



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** EDWARD HART ELEMENTARY SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 25Q021

**PRINCIPAL:** DEBRA BUSZKO

**EMAIL:** DBUSZKO2SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DANIELLE DI MANGO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Debra Buszko	*Principal or Designee	
Sarah Waldman	*UFT Chapter Leader or Designee	
Betsy Lo Destro	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jill Leakey Eisenberg	Member/Assistant Principal	
Laura DelGreco	Member/Parent	
Rosemarie Flores	Member/Parent	
Felicia Gallo	Member/Teacher	
Denise Martinez	Member/Parent	
Bani Singh	Member/Teacher	
Ellen Singleton	Member/Teacher	
Maryann Weiser	Member/Teacher	
Adelaide Wunderlich	Member/Parent	

Katherine Vassallo	Member/Parent	
Donna Vetter	Member/Parent	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

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

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

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

- 75% of all students in Grades 3 through 5 will score level 3 or 4, on the April 2013 New York State English Language Arts Exam representing a 3% gain from last year.

### **Comprehensive needs assessment**

72.0% of 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade students scored at Level 3 or 4 on the 2012 New York State ELA exam.

Our peer range in ELA 30.2% % which means compared to our peer group, (schools with similar demographics, students that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students) our students' s progress needs to be improved.

### **Item Skills Analysis reflected in TC Assessment Pro & New York Start**

#### **Reading**

In every grade, mean score in literacy improved.

Students in Lower grades made good progress; first graders from B/C/D level to F/G/H/I/J/K/L and second graders meeting L/M/N/ level by June.

Students in Upper grades scored lower on inferential and summative questions, therefore indicating a need to teach students how to "hold onto" and synthesize information within a text and across texts.

Upper grade students need to stay on appropriate level texts until mastery of skills, indicating a need to have students' master higher level thinking skills including prediction, envisioning, and synthesis.

All students need to develop the ability to transfer reading and writing skills into the content areas.

All students need to read (and keep logs) 50% nonfiction and 50% fiction to be prepared for the demands of the common core standards.

All Students need to write about reading across all curricular areas.

Students answered more questions wrong at the end of the test indicating a need to develop more stamina when reading.

Students in grades 3, 4, & 5 scored well on the multiple choice section of the exam, far exceeding the State average, but typically scored lower on the extended response section of the exam, indicating a need to be able to see change over time, comparisons with other texts and be able to write about reading.

### **Instructional strategies/activities**

- a) 100% of all staff will participate on Inquiry Teams examining student work making instructional decisions aligned to specific assessments & curriculum to improve student outcomes. Student performance and progress will be monitored by running records, pre and post-performance assessments aligned to the TC Units of Study, the Periodic Assessments and the Common Core Standards.
- b) Staff members will differentiate instruction based on assessment data analysis, in small groups to better meet the needs of all students including ELLS and Special Education students.
- c) Principal, Assistant Principals, and Lead Teachers in Literacy attend professional development at Teachers College and with CFN 535 in Unit Planning, Common Core Standards, Inquiry Teams, Curriculum and Assessments.
- d) Administration will conduct focused walkthroughs using Danielson's Framework with a particular focus on competences 1e, 2b, 2d,3b,3c,& 3d.
- e) Teachers in Grade K-2 and Teachers in 3-5 meet with Teachers College staff developer for 10 days each, developing Units of Study in Reading and Writing, aligned to the Common Core Standards and the New York City Instructional Expectations.
- f) Teachers meet with administration, staff developers and lead teachers during common preps, and grade meeting to discuss pre-and post-performance assessments in Reading and Writing and to develop curriculum and rubrics to support students' performance and progress.
- g) Teachers use a variety of instructional strategies to ensure improved student performance and progress.
- h) Lead teachers meet in cross grade curriculum planning meeting to align the literacy work across grades.
- i) Lead teachers facilitate teacher selected study groups which support literacy in using charts, small group instruction and conferencing.
- j) Students in Grades K-2 including Special Education and ELL students use Foundations for the development of phonemic awareness and phonics.
- k) All K-5 teachers plan and deliver the Teachers College Units of Study lessons based on individual class needs based on their assessments, including running records, on demand writing samples; performance assessments, & predictive exams .

- l) English Language Learners use Imagine Learning, a technology based, on line program to support basic English Language Skills and developing Academic Language.
- m) ESL teachers pre-plan with classroom teachers, push into classes to co-teach to align instruction with the Units of study and ensure a smooth delivery of instruction.
- n) Students at risk, in particular, those students not meeting grade level standards, special education students, ELLS and those students who represent the lowest third in the school on state standardized tests, participate in 50 minutes of additional instruction on Tuesday and Wednesday afternoons.
- o) Students in grades 3 through 5 use I Ready to support test readiness
- p) ESL students participate in Title III afterschool program.

**Strategies to increase parental involvement**

- Title I Committee is comprised of parents and teachers and meets on the first Thursday of every month to discuss the diverse needs of the school community.
- Title I Committee and Parent Coordinator plans monthly family activities to engage families in:
  - a) Parent Workshops on how to support their children in academic performance and progress
  - b) Parent Workshops on helping parents understand the new Common Core Standards
  - c) Parent Workshops on Literacy, Math, Social Studies and Science & Technology Curriculum
  - d) Parent Workshops on New Assessments
  - e) Parent Workshops on Supporting students Socially and Emotionally
  - f) Parent training on parenting, education, financing and health related issues
- Title I Committee provides Home and Back folders to ensure a method of parent teacher communication.
- Parent Coordinator has separate Family room for families to visit and discuss concerns.
- School Website posts upcoming events, school activities and programs.
- Teachers send home translated monthly parent letters in literacy and math explaining the expectations of the Unit of Study.
- Quarterly Newsletter, *Building Bridges* sent home to parents sharing good news, past and upcoming school events.
- 25% of Teachers have own class website as a method of communication.
- Parent Teacher conferences are held twice a year, but parents are encouraged to contact school and teacher with any problem or concern.
- Phone Messenger sends reminders and information to parents via telephone.
- Administration plans monthly faculty, and grade conferences including parent education and communication skills

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- All of Our Teachers are Highly Qualified according to the Title I standards and so noted in the annual BEDS report. New teachers are assigned a mentor, and all teachers participate in frequent high level professional development opportunities.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- School houses 5 full day Universal Pre-K programs. Pre-k teachers participate in all in school professional development and coordinate their program with the goals of UPreK and the Common Core Standards
- Full time guidance counselor coordinates professional development of staff, direct services to students and families and coordination of outside agencies to ensure the social and emotional needs of our students are being met. (including bullying, preventing child abuse and neglect)
- School nurse coordinates professional development of staff, direct services to students and families and coordination of outside agencies to ensure the physical needs of our students are being met. (including those with asthma, diabetes, and obesity)
- Title III provides social and academic language development in an afterschool program.

**Budget and resources alignment**

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

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

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Fair Student Funding, Contract for Excellence & Title I SWP fund Administration; TL Stabilization, Tax Levy, Contract for Excellence, School Support Supplemental, Title Iia Supplemental, TL Legacy Teacher Supplemental, and Title I SWP supplement Teachers Salary; TL Children's First supports CFN participation ; Title I supports Teachers' College professional development; TL Mandated guidance & Title I SWP supports guidance counselor; Title I and Tax Levy support translation services; Pre-K and Universal Pre-K support Pre-K staff, supplies and parent involvement; NYST supports software, hardware, textbooks & library; TL supports Parent Coordinator; Title I SWP, TL, School Operation Support, Children First support furniture, materials and supplies; Title III supports afterschool per-session, supplies and materials for ESL students.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

87% of 3<sup>rd</sup>, 4<sup>th</sup> 5<sup>th</sup> grade students will score a Level 3 or 4 on the May 2013 New York State Math exam, representing a 2.0% gain compared to last year.

### **Comprehensive needs assessment**

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

85.0% of 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade students scored a Level 3 or 4 on the 2011 New York State Math exam.

Our peer range in Math is 42.8% which means compared to our peer group, (meaning similar percentages of students that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students) our student's progress needs to improve.

### **Analysis reflected in Predictive Exams and Item skills analysis in & New York Start Math**

Students in all grades need to write about Math and develop a strong understanding of Math Vocabulary.

Students in all grades need to learn strategies for solving math problems.

Students in Grades 3 & 4 scored well on the multiple choice section of the exam, exceeding both the City and State average.

When compared to the school's peer group the school's performance score is in the 64<sup>th</sup> percentile which means compared to our peer group, (schools with similar demographics, percentages of students that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students) we have room to move especially in our fourth and fifth grade.

Students in Grades 3, 4 & 5 did not score well on the constructed responses indicating a need to practice writing about mathematical thinking and developing problem solving skills.

Students in Grades 3, 4, & 5 did not score well on the constructed responses indicating students need to learn how to carry information across questions & to follow steps in mathematical problems.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) 100% of all staff will participate on Inquiry Teams examining student work making instructional decisions aligned to specific assessments & curriculum to improve student outcomes. Student performance and progress will be monitored by pre and post-performance assessments aligned to the Everyday Math Program, the Predictive Assessments and the Common Core Standards.
- b) Principal, Assistant Principals, and Lead Teachers in Literacy attend professional development with CFN 535 in Unit Planning, Common Core Standards, Inquiry Teams, Curriculum and Assessments.
- c) Staff members will differentiate instruction based on assessment data analysis, in small groups to better meet the needs of all students including ELLS and Special Education Students.
- d) Administrators and Lead teachers works with Lower and Upper Grade teachers to coach and mentor Unit Planning, Delivery of Instruction, Performance Assessment and the Development of Rubrics.

- e) Supervisors will conduct frequent walkthroughs focusing on Danielson's Framework
- f) Administration will conduct focused walkthroughs using Danielson's Framework with a particular focus on competences 1e, 2b, 2d,3b,3c,& 3d.
- g) Teachers use a variety of instructional strategies to ensure student performance and progress.
- h) All K-5 teachers plan and deliver the lessons based on the CCS using Everyday Math as a resource
- i) Teaching points are based on individual class needs based on Unit's pre assessments.
- j) English Language Learners use Imagine Learning, a technology based, on line program to support basic English Language Skills and developing Academic Language in Math and problem solving skills.
- k) All classes K-5 select problem of the day, for a specific number of days in which students must solve the problem using a specific strategy and be able to explain their thinking in writing.
- l) ESL teachers pre-plan with classroom teachers, push into classes to co-teach to align instruction with the Units of study and ensure a smooth delivery of instruction.
- m) Lead teachers meet in cross grade curriculum planning meeting to align the math work across grades.
- n) Students at risk, in particular, those students not meeting grade level standards, special education students, ELLS and those students who represent the lowest third in the school on state standardized tests, participate in 50 minutes of additional instruction on Tuesday and Wednesday afternoons.
- o) Students in grades 3 through 5 use I Ready, a technology based program to support test readiness

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

- Title I Committee is comprised of parents and teachers and meets on the first Thursday of every month to discuss the diverse needs of the school community.
- Title I Committee and Parent Coordinator plans monthly family activities to engage families in:
  - g) Parent Workshops on how to support their children in academic performance and progress
  - h) Parent Workshops on helping parents understand the new Common Core Standards
  - i) Parent Workshops on Literacy, Math, Social Studies and Science & Technology Curriculum
  - j) Parent Workshops on New Assessments
  - k) Parent Workshops on Supporting students Socially and Emotionally
  - l) Parent training on parenting, education, financing and health related issues
- Title I Committee provides Home and Back folders to ensure a method of parent teacher communication.
- Parent Coordinator has separate Family room for families to visit and discuss concerns.
- School Website posts upcoming events, school activities and programs.
- Teachers send home translated monthly parent letters in literacy and math explaining the expectations of the Unit of Study.
- Quarterly Newsletter, *Building Bridges* sent home to parents sharing good news, past and upcoming school events.
- 25% of Teachers have own class website as a method of communication.
- Parent Teacher conferences are held twice a year, but parents are encouraged to contact school and teacher with any problem or concern.
- Phone Messenger sends reminders and information to parents via telephone.
- Administration plans monthly faculty, and grade conferences including parent education and communication skills.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- All of Our Teachers are Highly Qualified according to the Title I standards and so noted in the annual BEDS report. New teachers are assigned a mentor, and all teachers participate in frequent high level professional development opportunities.

#### **Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing

programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- School houses 5 full day Universal Pre-K programs. Pre-k teachers participate in all in school professional development and coordinate their program with the goals of UPreK and the Common Core Standards
- Full time guidance counselor coordinates professional development of staff, direct services to students and families and coordination of outside agencies to ensure the social and emotional needs of our students are being met. (including bullying, preventing child abuse and neglect)
- School nurse coordinates professional development of staff, direct services to students and families and coordination of outside agencies to ensure the physical needs of our students are being met. (including those with asthma, diabetes, and obesity)

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.  
Fair Student Funding, Contract for Excellence & Title I SWP fund Administration; TL Stabilization, Tax Levy, Contract for Excellence, School Support Supplemental, Title Iia Supplemental, TL Legacy Teacher Supplemental, and Title I SWP supplement Teachers Salary; TL Children's First supports CFN participation ; Title I supports Teachers' College professional development; TL Mandated guidance & Title I SWP supports guidance counselor; Title I and Tax Levy support translation services; Pre-K and Universal Pre-K support Pre-K staff, supplies and parent involvement; NYST supports software, hardware, textbooks & library; TL supports Parent Coordinator; Title I SWP, TL, School Operation Support, Children First support furniture, materials and supplies; Title III supports afterschool per-session, supplies and materials for ESL students.

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

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

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

56% of our Hispanic students will score a level 3 or 4 on the May 2013 New York State ELA representing a 5% increase from last year.

#### **Comprehensive needs assessment**

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

51% of our Hispanic students scored a level 3 or 4 on the 2012 New York State ELA exam as reported in NY Start. A total of 156 students were tested.

Compared to our other major subgroups our Hispanic students are our most at-risk ethnic subgroup.

82% of our Asian students scored a level 3 or 4 on the 2012 New York State ELA exam as reported in NY Start. A total of 298 students were tested.

79% of our White students scored a level 3 or 4 on the 2012 New York State ELA exam as reported in NY Start. A total of 63 students were tested.

67% of our Black students scored a level 3 or 4 on the 2012 New York State ELA exam as reported in NY Start. A total of 9 students were tested.

#### **Item Skills Analysis reflected in TC Assessment Pro & New York Start**

##### **Reading**

In every grade, mean score in literacy improved.

Students in Lower grades made good progress; first graders from B/C/D level to F/G/H/I/J/K/L and second graders meeting L/M/N/ level by June.

Students in Upper grades scored lower on inferential and summative questions, therefore indicating a need to teach students how to “hold onto” and synthesize information within a text and across texts.

Upper grade students need to stay on appropriate level texts until mastery of skills, indicating a need to have students’ master higher level thinking skills including prediction, envisioning, and synthesis.

All students need to develop the ability to transfer reading and writing skills into the content areas.

All students need to read (and keep logs) 50% nonfiction and 50% fiction to be prepared for the demands of the common core standards.

All Students need to write about reading across all curricular areas.

Students answered more questions wrong at the end of the test indicating a need to develop more stamina when reading.

Students in grades 3, 4, & 5 scored well on the multiple choice section of the exam, far exceeding the State average, but typically scored lower on the extended response section of the exam, indicating a need to be able to see change over time, comparisons with other texts and be able to write about reading.

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

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Beginning September 2011 through June 2012, staff members will differentiate instruction based on assessment data analysis in small groups to better meet the needs of all students including ELLs and Special Education Students with a particular focus on our lowest third performing students, including the Hispanic students.

- b) 100% of all staff will participate on Inquiry Teams examining student work making instructional decisions aligned to specific assessments & curriculum to improve student outcomes. Student performance and progress will be monitored by running records, pre and post-performance assessments aligned to the TC Units of Study, the Periodic Assessments and the Common Core Standards.
- c) Principal, Assistant Principals, and Lead Teachers in Literacy attend professional development at Teachers College and with CFN 535 in Unit Planning, Common Core Standards, Inquiry Teams, Curriculum and Assessments.

- d) Administration will conduct focused walkthroughs using Danielson's Framework with a particular focus on Questioning and Discussion Techniques, particularly when teaching Problem Solving, and having students explaining their thinking processes.
- e) Administration will conduct focused walkthroughs using Danielson's Framework with a particular focus on competences 1e, 2b, 2d,3b,3c,& 3d.
- f) Teachers in Grade K-2 and Teachers in 3-5 meet with Teachers College staff developer for 10 days each, developing Units of Study in Reading and Writing, aligned to the Common Core Standards and the New York City Instructional Expectations.
- g) Teachers meet with administration and lead teachers during common preps, and grade meeting to discuss pre-and post-performance assessments in Reading and Writing and to develop curriculum and rubrics to support students.
- h) Teachers use a variety of instructional strategies to ensure student performance and progress.
- i) Students in Grades K-2 including Special Education and ELL students use Foundations for the development of phonemic awareness and phonics.
- j) All K-5 teachers plan and deliver the Teachers College Units of Study lessons based on individual class needs based on their assessments, including running records, on demand writing samples; performance assessments, & predictive exams .
- k) Teachers use a variety of instructional strategies to ensure student performance and progress.
- l) Lead teachers facilitate teacher selected study groups which support literacy in using charts, small group instruction and conferencing.
- m) Targeted students participate in Imagine Learning Program. A technology based program that supports English Language Arts development.
- n) Targeted students participate in Early Morning, small group intervention at risk program.
- o) Targeted students participate in 50 minutes of additional instructional time on Tuesday and Wednesday afternoons.
- p) Targeted students use Foundations, Wilson, and a variety of interventional strategies to support their English Language development.
- q) ESL teachers pre-plan with classroom teachers, push into classes to co-teach to align instruction with the Units of study and ensure a smooth delivery of instruction and to support Targeted students with direct instruction when needed.
- r) Targeted students participate in Title III afterschool program which integrates arts and development of social and academic language.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Title I Committee is comprised of parents and teachers and meets on the first Thursday of every month to discuss the diverse needs of the school community.
- Title I Committee and Parent Coordinator plans monthly family activities to engage families in:
  - m) Parent Workshops on how to support their children in academic performance and progress
  - n) Parent Workshops on helping parents understand the new Common Core Standards
  - o) Parent Workshops on Literacy, Math, Social Studies and Science & Technology Curriculum
  - p) Parent Workshops on New Assessments
  - q) Parent Workshops on Supporting students Socially and Emotionally
  - r) Parent training on parenting, education, financing and health related issues
- Title I Committee provides Home and Back folders to ensure a method of parent teacher communication.
- Parent Coordinator has separate Family room for families to visit and discuss concerns.
- School Website posts upcoming events, school activities and programs.
- Teachers send home translated monthly parent letters in literacy and math explaining the expectations of the Unit of Study.
- Quarterly Newsletter, *Building Bridges* sent home to parents sharing good news, past and upcoming school events.
- 25% of Teachers have own class website as a method of communication.
- Parent Teacher conferences are held twice a year, but parents are encouraged to contact school and teacher with any problem or concern.
- Phone Messenger sends reminders and information to parents via telephone.
- Administration plans monthly faculty, and grade conferences including parent education and communication skills.

<p><b>Strategies for attracting Highly Qualified Teachers (HQT)</b></p> <ul style="list-style-type: none"> <li>Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.</li> <li>All of Our Teachers are Highly Qualified according to the Title I standards and so noted in the annual BEDS report. New teachers are assigned a mentor, and all teachers participate in frequent high level professional development opportunities.</li> </ul>	
<p><b>Service and program coordination</b></p> <ul style="list-style-type: none"> <li>Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.</li> <li>School houses 5 full day Universal Pre-K programs. Pre-k teachers participate in all in school professional development and coordinate their program with the goals of UPreK and the Common Core Standards</li> <li>Full time guidance counselor coordinates professional development of staff, direct services to students and families and coordination of outside agencies to ensure the social and emotional needs of our students are being met. (including bullying, preventing child abuse and neglect)</li> <li>School nurse coordinates professional development of staff, direct services to students and families and coordination of outside agencies to ensure the physical needs of our students are being met. (including those with asthma, diabetes, and obesity)</li> <li>Title III afterschool program which integrates arts and the development of social and academic language.</li> </ul>	
<p><b>Budget and resources alignment</b></p> <ul style="list-style-type: none"> <li>Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.</li> <li>Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.</li> </ul> <p>Fair Student Funding, Contract for Excellence &amp; Title I SWP fund Administration; TL Stabilization, Tax Levy, Contract for Excellence, School Support Supplemental, Title Iia Supplemental, TL Legacy Teacher Supplemental, and Title I SWP supplement Teachers Salary; TL Children's First supports CFN participation ; Title I supports Teachers' College professional development; TL Mandated guidance &amp; Title I SWP supports guidance counselor; Title I and Tax Levy support translation services; Pre-K and Universal Pre-K support Pre-K staff, supplies and parent involvement; NYST supports software, hardware, textbooks &amp; library; TL supports Parent Coordinator; Title I SWP, TL, School Operation Support, Children First support furniture, materials and supplies; Title III supports afterschool per-session, supplies and materials for ESL students.</p>	

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

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

#### **Comprehensive needs assessment**

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

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

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

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

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

#### **Budget and resources alignment**

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

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

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Instruction is provided using Foundations, Wilson, CCLS ELA aligned Units of Study, I Ready, Imagine Learning, RTI, Consulting the PRIM	Individual and small group co-teaching, reduced class size	During the school day, Before and After school and during 50 minutes of additional instruction.
Mathematics	Instruction is provided using CCLS Math aligned Units of Study , IReady Imagine earning, RTI, Consulting the PRIM	Individual and small group co-teaching, reduced class size	During the school day, Before and After school and during 50 minutes of additional instruction.
Science	Instruction is provided using CCLS Science aligned Units of Study, RTI, Consulting the PRIM	Individual and small group co-teaching, reduced class size	During the school day, Before and After school and during 50 minutes of additional instruction.
Social Studies	Instruction is provided using CCLS Social Studies Units of Study, RTI, Consulting the PRIM	Individual and small group co-teaching, reduced class size	During the school day, Before and After school and during 50 minutes of additional instruction.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and Family Counseling, Referrals to Outside Agencies for therapies,RTI	Individual, small group by guidance counselor, social worker, bilingual psychologist and outside therapists	During school day, & after school.

### HIGHLY QUALIFIED TEACHERS (HQT)

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

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

When a vacancy occurs we peruse the many resumes that are sent to us during the year. In addition, we review the candidates on Open Market, reach out to colleagues and teachers on staff for recommendations. Our partnership with St. John's University and Hunter College also provide many viable candidates who have had their student teaching experience here and are already familiar with the vision and mission of P.S. 21 Q.

The administrative staff takes a great deal of time interviewing perspective candidates and we conduct interviews as a team. We prepare a number of questions related specifically to the open position and ask all candidates the same questions. If time allows, we invite candidates back for second interviews and an opportunity to give demonstration lessons. During the interviews we look for a teacher who matches our educational philosophy, (for example experience in the workshop model of teaching) experience with our current curriculum, Teachers College and Everyday Math, and an alignment with our attitudes about discipline (Positive Behavior Intervention System). A candidate's attitude toward learning, working with others and children are also important. Prior experience, relationships with past employers and colleagues and work ethic are additional considerations before we hire.

New teachers are assigned a mentor and meets with that mentor to discuss classroom management, methodology, lesson planning, parent communication, and the nuts and bolts of the NYCDOE. In addition, the master schedule supports weekly common prep time for curriculum development, and lesson planning as well as weekly time for Inquiry work, all important supports for new teachers. Lead literacy and math teachers on each grade are a resource to all new teachers.

Our professional development plan supports both our new and experienced teachers. Our network provides workshops and onsite support in CCLS aligned Math, Literacy, Social Studies and Science Unites of study. In addition, we have a partnership with Teachers College which supports our teachers in planning and delivering literacy lessons, mentoring and modeling of best practices.

Supervisors conduct formal observations and informal walkthroughs frequently. The constructive feedback, based on the Danielson model provides constructive criticism and next steps and professional support to improve practice.

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

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

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

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TITLE I  
SCHOOL-PARENT INVOLVEMENT POLICY

I. STATEMENT OF PURPOSE

SCHOOL VISION AND MISSION:

At P.S. 21, we believe that all students can achieve their true potential. It is the mission of the P.S. 21 school staff to know our students well, and to give them what they need to achieve. All of our efforts support our students' academic, emotional and social growth and development. Working alongside our parents, everyone in the school community maintains high standards and works diligently to develop positive behaviors and attitudes. There is a deep appreciation and respect for the myriad of cultures represented in the building, as well as a sense of dedication and pride in the work that we do. Since parents are the children's first teachers, we believe that they must be fully and integrally involved in all aspects of school life and are full participants in the education of our children. Parent involvement activities nurture the cooperative relationship between the home and the school.

II. PARENTAL INVOLVEMENT IN DEVELOPING THE POLICY

The School Leadership Team, consisting of 8 parents, 6 teachers and 2 administrators, will meet monthly to focus on the needs of the school as well as the continuing development of the school's Parent Involvement Policy. Further, a sub-committee of the SLT, the Parent Involvement Planning Committee, will meet bi-monthly to develop the school's Parent Involvement Policy. As a Targeted Assistance school we will reach out to our parent constituency with particular attention to the outreach and recruitment of parents of those students most at risk in the Title I program.

III. SCHOOL-PARENT COMPACT

According to the Title I regulations, each school must share responsibility with parents for high student performance by developing a school-parent compact jointly with the parents of children participating in the program. Our compact (see attached) outlines how staff and parents will share responsibility for promoting high student achievement.

Parents will receive the compact from their child's school with a checklist of responsibilities which outline the responsibilities of teachers and parents for helping students achieve their goals. Parents are asked to sign and return the compact to allow the school to ensure it has been read.

#### IV. TYPES OF PARENTAL INVOLVEMENT

There are many ways in which a parent can become involved with their children's education. At Public School 21, we value the at-home contributions parents can offer their children such as reading to, listening to and talking with their children. In addition, a myriad of parental involvement opportunities are available to our parents at the school. Examples of parent participation programs include the following;

- Parent Workshops facilitated by the Parent Coordinator (include bullying, self-esteem, RCCP, peer mediation, math and literacy workshops on assessment, arts & crafts, ESL for parents etc...)
- Parent Workshops facilitated by staff (include family literacy, math and technology nights, workshops related to curriculum, Open- School week). Information is shared with parents to enable them to work with children at home.
- Parent Workshops facilitated by our ESL staff in an effort to provide language acquisition opportunities for our parents.
- PTA Meetings scheduled monthly

#### V. MATCHING PROGRAMS TO THE NEEDS OF OUR COMMUNITY

Each year, Public School 21 will assess the needs of parents and children in this community, through a variety of measures- including questionnaires sent home to parents and workshops and programs held at the school. Our Parent Coordinator will conduct outreach through meeting parents at arrival and dismissal as well as by telephone. Parents are equally encouraged to meet with and telephone the Parent Coordinator to discuss their interests and needs. Workshops facilitated by the Parent Coordinator as well as by staff will be planned to meet the needs and interests of the parent community, particularly those of our Title I students.

#### VI. STAFF-PARENT COMMUNICATION

Communication with parents will take place in various ways.

- Important information and suggestions for parents are shared on the school's website.
- A Monthly Calendar disseminates information about all school activities on a monthly basis. Further this calendar is displayed outside of the school building for the community to see.
- Auto-Dialer calls are made daily re: lateness, absences, reminders of upcoming events and school closings.
- Parents are invited to Writing Celebrations and School Performances
- Parents and Teachers communicate on a one-to-one basis frequently through letters, meetings and phone calls.

#### VII. EVALUATION

There will be an annual evaluation of the content and effectiveness of the Title I parental involvement program, and parents will be asked for their input. The evaluation will include as assessment of how much parental involvement is increasing and what barriers to parental participation still need to be overcome. The school will revise Parental Involvement Policy on the basis of this review.

### P.S. 21 Title I School Parent Compact

Parents and teachers need to communicate effectively, consistently work together as a team, maintain a focus on student achievement, and seek success for all students.

#### The School Agrees:

- To provide a safe learning environment
- To provide parents with timely information about all programs
- To provide an outstanding, research based curriculum and instructional program
- To provide performance profiles and individual student assessments for each child. (Grow Reports, Princeton Review Assessments, DRA assessments, ECLAS, etc.).
- To provide opportunities for communication between parents and teachers through:
  - Semi- annual Parent Teacher Conferences
  - Reports to Parents
  - Informal meetings with teachers and support personnel
- To provide Parent Workshops to support parents in their efforts to help their children succeed.

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Debra A. Buszko

**Please Sign and Return to Your Child's Test**

#### The Parent/Guardian Agrees:

- To become an active partner in his/her child's education.
- To share the responsibility for improved student achievement.
- To monitor his/her child/children's homework and attendance.
- To communicate with the child/children's teachers concerning educational progress or needs.

Date: \_\_\_\_\_

Child's Name \_\_\_\_\_

Child's Class \_\_\_\_\_

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Parent's Signature



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

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Debra Moldanado</b>	District <b>25</b>	Borough <b>Queens</b>	School Number <b>021</b>
School Name <b>Edward Hart School</b>			

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

Principal <b>Debra Buszko</b>	Assistant Principal <b>Jill Leakey/Lisa Liatto</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Suzanne Miller/ ESL Teacher</b>	Guidance Counselor <b>Lisa Hamada</b>
Teacher/Subject Area <b>Michelle Wolf/Research Teacher</b>	Parent <b>Lydia Plagos</b>
Teacher/Subject Area <b>Beth Hecht/ ESL Teacher</b>	Parent Coordinator <b>Marge Schlafer</b>
Related Service Provider	Other <b>type here</b>
Network Leader <b>Mae Fung</b>	Other <b>type here</b>

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

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

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

### D. School Demographics

Total number of students in school	<b>1230</b>	Total Number of ELLs	<b>142</b>	ELLs as share of total student population (%)	<b>11.54%</b>
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## Part II: ELL Identification Process

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

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

ELLs are identified upon registration. An ESL teacher is present and fills out the Home Language Identification Survey along with the parent. At this informal interview, the ESL teacher also speaks to the student to determine dominant language and eligibility for taking the LAB-R. If a child is dominant in a language other than English, the proper OTELE code is filled out on the HLIS form and the child is administered the LAB-R to determine eligibility for services. A child who is entitled to ESL services will receive those services immediately and be reevaluated with the NYSESLAT, administered in the Spring. Any Spanish speaking newly admitted student who tests eligible for services on the LABR, will be administered the Spanish LABR (immediately after the initial LABR) to test to native language literacy.

Upon registration or within ten days of enrollment, parents of children who are eligible for ESL services receive a letter, generated from an ELL service provider. This letter denotes their child's score on the LAB-R and states that their child requires ESL services. The parents are informed of the three program choices available to choose from for their children: Transitional Bilingual Education, Dual Language, and Freestanding English as a Second Language.

In order to ensure that parents understand all three program choices available, letters and brochures, translated into their native language, are given to the parents of all new ELLs. These letters explain all three program choices. Parents are also invited to an orientation meeting, if they haven't already attended one. At this meeting they can view a DVD, in their native language, which explains the three program options. At these meetings parents also have the opportunity to ask any questions they might have of the parent coordinator and ESL teachers as well as translators who are present to translate into all parent languages.

The Program Selection forms are either filled out and submitted at the time of registration after reviewing the program choices and video or at a future orientation meeting when the DVD is viewed.

If a Program selection form is not submitted, then a second copy, along with another translated brochure is sent home to be filled out and returned. The time frame for this procedure is within ten days of the student's registration.

Since this form is a legal document that must be housed at the school, parents who haven't returned the form are reminded to return the form when they pick up their children from school and they are encouraged to attend other parent workshops where they can view the video and ask any lingering questions that they may have. When possible, a translator is used to answer any questions a parent has about the forms.

Returned forms are kept by the service provider for that grade and then coaled into a file located at the school in the ESL Testing Coordinator's classroom/office.

A majority of the forms sent home, do come back to school.

For those forms which are not returned, the default program of Transitional Bilingual Education is recorded for that student, as per the CR Part 154.

Over the past few years the majority of parents; 84% in 2009, 60% in 2010 and 60% this year, have opted for the Freestanding ESL program. Eleven parents in grades Kindergarten through 5, which represent 24%, requested the Transitional Bilingual program. However, there are not enough students speaking the same language, on one or two contiguous grades, at this time, to create a bilingual class. These parents have opted to remain in P.S.21 and their children are in the Freestanding ESL program. Seven parents (16%) requested the Dual Language Program, which is not offered at our school at this time. These parents have opted to remain in our school and participate in the Freestanding ESL program.

Our freestanding ESL program is aligned with the requests of the majority of our population. Most parents who preferred bilingual education, chose not to enroll their child in that program either because of transportation difficulties or because they wanted to remain at P.S.21. There currently are not sufficient parent requests for us to open a bilingual program. In the future, should more than fifteen parents of children in two contiguous grades request a bilingual program we will notify the parents of the opportunity for a bilingual class and open a bilingual class as required by the Aspira Consent Decree.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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#### 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	6	6	4	2	2	2								22
<b>Total</b>	6	6	4	2	2	2	0	0	0	0	0	0	0	22

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	142	Newcomers (ELLs receiving service 0-3 years)	135	Special Education	26
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

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	135	0	19	7	0	7	0	0	0	142
<b>Total</b>	<b>135</b>	<b>0</b>	<b>19</b>	<b>7</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>142</b>

Number of ELLs in a TBE program who are in alternate placement: 2

### C. Home Language Breakdown and ELL Programs

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

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	16	8	15	5	3								56
Chinese	14	15	6	8	4	7								54
Russian														0
Bengali						1								1
Urdu	1	1		1										3
Arabic					1									1
Haitian			1											1
French														0
Korean	5	4	1	3	2	2								17
Punjabi		3	1	1										5
Polish														0
Albanian														0
Other	3			1										4
<b>TOTAL</b>	<b>32</b>	<b>39</b>	<b>17</b>	<b>29</b>	<b>12</b>	<b>13</b>	<b>0</b>	<b>142</b>						

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

ESL instruction is delivered by both the Push-In and Pull-Out programs. Overwhelmingly, the school uses the Push In model for instruction.

In these classes, ELL students are serviced for eight periods a week equalling 360 minutes. During this instructional time the ESL teacher and the classroom teacher co-teach. The lessons delivered are predetermined by both teachers during a weekly common prep period. The students in Push-In groups are grouped both heterogeneously, in each grade. We have organized the ELL students into classes that contain ELL and non-ELL students. The class make up for these classes is one-third to one half ELL/transitional ELLs and the remainder of the class is comprised of fluent English speaking students. These class sizes initially are kept smaller than the rest of the classes on the grade in an effort to afford a space for newly arrived students as well as to afford the maximum amount of teacher-student time per child.

ESL instruction is also delivered using the Pull-Out model.

In the Kindergarten this school year, we have had to provide instruction through this model, in order to meet our required service times mandated for of ELL students.

Students in the Pull-Out program are grouped heterogeneously. The make-up of the class for the ELLs follows the model of one-third to one half ELL/transitional ELLs and the remainder of the class is comprised of non-ELL students. The ESL service provider pulls the students out of their classroom and instruction is delivered in an ESL classroom. The instruction is aligned with that of the classroom teacher. The instructional approach used by the ESL service provider includes using Balanced Literacy in small groupwork; shared reading, shared writing, and instruction aligned with the Foundations phonics program. The ESL service provider also provides support in content areas such as social studies and science, determined during the common planning with the classroom teachers.

Native language support is provided for our ELL students. Students have access to bilingual content area glossaries and there is native language communication during instruction between peer translators and/or school staff, when possible. (paraprofessionals, ESL

## A. Programming and Scheduling Information

teachers...)

Teachers also make use of cognates, appropriate for their students, bases on content and grade.

There are multilingual books available to our ELL students.

Teachers offer native language support for our ELLs through cognitive awareness, individual word cards appropriate for each student's level, a multilingual library and computer technology in native language.

Each year the ESL teachers create a comprehensive list of ELLs, including each student's level of proficiency. The ESL teachers' schedules are then based on the NYS mandates of 360 minutes for beginners and intermediates and 180 minutes for advanced students. Explicit ESL instruction is delivered using the Teachers College Workshop Model with read alouds, shared reading, shared and interactive writing. ELA instruction is delivered using Teachers College Reading Workshop and Writing Workshop which are aligned to the classroom's instruction and the Common Core Standards. Content areas are taught by pre-teaching vocabulary and focusing on language functions necessary to succeed in those various subject areas.

There are currently no SIFE students enrolled at P.S.21. Should our population include SIFE students in the future, they will receive additional instruction in the form of AIS programs, the Wilson Program, Explode the Code and SETTS. The extended day will also be used to give more individualized instruction to the SIFE students.

Newcomers receive 360 minutes of ESL instruction per week. They are concentrated in ESL-based classrooms where master teachers use Sheltered Instruction to make content comprehensible. These teachers attend Teachers' College seminars in order to learn to scaffold their balanced units of study. Certified ESL teachers generally push in to these classrooms for the mandated number of minutes each week to work with classroom teachers and students. Teachers use methods such as Total Physical Response, the use of visuals to access prior knowledge, and peer tutoring to differentiate instruction. The students receive small group instruction which is driven by the data attained through continuous assessment. ESL teachers provide test prep to help with different strategies and there is differentiated instruction in the classroom. The extended day also offers small group instruction tailored to their individual needs. This is in addition to the mandated minutes of instruction provided to the ELL students.

There are no long term ELLs at P.S. 21 this year. Long term ELLs receive additional instruction from AIS teachers. They are also referred for professional evaluation for possible language processing deficits. Over the past few years our long term ELLs tended to be students who receive Special Education services and have an IEP.

Our ESL instruction is differentiated based on students needs and is driven by the data available in these students' IEPs.

Certified ESL teachers provide instruction to all our ELLs with special needs. Instruction is ensured to be appropriate for each student with disabilities according to their needs as stated on their IEP. This IEP based instruction takes into account the mandated amount of minutes of ESL for each student, student's grade level; and the instructional ability of each student.

Student's whose IEP's state that they are to receive Bilingual Instruction, receive an Alternate Assessment Paraprofessional (with their native language) to help ensure an appropriate program and instruction for these students.

This instruction is provided through a Push-In model. The service provider uses the Teacher College units of study along side the classroom teacher. She adapt the cirriculum with ESL strategies and techniques as well as supports the students according to their specific needs as stated on their IEPs.

In addition, programs such as Foundations and Wilson are used to help some students make gains in their reading and writing.

This year, we have also begun to use Imagine Learning with our ELL population. The students are provided with the opportunity to practice all of their Literacy skills when using this program. This program moves at the individual student's pace through a variety of lessons and activities across curriculum. It is an individual, computer based, program which also offers teacher activities to support the individual student's learning. Activities are offered in all skill areas. The teacher may use these resources to deliver individual instruction to the students in areas where they may be struggling.

A certified ESI teacher meets monthly with the special education teachers on each grade. During this period, the ESL teacher discusses ESL strategy and technique and offers support for the teachers for when she is not present in the room. This is done in an effort to provide

## A. Programming and Scheduling Information

an equal opportunity for a least restrictive education for these ELL students with disabilities.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

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

ELLs receive scaffolded instruction in all content areas. Visuals and texts are used especially for the beginners and intermediate level students. The students meet in small groups both in the classroom, in AIS or SETTS, during test prep session and during the extended day according to individual needs. All intervention programs are offered in English.

In order to provide transitional support, ELLs who have reached English proficiency and who are recommended by their teachers, are included in advanced ESL groups and receive explicit ESL instruction from certified ESL teachers. ESL teachers and classroom teachers are involved in continuous discussions of such students' language needs, and the development of programs designed to help these children excel without constant ESL support. They are also provided with testing accommodations for two years and may receive extra support from other programs such as our AIS, SETTS, summer school or Title III afterschool programs.

We have always used our Title III grant for academic support for our ELL population.

We offer an after school program that focus on literacy and the arts. We will continue to offer this opportunity to our ELL students. Additionally, this year we have introduced the Imagine Learning Program to all of our ELL students. This individualized computer program offers support for our ELLs in all literacy areas; listening, speaking, reading and writing.

Our ESL programs are the same as last year and we have no plans to discontinue any of the programs or services that we offer to our ELL students.

During literacy instruction the following materials are used: big books, books on tape, word wall, morning message, poems, charts, letter/picture cards and smart boards. Monolingual and bilingual dictionaries are both used in the upper grades to help students understand content area material. The books used in ESL instruction- both in literacy and content area instruction- are aligned with the student's classroom instruction. Other materials are used for content area instruction such as math manipulatives and hands-on science materials. Children also have access to educational websites such as starfall.com, mathgames.com, and scholastic.com.

In the classrooms, newly arrived students have "buddies". These buddies help the children acclimate to the school and provide native language support when needed. Additionally, in the upper grades, students are allowed and encouraged to use a bilingual dictionary, either in paper or computer form, to assist them with language translation when needed.

All of our resources and support services align with our ELL student's grade level and are age appropriate.

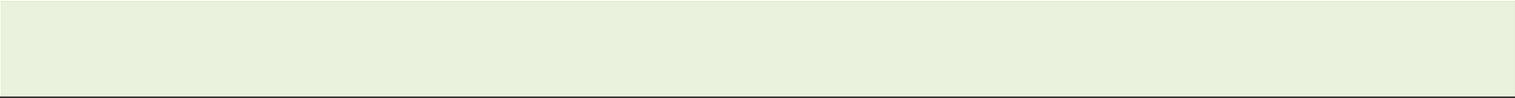
Currently, we have no activities in place before school starts for our newly enrolled ELLs.

Being an elementary school, we do not offer any language electives for our students.



**C. Schools with Dual Language Programs**

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



**D. Professional Development and Support for School Staff**

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

ESL teachers attend professional training with the network support specialist. In addition, ESL teachers, along with classroom teachers and administration attend Teacher's College workshop days and Study groups focusing on ELLs and their needs. Many workshops are designed to scaffold balanced literacy to suit the needs of ELLs. Information learned in these workshops as well as on other staff development days are shared among the classroom teachers. The classroom and ESL teachers plan collaboratively on common preps in order to align the English Language Arts standards with the ESL standards. They also use NYSESLAT scores to drive instruction. Classroom teachers are given advice by the ESL teachers on how to assist ELLs in the regular classroom by scaffolding lessons. The ESL teacher provides support to the classroom teacher and shares information gathered at workshops. In the Push In model, the ESL teacher models techniques and strategies that can be used during instruction.

We have also formed Inquiry Groups around ELLs and their needs. Teachers and administration have met and planned with network specialists during the inquiry process. This information is used to drive instruction and to develop better understanding of our ELL learners and their needs.

Additionally, there are monthly grade meetings for literacy and math where differentiated strategies are discussed with the classroom teachers. This ensures teachers 7.5 hours of ESL training and 10 hours of ESL training for special education teachers.

## 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?

Parent involvement in our school is excellent. This past year we had 100% return of our school survey by the parents.

Parents of ELL students are on the PTA and are active in the classes of their children. Parents volunteer to help with trips and other school events. Parents, including those of our ELL students, accompany classes for our community service projects, such as the Intergenerational program with a local Nursing Home.

There are several parents of ELLs and former ELLs that assist with translations for meetings and at conferences.

In addition, the school brings in translators for the Parent Teacher Conferences held in the fall and in the spring.

We look at our community and our school population to determine the greatest needs of our parents. We provide social, economic help and academic workshops in an effort to address the needs of our community.

Our school partners with several agencies and community based organizations to provide workshops and services to our ELL parents. We have offered the parents the opportunity to take classes in several different areas. We partnership with the NYPD, FDNY, Colgate Bright Smile, Health Plus, Learning Leaders, Penny Harvest and City Harvest Food. Through this partnership we are able to provide many opportunities for the parents of our ELLs.

The NYPD offers the New Immigrant Outreach Program which offers services for the parents such as legal consultation and fingerprinting identification for the children. The FDNY has held CPR classes for our parents. Colgate Bright Smiles offers free screening for our students and provides them with information about dental care. We have held workshops on health issues and health insurance with Health Plus. The Learning Leaders offers tutoring for our ELL students who need extra support and cannot pay for tutoring themselves.

Our Parent to Parent link is organized by our parent coordinator in coordination with other schools in our district. Through this relationship we have been able to offer workshops for our ELL parents and their children with special needs. Workshops held have been on some of the following issues: Legal issues, knowing your rights as parents, ways in which to help their children at home, learning about and understanding the IEP, information on testing and testing accommodations, and information on middle school and making the transition into middle school easier for their children.

Our school provides many parent workshops throughout the year to assist families in a variety of ways. The ideas for our workshops are sometimes generated by the parents themselves in the form of evaluations or suggestions for workshops. We hold workshops on test taking strategies. We have offered Test prep for parents in ELA, Math and Science. We have literacy workshops, effective discipline workshops with a bilingual social worker, E.P.I.C workshops on Reading Success. We have provided ESL classes for parents along with workshops on homework help. We've had a Saturday program on Heart Health and nutrition for parents and families.

Our Dollar Days and Coat Drives provide an opportunity for the parents to purchase clothes and coats for their families at a small cost, or in many cases no cost. The school also partners with a local woman's shelter to provide food and supplies for those families in need.

We have a monthly family night, open to all of our parents. The events are well attended by families of our ELL students. Some of our family nights include: Bingo, Movie night, Student of the Month celebrations, Family games, and workshops in Art and Literature.

.This year, we have partnered with Carnegie Hall to give both the students and the parents an opportunity to enjoy and have access to the rich culture and world of music offered through this institution.

Our school continues to look for new and exciting ways to involve our parents in the education of their children, in and out of the school building.

# 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)	19	14	7	9	2	5								56
Intermediate(I)	3	15	4	14	4	6								46
Advanced (A)	10	10	6	6	6	2								40
Total	32	39	17	29	12	13	0	0	0	0	0	0	0	142

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	5	0	3	0	0							
	I	2	7	4	3	0	1							
	A	0	13	7	9	5	4							
	P	0	9	2	9	4	4							
READING/ WRITING	B	2	11	2	6	0	1							
	I	0	15	5	12	3	5							
	A	0	8	6	6	6	3							
	P	0	0	0	0	0	0							

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		1	1			2		1	5
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								0

**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.

The patterns across proficiency levels and grades show that most of our kindergarteners come to school as beginners, who by the end of their first year progress to the intermediate or advanced level of language acquisition. They move through first and second grades building competencies and by the end of the third grade most of those students test out of the ESL program.

In the upper grades most of our ELLs are those students who have transferred into our school or newly arrived students.

Currently, 40 % of our students are beginners, 32 % are intermediate, and 28% are advanced.

The majority of our ELL students are concentrated in the Kindergarten and Grade 1. (K is 22% and Grade 1 is 28%=50%)

In the early grades (K-1) most of our students have very few oral skills and they are busy listening and assimilating the sounds of English. They may understand what is being said and may respond by guessing what is expected from context or by imitating other students. Some students with greater understanding can produce some English words, phrases, and simple sentences related to social events. As they progress, students can understand written English when accompanied by concrete context such as pictures, actions and sounds.

As students move toward the intermediate and advanced stages of language acquisition we see that students sound fluent in social situations, but still have trouble understanding and producing the complex structures of the language. Their academic language skills are building and they are becoming more independent in the class. Finally, as students reach oral fluency, they can produce language with varied grammatical structures and vocabulary comparable to native English language speakers of the same age. Most will perform well on the Listening/Speaking portion of the NYSESLAT but still need to practice their reading and writing skills to meet grade level standards.

Of the current ELL students, 97 students were tested in the NYSESLAT this past spring.

Based upon the NYSESLAT results from these tests, the strongest strand that the children are performing at was listening/speaking for most of our student population.

The two children in kindergarten who took the NYSESLAT last year scored at an intermediate level in listening/speaking and beginning level in reading/writing.

In first grade, 64% of the students were at advanced and at proficient levels in listening/speaking (40% +24%)

while almost 67% are performing at the intermediate and advanced levels in reading/writing.(45%+22%)

In the second grade, 70% of the students are performing at the advanced and at proficient level in both listening/speaking. (55% +15%)

They performed at a percentage rate of 85% at intermediate and advanced levels in reading/writing. (39%+ 46%)  
In the third grade, a combined 74% of the students are advanced or proficient in listening/speaking. (37% + 37% )  
In reading/writing, the same 75% are performing at intermediate and advanced levels. (50%+25% respectively)  
In the fourth grade, 100% of the students are at the advanced or proficient level in listening/speaking.(55%+45%)  
There are 100% of fourth graders who are performing at the intermediate and advanced levels in reading/writing.(35%+65%)  
In the fifth grade, 90% of the students are performing at the advanced and proficient levels in listening/speaking. (45%+45%)  
The same 90% are performing at the intermediate and advanced levels in reading/writing. (55%+35%)

The NYSESLAT data shows that the proficiency levels in Speaking and Listening are higher than in Reading and Writing across all grades. Additionally, there seems to be a correlation this year between the percentages of students on each grade performing at advanced and proficient levels in Listening/Speaking and their intermediate and advanced levels in Reading/ Writing.  
In general, Reading and Writing are the weakest areas for our current population of ELLs.

Because most of the students' weakest area was reading/writing, our school's Inquiry Team has focused in previous years on reading comprehension and vocabulary development for upper grade ELLs to aid instruction in content area development. We continue to work to identify our ELL students and target their individual needs. As a result, we group children by level and language needs as much as possible.

Many grades are using the Foundations program to help children with reading skills. We will continue to cluster children into classes on each grade by proficiency in order to individualize instruction and to provide push in support for the ELL students within their classrooms.

The students' progress is monitored by using the Teachers' College (T.C.) Assessments. Teachers go onto TC PRO and ARIS programs to analyze the data of their students. Data will also be obtained from the Imagine Learning program as well.

On the most recent T.C Assessments, the current Reading Levels for September 2011, are as follows:

In the first grade, 39% of all first grade ELLs scored level 1, 39% scored level 2, and 19% scored level 3.

There was one student who performed at the level 4. He represents 3% of the grade.

This data is consistent with the NYSESLAT findings since 35% of the ELLs are beginners, 38% are intermediate and 24% are advanced level ELLs.

Of the 78% of level 1 and 2 students on grade one, 73% of them are beginning and intermediate level students.

The remaining 22% are advanced level learners who are scoring at a level 3 and 4. (19%+3%+22%)

In the second grade, 77% of all second grade ELLs performed at level 1, 8 % scored level 2, and 15% scored level 3.

No second graders scored at level 4.

For 85% of the ELLs on grade two performing at levels 1 and 2, 65% are beginning and intermediate level students.

The remaining 15% of the ELLs are advanced level learners who are performing at level 3. (35% advanced level)

In third grade, 77% of all third grade ELLs scored level 1, 23 % scored level 2, and 0% scored level 3 and level 4.

For 100% of the third grade ELL students performing at level 1 and 2, 80% are beginning and intermediate students.

The remaining 20% of students are advanced level learners who are scoring at levels 1 and 2.

This data suggests that the advanced level learners are not outscoring their peers, as should be expected.

In fourth grade, 73% of all fourth grade ELLs, scored at level 1, 18% scored level 2, and 9 % scored level 3 and 0% level 4.

Of the 91% scoring levels 1 and 2 in the fourth grade, 50% are beginning and intermediate level learners.

The remaining 50% of students are advanced level students, of which one student (9% ) scored a level 3. The rest are advanced level learners who are not outscoring their classmates, as should be expected.

In fifth grade, 100% of all fifth grade ELLs scored level 1, 0 % scored level 2, a level 3 and a level 4.

Of the 100% performing at level 1 in the fifth grade, 85% are beginning and intermediate level students.

The remaining 15% of students are advanced level learners who are performing at level 1 and 2 also.

Looking at the NYSESLAT results, it can be seen that there is a 63.8% improvement for all of our current ELLS. These students have improved one level or higher from the previous year's NYSESLAT or LAB-R scores. In the combined modality report for the NYSESLAT shows that the greatest are of need is in reading and wrtinig, for most of our students. This is particularly true for our upper grade Ells. While the results do fluctuate somewhat from year to year, in general it seems that this is an accurate trend for our ELLS across the grades.

These results are consistent with the reading scores on the ELA, which show that reading is the most difficult modality for most students. Looking at the data, it becomes clear that as the students move up in grades, the disparity between reading level and ELL level becomes greater. The reading levels seem to plummet and our advanced level learners are not performing on grade level on standardized reading assessments.

While this information is sobering, it is typical. In addition to the academic demands becoming greater as students move up in the grades, ELL students usually display lower scores on standardized tests, particularly reading tests, compared to non-ELLs. It appears that these assessments are directly reflecting that trend.

To help students improve their reading skills and increase their academic language needs we provide small group instruction, utilize components of balanced literacy that include guided reading and shared reading, and provide remedial help when necessary. We also scaffold instruction in the content areas to make it comprehensible for our ELL students. Teachers use visuals, realia, smart board and the internet to assist both teacher and students before and during instruction.

Our school does not administer the ELL Interim Assessments because they are not mandated.

All ELLs who have been in this country for at least one year must take the ELA exam. On this exam the results are as follows:

Of the three current fourth graders, who were tested last year as third graders, 100% scored at level 3. No one scored level 1,2 or4.

Of the two current fifth graders, who were tested last year as fourth graders, 100% scored at level 1. No one scored a level 2,3 or 4.

The test is only given in English.

The other state test administered to the ELLs was the New York State Math Assessment.

Of the six current fourth graders, who took the test as third graders, 50% scored level 3, 17% each scored at levels 1,2 and 4.

Of those students tested, 83% (5 out of 6) of the students took the test in their native language.

Of the five fifth graders, who took the test as fourth graders, 60% scored a level 3, 20% each scored a level 1 and 4. No one scored a level 2.

Of those students tested, 100% took the test in their native language.

Five of our ELL students took the NYS science test last year.

Of the five, 1 (20%) scored on Level 1, 1 student (20%) scored a level 2, 12 students (40%) scored a Level 3, and 1 student (20%) scored a Level 4.

Four out of five students, representing 80% of the ELLs who took this test, were administered it in their native language.

The testing patterns seem to indicate that the abilities of those who scored level 3 are similar to the rest of the school population.

Most of the children who scored levels 3 and 4 in their native language come from countries with a strong math/science background so they did well regardless of their English proficiency level.

In additiion to being given the opportunity to take and respond to the Science test in their native language, the students were able to manipulate the materials during the Science exam and draw conclusions from their work. Although there was a focus on reading in this test, there was also a practical nature to the test that seems to have helped our students score higher scores than on the ELA.

More focus is needed on academic language and reading word problems, especially among children with weak literacy skills in both languages, because this may be a factor contributing to their low test scores in all testing areas.

Administrators, ESL teachers and classroom teachers of ELLs are all aware of the NYSESLAT, ELA, Math, Science and TC Assessmant results for their students, and these data are used to drive instruction. ESL and classroom instruction is differentiated in order to focus on students' areas of weakness. Content area instruction includes all four modalities, so that ELLs have an opportunity to exercise their strengths- usually listening and speaking- while also working to improve skills in their areas of weakness- usually reading and writing.

The ELLs have the option of taking the state tests in their native language.

In about 70% (9 out of 13) of the tests administered in a native language, the students scored at least level 3. It is difficult to compare this data with the results for those students who took the test in English only because only one student on each grade took the test in English.

In the fourth grade, the student scored a level 4 on last year's math exam.

In the fifth grade, the student scored a level 3 in math and 2 in science.

It appears that the students who are taking the test in English are scoring the same as their peers in math but not in science, when they score lower than the majority of their peers.

The native language is used when newly arrived students don't have enough command of the English language to express themselves. They can label pictures or write in their native language which can then be translated into English. A classmate who speaks the same language can translate for the new student. They can also read books in their own language or bilingual books. In the Pull-Out program the non-English children can be paired with another child who speaks the same language. In the Push-In program the child can sit at the same table with buddies who are more proficient in English who also speak the same language.

We evaluate the effectiveness of our programs by looking at all the data available. We look for growth on the NYSESLAT from year to year. We assess gains on the reading and math tests, as well as look at the performance on other state tests. We examine the performance of our students within the class, both on standardized assessments and in every day informal assessments, in conjunction with their teachers. We look for our students to be reaching the benchmarks that are age and grade appropriate. We are constantly self-evaluating and trying to improve our practices by knowing our students well and providing them with the service that is specific to their learning needs.

### 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/28/11
	Assistant Principal		11/28/11
	Parent Coordinator		11/28/11
	ESL Teacher		11/28/11
	Parent		11/28/11

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		11/28/11
	Teacher/Subject Area		11/28/11
	Coach		11/28/11
	Coach		11/28/11
	Guidance Counselor		11/28/11
	Network Leader		11/28/11
	Other		11/28/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **25Q021**

School Name: **Edward Hart**

Cluster: \_\_\_\_\_

Network: **535**

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

**Part A: Needs Assessment Findings**

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

Our secretary downloads the RHLA and the RPOB reports from ATS to identify the written translation and oral interpretation needs of our parents. This report is distributed to our ESL teachers and our Parent Coordinator who keeps an updated list for distribution of materials, flyers and information to our parents in the family room.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We have four major languages represented in P.S. 21; English (437), Korean (159), Chinese (Mandarin (163) and Cantonese (39)) and Spanish (244). These findings were reported to the school at the SLT meeting, the PTA Executive and General Meeting and in the school's bi-annual school newspaper.

## Part B: Strategies and Activities

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

A monthly parent letter describing the instructional goals of the literacy and math units of study is distributed in all grades in the parents home language. In addition, certain administrative letters or announcements are also sent home to parents in their home language. These letters are translated by the NYC Translation & Interpretation Unit . Teachers and other staff pre-plan these units, notices or letters and submit the letters approximately 10 days in advance to ensure timely distribution.

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.

Oral Translators are hired for both the November and March parent teacher conferences to ensure parents have a meaningful conference and understand the expectations of the school & curriculum. In addition, we have staff members and parent volunteers that assist during parent teacher conferences and during individual parent conferences throughout the year. Oral Translators and staff members are also used to administer student tests, in particular our Gifted and Talented testing, and the selected New York State examinations. In rare circumstances we have used phone translators.

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>.

When parents register their students they are given a copy of the Bill of Parent Rights and Responsibilities and which includes their rights regarding translation and interpretation services. Also, in the office on the counter and the family room, there is a notice that indicates translation services are available. In our school safety plan, it is stated that all parents regardless of language have access to the administrative offices. All major forms required to be signed are given in translated versions.

## 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: Edward Hart	DBN: 25Q021
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Since the development of English Language Arts skills is essential for our English Language Learners' success in meeting the New York State Standards and the Common Core Standards, our proposed program will provide additional opportunities for students to participate in English Language Arts, through an enrichment program as well as a separate academic intervention program. Our core school program will be enhanced using activities designed to improve and strengthen our students' oral, written and expressive language skills. The Title III funding for school year 2012-2013 will help us provide additional support in English Language Development to our English Language Program during an after school and before school program. Targeted Students from grades 1 through 5 will be identified using the LAB, The AMAO Estimator and the NYSESLAT scores and will be invited to participate in two separate sessions.

The first, a two hour session afterschool experience that combines arts, photography and theater arts to enhance students' written & oral language development will be offered to all English Language Learners grades 1 through 5. The second, an early morning institute focusing on building academic language, vocabulary, reading and writing skills as well as problem solving skills will be offered to our upper grade students. This portion of the program will focus on test preparation and will target the bottom third of our school in ELA and Math performance as measured by last year's NYS ELA & Math scores, in particular our male hispanic and african american population.

During the afterschool portion of the program, ESL teachers will deliver the instruction in English, linking the different media to the classroom curriculum and expectations of the New York State English Language Arts Standards and the Common Core Standards. During the morning portion of the program, ESL teachers will co-teach with special education teachers to support our most at risk students in individual and small groups, differentiating their instruction based on individual formative and summative assessments including Teachers College, Everyday Math & the New York City Predictives. as

The afterschool component will be held on Monday from 2:40 to 4:40 PM; once a week for ten weeks. Supported by the scientifically based research of Howard Gardner's theory of Multiple Intelligences, students will tap into a variety of alternative intelligences during the afterschool program. Students will be placed in 4 classes of approximately 15-20 students, each served by four New York State certified ESL teachers. Students will use a variety of materials including read-a loud books, cameras, and writing/art materials.

The early morning component will be held on Thursday mornings from 7:15 AM to 8:15 AM for ten weeks. In the morning program, teachers will differentiate using a variety of skills, & a technology based program to provide direct instruction. In the early morning program, students will be placed in smaller groups of 8-10 and work with both New York State certified ESL and New York State certified Special Education teachers. In addition to developing basic literacy skills, the early morning program will focus

### Part B: Direct Instruction Supplemental Program Information

on developing higher level thinking skills in English and Math. Using Bloom's Taxonomy, teachers will provide and students will view and respond to higher level thinking questions and tasks, skills needed for them to be prepared to meet the demands of the Common Core Standards.



### 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: All ESL and Special Education teachers are New York State Certified teachers. They continue to attend on site and off-site professional development using the Units of Study in Reading and Writing given by Teachers College. Additional training in Literacy, Math, ESL & Special Education is provided by CFN #535 Content Specialists in ELA, Math, Science, Social Studies, ESL & Sp. Ed. Additionally, teachers have been trained in Foundations, Wilson, Mapping, Imagine Learning (technology), and TPR. Working collaboratively together under the supervision of the assistant principal of Title III, the teachers will explore best practices and next step in instruction by examining student work using the Common Core Standards as their guide. The teachers and supervisor will meet one hour a week to assess student work, collaborate, design and plan their instruction.

### 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: Parent Engagement Activities will be designed and coordinated by the collaboration among the teachers, supervisor and Parent Coordinator. Three, two hour workshops will be offered for Parent who will be notified by letter/invitation. The focus of these workshops will be helping parents learn how to help their students succeed in school. A needs survey will be distributed to the parents to elicit what topics are most important to them. Our staff, supported with translators in Korean, Chinese and Spanish will deliver the workshops in two hour sessions, in the evening for six weeks. Anticipated needs include homework help, the schools expectations, using ARIS, and readying for the New Common Core Standards. One sessions will include a parent and child evening in which families will work together on a project. This culminating activity will be parents and children sharing the work completed in the afterschool portion of the program.

### 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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		