingual staff to ensure that appropriate translation services are provided at all meetings and workshops.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$

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