



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE MAURE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q055

PRINCIPAL: RALPH HONORE

EMAIL: RHONORE@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. BEVERLY FOLKES-BRYANT

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
Ralph Honore	*Principal or Designee	
Lisa Corno	*UFT Chapter Leader or Designee	
Alana Naraine	*PA/PTA President or Designated Co-President	
Lena Corso	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	
Brian Sandler	Member/Teacher	
Leslie Gabay	Member/Teacher	
Alexandria Rissmiller	Member/Teacher	
Shirley Rampersed	Member/Parent	
Angela McGowan	Member/Parent	
Giovanny Prospel	Member/Parent	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013, 5% increase in the number of students in Grades 3-5 who perform at Level 3 as measured by the NYS ELA exam.

Comprehensive needs assessment

After conducting a trend analysis from the NYS ELA Exam and the looking at the instructional expectations set forth by the DOE, we noticed that our students need strategies that will support them on how to use evidence that support arguments across subject areas.

The areas indicated below are areas where large portions of our student body were not successful as indicated by the NYS ELA exam. These areas are as follows:

ELA

- Knowledge of Story **structure, story elements & key vocabulary** to interpret stories
- Identifying **Main Idea and supporting details** in an informational text
- Use specific evidence from stories to identify themes, describe characters, their actions and their motivations; relate sequences of events
- Evaluate the content by identifying the author's purpose
- Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals to understand and interpret informational texts
- Use graphic organizers to record significant details from informational texts
- Use relevant examples to support ideas
- Use details from stories or informational texts to predict or show relationships between information and events
- Use ideas from two or more sources of text or other resources to synthesize information.

Instructional strategies/activities

Activity #1

- **Professional Development:** P.D. will be given on the following topics: crafting units specifically aligned to the CCLS in arguments and opinions informational and narrative writing in grades Pre-k-5; use of rubrics aligned the CCLS to provide specific feedback to students regarding their work; Train teachers in looking at student work through ORID. Development of cognitively challenging performance tasks in literacy that address text complexity.
- **Target Population:** All Teachers
- **Responsible Staff Members:** A.P., Early Childhood Coordinator, AUSSIE trainer: M. Irving, and Instructional leads
- **Implementation Timeline:** Sept. 2012 through May 2013

Activity #2

- Teachers will meet bi-weekly in teams to develop rubrics aligned to the CCLS to evaluate student work beginning Oct through June
- Teachers will engage in developing lessons that incorporate oral and written skills.
- Schedule will be set for submitting student work to administration for further review and discussion beginning Nov through June
- Bi-monthly meeting with grades to further look at tasks for alignment to the standards and for rigor using DOK – Sept through May
- Selected teachers will turn-key strategies for teams of teachers gained from Network meetings beginning Oct through May (Instructional Leads)
- Network support for teachers beginning Oct – May (P.D. will vary)
- Teachers will provide students with effective strategies on how to use evidence to support arguments across subject areas

Activity #3

- 12 sessions of Effective Questioning and Discussion P.D. with M. Irving, AUSSIE, to provide higher order questioning strategies to challenge student thinking and foster discussions (Oct-Jan)

Activity #4

- Targeted instruction using the following programs during the school day to address student needs: Achieve 3000 (Grades 4&5), Voyager (Grades 3-5) and I-Ready (Grade 3 AIS only)

Strategies to increase parental involvement

- Parent workshop in tackling complex text (Dec)
- Intermittent progress report that identifies the students’ weaknesses and strengths during the course of the school year (Jan – Feb/April-May)
- Parent workshop on strategies to help your child in literacy (March 7, 14, and 21)
- Parent workshop strategies for ELL students (March 5 – April 11th)
- Translation of all critical school documents and provide interpretation during meetings and events
- Maintaining a P.C. to serve as a liaison between the school and families

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:

As a title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2012 – May 2013 a indicated below:

- Supervisor per session
- Professional instructional materials to support curriculum development during the regular school day.
- Teacher per session for planning.

The following allocations will be used:

- Title I (SWD)
- Title III
- Children’s First

Service and program coordination

- Title I funding for an Early Childhood Coord
- Title I funding for an afterschool program
- Title III funding for an ELL afterschool program
- School budget was used for the expansion of
- RESO A funding improved technology in that there are Smart Boards in all classrooms
- Parent Coordinator
- Network Support Team

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: Instructional Expectation: Mathematics

- By June 2013, 90% of students in grades K-5 effectively display their understanding of grade appropriate mathematical concepts and skills through the successful completion of tasks that are designed to measure their problem solving abilities through mathematical models and viable arguments. We will show a 5% increase in Level 3 as measured by the NYS Mathematics exam.

Comprehensive needs assessment

After conducting a trend analysis and looking at the expectations set forth by the DOE, we know that our students need additional strategies to help them demonstrate their use of mathematical modeling to present their ideas and to construct viable arguments and critique the reasoning of others from K-5.

The areas indicated below are areas where large portions of our student body were not successful as indicated by the 3% drop in the NYS Math exam. These areas are as follows:

- Collect data using observations, surveys, and experiments and record appropriately
- Justify the reasonableness of their answers or mathematical
- Use of appropriate mathematical language

Instructional strategies/activities

Activity #1

- Professional Development: P.D. will be given on the following topics: crafting mathematic units that embed the mathematical practices and strategies that are aligned to the CCLS in grades K-5; Team teachers looking at student work and using rubrics that contain the language of CCLS to provide specific feedback to students regarding and their work; Development of challenging performance tasks through the use of Exemplars.
- Target Population: All Teachers
- Responsible staff members: A.P., Early Childhood Coordinator, Math/Science cluster and network support
- Implementation Timeline: Sept. 2011 through May 2012

Activity #2

- Use of math/science connection cluster teacher to support students in solving mathematical tasks that ask them to use viable arguments and the mathematical practices.
- Schedule will be set for submitting work to administration for further review and discussion beginning Nov through May
- Establishment of bi-monthly meetings with teachers to assess student progress and the effective implementation of units of study
- Network support and professional development in mathematics (Jan –March)
- Teachers will model and provide opportunities for students to engage in differentiated math task (exemplars)
- Lead teachers will turn-key strategies for teams of teachers gained from Network meetings beginning Oct through May
- Teachers plan appropriate demonstration activities showing students how to use mathematical modeling to present their ideas; how to critique the reasoning of others or how to make and defend an argument around specific points

Strategies to increase parental involvement

- Intermittent progress report that identifies the students' weaknesses and strengths during the course of the school year (Jan – Feb/April-May)
- Parent workshop on strategies to help your child in mathematics (March 14th)
- Translation of all critical school documents and provide interpretation during meetings and events
- Maintaining a Parent Coordinator to serve as a liaison between the school and families

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:

As a title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2012 – May 2013 as indicated below:

- Supervisor per session
- Professional instructional materials to support curriculum development during the regular school day.
- Teacher per session for planning.

The following allocations will be used:

- Title I (SWD)
- Title III
- Children's First

Service and program coordination

- Title I funding for a math coach
- Title I funding for an afterschool program
- Title III funding for an ELL afterschool program
- School budget was used for the expansion of
- RESO A funding improved technology in that there are Smart Boards in all classrooms
- Parent Coordinator
- Network Support Team



ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2013, 100% of teachers will demonstrate proficiency in designing or selecting grade appropriate performance-based tasks and rubrics as measured by the DOK tasks analysis guide and the expectations outlined in the Common Core Learning Standards.

Comprehensive needs assessment

As a result of looking at the 2010-11 Quality Review, the DQR 2012 and our School Report Card in which student performance was an F, we recognize the need to develop more opportunities for cognitively challenging tasks that integrate social and science. We will be address the following by:

1. Implement structures to regularly monitor, evaluate and adjust curricula ensuing coherence in an ongoing fashion between teacher expectations, teacher practice and state standards
2. Strengthen academic tasks that emphasize rigorous habits and higher order skills to challenge all learners across all content areas and grades.
3. Clarify expectations around pedagogy that develop a common set of beliefs about how students learn best, in order to accelerate improved student outcomes.

Instructional strategies/activities

Activity #1

- Professional Development: PD will be given on the following topics: Evaluation of performance task; crafting appropriate tasks and rubrics aligned to the CCLS; Teacher teams looking at student writing to identify patterns or trends in order to create rigorous units of study
- Target Population: All teachers
- Responsible Staff Members: Teacher team, Network Leads, A.P., Early Childhood Coordinator and Principal
- Timeline: Sept. 2012 – June 2013

Activity #2

- Protocols for looking at students work – ORID protocol – (December to March)
- Bi-monthly meeting with teacher teams to further look at rubrics and tasks – (September through May)
- Schedule will be set for submitting work to administration for further review and discussion- (November through June)
- Looking closely at the CCLS in order to identify gaps in instruction and to identify ways to ramp up instruction as a result of looking at student writing - (Nov through June at bi-monthly grade meetings)
- Teachers use online tools to develop curriculum maps housing units and tasks that are accessible to all students
- Teacher will design two cognitively challenging units of study aligned to the CCLS that integrate Social and Science- (November and March)

Strategies to increase parental involvement

- Intermittent progress report that identifies the students' weaknesses and strengths during the course of the school year (Jan – Feb/April-May)
- Parent workshop on strategies to help your child in mathematics and Literacy (March 7, 14 and 21)
- Translation of all critical school documents and provide interpretation during meetings and events
- Maintaining a Parent Coordinator to serve as a liaison between the school and families

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:

As a Title I School wide Program school, conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), title I Funds, title III, SIIG Funds and human resources to implement this action plan from Sept. 2012-June **2013** as indicated below:

- Supervisor per session
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials
- Teacher per session and planning

The following allocations will be used:

- Title I SWD
- Title III
- Children's First

Service and program coordination

- School budget was used for the expansion of Question and discussion with AUSSIE
- RESO A funding improved technology in that there are Smart Boards in all classrooms
- Parent Coordinator
- Network Support Team

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	AIS (extended day) <ul style="list-style-type: none"> • Shared reading • Shared writing • Use of complex text (non-fiction) • Repeated readings • Imagine Learning • Achieve3000 (grades 4 and 5) • I-Ready (grade 3) 	<ul style="list-style-type: none"> • We support At-risk learners with Foundations in Grade 1 in order to support struggling learners during A.I.S. • After school programs we will utilize best practices from Literacy By Design, self-contained and provide small group instruction by the classroom teacher • In addition, we provide test sophistication strategies utilizing NY Ready for all student populations • We also provide support to our ELL students through an early morning A.I.S. program utilizing Imagine Learning and small group instruction. 	<ul style="list-style-type: none"> • During the school day
Mathematics	AIS (extended day) <ul style="list-style-type: none"> • Problem solving strategies • Mathematical practices 	<ul style="list-style-type: none"> • Math Club (Enrichment) with our math/science cluster teacher • During our Academic Intervention program we 	<ul style="list-style-type: none"> • Morning 2X a week • During the school day

	<ul style="list-style-type: none"> • Process writing in mathematics • Mathematical modeling 	<p>support At-Risk Students by providing instruction utilizing Best Practices from Every Day Mathematics and NY Ready (CCLS aligned) through small group tutorials and differentiation of instruction by the classroom teacher</p>	
Science	<p>AIS (extended day)</p> <ul style="list-style-type: none"> • Shared reading • Shared writing • Use of complex text (non-fiction) • Repeated readings • Imagine Learning • Achieve3000 (grades 4 and 5) • I-Ready (grade 3) 	<ul style="list-style-type: none"> • During our Academic Intervention program we support AT-Risk Students by providing instruction utilizing Best Practices from Literacy and Science by providing small group tutorials and differentiation of instruction by reading in the content area using NY Ready (CCLS aligned) through small group instruction provided by the classroom teacher. 	<ul style="list-style-type: none"> • During the school day
Social Studies	<p>AIS (extended day)</p> <ul style="list-style-type: none"> • Shared reading • Shared writing • Use of complex text (non-fiction) • Repeated readings • Imagine Learning • Achieve3000 (grades 4 and 5) • I-Ready (grade 3) 	<ul style="list-style-type: none"> • During our Academic Intervention program we support At-Risk students by providing instruction utilizing Best Practices from Literacy and Social Studies by providing small group tutorials and differentiation of instruction by reading in 	<ul style="list-style-type: none"> • During the school day

		the content area of Social Studies using NY Ready (CCLS aligned) through small group instruction provided by the classroom teacher	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	<ul style="list-style-type: none"> School-Community service and dealing with social-emotional that impact learning. 	<ul style="list-style-type: none"> During the school day

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.

- Teachers collaborate on grades and are supported in their planning and delivery of lessons (teacher teams)
- Collaboration with HR to fill leave replacements/vacancies
- In-house and off-site PD
- Inter-visitations
- Teacher development plans aligned to Danielson Framework for Teaching
- Professional Development Calendars
- Instructional leads to disseminate information
- Study groups
- Creation of Instructional Handbook which highlights expectations and best practices

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

PS 55QI will further encourage school-level parental involvement by:

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

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

PS 55Q SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

PS55Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN 209	District 28	Borough Queens	School Number 055
School Name The Maure School			

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

Principal Ralph Honore	Assistant Principal Marc Slippen
Coach Pierre Galvez CFN209	Coach N/A
ESL Teacher Katina Kourounis	Guidance Counselor Frank Diaz
Teacher/Subject Area N/A	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Lena Corso
Related Service Provider N/A	Other N/A
Network Leader Marlene Wilks	Other N/A

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

D. School Demographics

Total number of students in school	605	Total Number of ELLs	32	ELLs as share of total student population (%)	5.29%
------------------------------------	------------	----------------------	-----------	---	--------------

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. 

PS 55 is a Title 1 school located in District 28 in the Richmond Hill section of Queens. Our school is made up of approximately 605 children from Pre-K to Grade 5. PS 55 currently serves an ELL population of 32 students in grades K-5. PS 55 has a Free Standing English as a Second Language program that emphasizes English language acquisition, without the support of their native language through the areas of listening, speaking, reading and writing.

The home languages of the majority of these students are Spanish and Punjabi. We have had a small influx of various languages such as Philipino, Urdu and Hindi. Our students are identified through the use of HLIS, LAB-R and NYSESLAT. They are serviced according to the guidelines established by CR Part 154. Identification of students new to the program is conducted as follows: 1) All new admits are processed through the pupil accounting secretary. The pupil accounting secretary conducts an informal interview by asking questions such as: previous schooling, new to the NYC public school system, if the family speaks another language, etc... If they are new to the DOE, they are required to fill out a Parent Survey. If there is a language issue and the parents need extra support our Guidance Counselor Frank Diaz, and SSA Ahktar are available to translate in Spanish and Punjabi. The Parent Survey is then reviewed by the ESL teacher within the first 10 days of admittance into the NYCDOE to determine if the student is eligible for testing. A computer generated memo is also printed out and cross referenced with the new admit slips printed out by ATS to make sure that newly admitted students who are eligible to take the LAB-R's are tested within the 10 day period. 3) The ESL teacher then administers the LAB-R and if spanish speaking students cannot take the LAB-R the ESL teacher administers the Spanish LAB. 4) Once the scores are determined from the LAB's, the ESL teacher contacts the parent to invite them to a Parent Orientation in which they discuss appropriate placement and alternative programs and their implications. 5) Finally, any ELL students who have not made adequate yearly progress determined by the NYSESLAT and ATS reports such as: RNMR, RLAT, and RMSR are discussed during our monthly PPT meeting in consultation with the ESL teacher to determine whether it is a language problem or a processing issue.

After reviewing Parent Surveys and Program Selection forms, we provide all parents with an orientation and video that describes freestanding programs and information on alternative programs (i.e. Bilingual). Placement letters, Parent Survey, and Program Selection forms go out to all the parents whose children did not pass the LAB-R and are required to have ESL. The letters go out the immediately after the scoring is completed. The Parent Orientation is held within the first few days of testing. A log is kept of when the letters were distributed along with the dates and times of the Parent Orientations. If the parents are a "no show" on the first attempt, another round of letters are sent out and are logged as well along with new dates and times of another Parent Orientation. After the second attempt a phone call is made to the parents as a courtesy reminder that they have missed the workshops and also notifying them that a third meeting will be attempted. The students are then appropriately scheduled according to CR Part 154 in a Freestanding ESL program. If the parents choose a TBE/DL program they are notified that the school is currently taking a tally and if 15 or more parents chose a TBE/DL program for their child a program will become an option at our school.

All letters are addressed to the parents or guardians of those ELL students. The teachers are also notified that letters are being sent home to the parents. All letters that are sent home are kept in a log book by the ESL teacher. The Parent Surveys and Parent Selection forms

are collected and stored by the ESL teacher. All placement letters are sent home to families in English as well as in their native tongue, if needed. Upon receipt the letters are logged in a book kept by the ESL teacher. Written translations of communication to parents are also done by our Guidance Counselor, Frank Diaz and our SSA Ahktar when applicable.

At this time there are no identifiable trends in parent choice. Native speakers of Spanish and Punjabi prefer to keep their children in our Freestanding ESL program. The data is derived from our demographics report found in ATS. Freestanding ESL is a parent choice in the Program Selection form. Parents may choose 1 out of 3 choices. If the parents choose either DL or TBE, they will be advised that the school is currently tallying their preferred program selections and if 15 or more parents select a specific program the school will accommodate those children.

Our program is primarily literacy based and utilizes the pull-out model but incorporates the push-in model when deemed appropriate. The program follows both the NYS ESL Learning Standards and the researched based literacy program Literacy By Design, and A.L.L. (Accelerated Literacy Learning.) Depending on the proficiency levels outlined by the NYS ESL Standards and CR Part 154 mandates, students either receive 180 minutes or 360 minutes of instruction per week.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	22
Special Education	7		

Number of ELLs by Subgroups					
SIFE	2	ELLs receiving service 4-6 years	1	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	31	2	7	1		1				32
Total	31	2	7	1	0	1	0	0	0	32

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	3	4	4	3									15
Chinese														0
Russian														0
Bengali														0
Urdu	1	1	1	1										4
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi	5	1	1		1	1								9
Polish														0
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other		2	1		1									4
TOTAL	7	7	7	5	5	1	0	32						

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?

After reviewing the Progress Report, Learning Environment Survey, Standardized Test Data and NYSESLAT results, it was determined that our ELL population in testing grades 3-5 performed significantly lower in the area of mathematics and literacy due to the increasing demand for literacy (i.e. complexity of text), problem solving and processing writing in mathematics. Students must be skilled in using at least the basic language of mathematics where everyday words take on different meanings (i.e. table). Therefore, by linking the CCSS with instructional strategies (differentiated instruction, cooperative learning, Workshop Model, inquiry and investigative problem solving) and coupled with proven research based on second-language acquisition, we can better target the specific needs of our test-taking ELL population. A focal point of the Title III instruction is to provide language development through Imagine Learning software during the extended day sessions, Monday through Wednesday as well as an early morning program involving students in grades 1-5 beginning in October and ending in June. An afterschool test prep program is also offered on Tuesdays and Thursdays for 2 hours at a time starting March 2012 and ending in April 2012. The early morning program will run 4 days a week, Monday through Thursday for the duration of 30 minutes a day. Instruction is geared around the following objectives:

- Vocabulary development/fluency and comprehension
- Test sophistication skills/ targeted support
- Literacy based activities in English with reinforcement prompts in their native tongue for language support
- Articulation exercises in English with native language support for encouragement and reinforcement
- Activity based lessons at the end of every section for positive reinforcement

A. Programming and Scheduling Information

Various content area instructional approaches are implemented throughout the year based on the levels and grades the students are in. Graphic organizers, pictures, modeling, sentence structure, vocabulary development, deconstructing and reconstructing of content loaded phrases are broken down into simpler phrases, front loading top 5 vocabulary words, mapping back and enrichment exercises are all provided throughout the year to enable ELL's to become better familiarized and acquainted with content area language and structure.

LEP students with disabilities whose IEP recommends ESL will continue to receive services. In areas of deficiencies such as; comprehension, comparing/contrasting text and problem solving skills will be targeted through the implementation of various scaffolding strategies such as; modeling, deconstructing/reconstructing text and providing instructional conversations. This will help build up comprehension in all subject areas.

LEP students who have not met the performance standard in reading will be taught various ELA strategies through the use of non-fiction such as; activating prior knowledge, contextualizing and inferencing, which will be used to enhance and build stamina within the students based on their targeted needs such as building fluency and decoding. Students will work on their specified areas about 3 times per week.

LEP students who have not met their performance standard in writing will continue to practice various writing strategies such as; text to text and text to self connections in order to strengthen targeted areas of weakness such as; vocabulary and simple sentences. By modeling sample writing pieces and conducting think alouds students this will allow students to be able to write for deeper meaning and amplify their vocabulary to create richer writing pieces. Students will work on writing pieces 2/3 times weekly.

All self contained classes use the Literacy By Design, which is a research based balanced literacy program for the following reasons: 1. structure 2. vocabulary 3. phonemic awareness 4. shared reading/writing 5. guided reading. PCEN reading teacher works with the self contained classes 1x a week for a 90 minute block to improve comprehension strategies needed for state exams.

All ELL / self-contained students are mainstreamed in grades 3-5 for all clusters such as: Math/Science Connection, Reader's Theatre, Cultural Studies, Science and Health /Nutrition. All academia is taught in English such as: Math, ELA, Science, Cultural Studies, Reader's Workshop, Social Studies, Health and Nutrition etc... Most subjects use a hands on or applied learning approach when applicable. Native language support is only provided in Spanish for beginner and struggling ELL's.

Courses Taught in Languages Other than English ⓘ

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

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

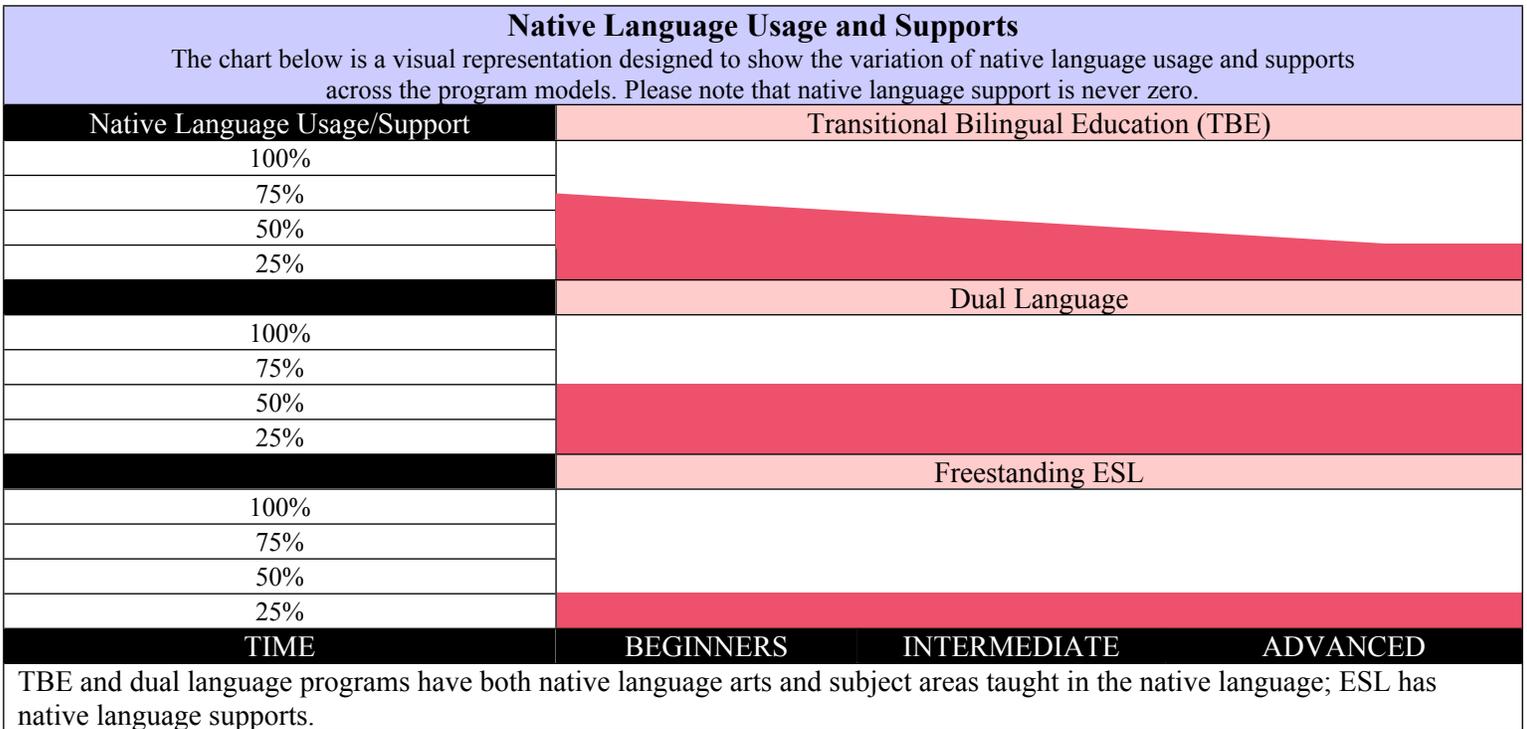
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

--	--

--	--

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

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



B. Programming and Scheduling Information--Continued

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

Targeted before-school instruction will begin with the students in grades 1-5. These students will be identified and participate in a before school instructional program. These students are identified based on their assessment data (standardized scores, classroom observations, teacher estimate, running records etc...). Certain benchmarks are listed for students based on NYSESLAT, LBD (Literacy By Design), CAA (Computer Adaptive Assessments), and student work in ESL. Students may also be offered the morning program, AIS and SETSS. Students will participate in a small instructional group four times a week for approximately 30 minutes each day. The program will run from October through June and the frequency will be 4 times/week @ 30 minutes a day Monday through Thursday supported by the ESL teacher.

Indicators of Success:

- Creation of small (no more than 15 students) instructional groups based on student performance data
- Targeted focused instruction (utilizing a formalized program and supplementary materials) informed by student data in ELA and Math
- Monthly professional development for instructor to review student work, progress and to determine next teaching steps
- Monitoring and recording of student achievement to set goals
- Students who participate in this program will evidence gains in scale scores and within performance levels on the ELA, Math, and NYSESLAT assessments.

Targeted after school instruction will consist of Hispanic boys and girls in testing grades 3-5 who are in the lowest third. These students will receive small group instruction with additional support in ELA and Math. Key strategies and problem solving skills are addressed. Students who participate in this small group instruction will meet 2 times a week for 2 hours at a time. Addressing specific areas of need will provide our students with the necessary problem solving, comprehension and higher level thinking skills needed to excel on the NYS assessments. Alignment of instructional resources with school-wide goals to increase student performance on the ELA assessment will be on going and supported by the Instructional Team (Administration/NSS Early Childhood Coordinator), and classroom teachers.

Students who need transitional support will continue to receive services until they become proficient on the NYSESLAT. The needs of these students are derived from the NYSESLAT modality reports such as; RNMR, RLAT and RMSR, where targeted need areas can be pointed out and then addressed. Specific areas where students are lagging in will be focused on in order to move the ELL's to proficient status on the NYSESLAT. -

ELL's will only discontinue services if they test out of the spring NYSESLAT and test proficient in all areas. All ELL's are afforded equal access to all school programs whether general education or special education. These students participate in all subject areas such as; math, ELA, cultural studies, reader's theatre, science, health and nutrition etc... Technology is also provided to ELL's through the use of Imagine Learning software and during open access time in the computer lab. The Imagine Learning program is used during the morning program, AIS and by classroom teachers.

Native language support is only provided in Spanish only and it is used for beginner and struggling ELL's as added support while learning content area academics. All services correspond to ELL's ages and grade levels by the use of the NYSESLAT and state curriculum. We currently do not offer language elective to ELL's. Additional independent reading resources (leveled by genre, and content based) have been purchased for classroom libraries to support students as they become fluent readers. Additional teaching resources (mentor texts and read alouds texts) have been purchased to support each of the units of study in Reading and Writing workshop.



C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development initiatives have already been implemented at PS55. All common branch and special education teachers are included during these professional development workshops. These workshops are primarily for Balanced Literacy strategies for LEP students and for teachers to be able to utilize and implement these techniques with all content area work. The workshops are to familiarize teachers with the ESL mandates for Literacy and Mathematics. Samples of these PD's are but not limited too: Text Structured Signal Questions and Nested Academic Words, Instructional Scaffolds, Questions, Problems and Solutions, Bridging Knowledge, Academic Language and etc.. Under Title III, language acquisition techniques and strategies will be supported and stressed through the following:

- Time provided for collaboration between classroom teachers and ESL teachers
- Instruction on use/incorporation of Technology for ELL students
- Analyzing ELL interim assessments to better drive instruction
- Adapting written materials into appropriate language for students and parents
- If budget allows, outside consultation and/or in-service consultation will be provided
- Language Acquisition Development workshops provided by NSS

Additional strategies to be implemented in the following school year (2011-2012)

We have begun to examine the individual needs of students by looking at teacher's assessment data, IEP's , classroom observations, and running records to determine special needs students in this subgroup who would benefit from mainstreamed ELA instruction.

Indicators of Success:

- Creation of a mainstreaming committee consisting of related service providers, administrators, and classroom teachers who will assess each child considered for mainstreaming and support that student's transition to a general education environment and maintain data on the student's progress and achievement.
- An increase of peer discussions between the general education and the special education teachers regarding curriculum, individual student progress and instructional approaches.
- Professional development opportunities for all classroom teachers to provide them with instruction in using data gathered. All teachers are proficient at collecting data, but some need to understand how to look at the data they have gathered in order to form flexible groups in which they utilize a variety of instructional strategies and differentiate student learning processes.
- Alter scheduling to include additional common preparation periods by grade, to ensure that classroom teachers understand and facilitate various teaching strategies and best practices.
- Increase use of alternate strategies to ensure embedded professional development (Lunch and Learn sessions, study groups, inquiry groups etc...).

When: All school year

Frequency: Daily

Supported by: Classroom Teachers and Instructional Cabinet

Indicators of Success:

- More effective use of common planning time
- An increase in the percentage of special needs students whose programs are altered to move them into a less restrictive environment (mainstreaming), in which their academic needs are more efficiently met
- More standardized, cohesive methods and/or systems of data collection that is evident across all grades
- Teacher proficiency increase in data analysis
- Increased use of small group instruction in ELA (shared and guided reading), flexible and strategic groups
- Increased item analysis of interim assessments and teacher planning to address findings of specific data analysis
- Data derived from Imagine Learning data base
- Increase in student achievement across all levels as students receive instruction as a result of looking at student work

As ELLs transition from one school year to the other they will receive support by the guidance counselor who will discuss concerns, issues and reach out to the new school in order to make the transition as easy and as comfortable as possible for ELL students and parents. ELL training for all staff is conducted throughout the course of the year through faculty conferences, professional development in the beginning

of the year and carried on during monthly scheduled P.D.s as well. Records are maintained through the use of sign in logs and agendas.

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?

Parental and community involvement are always encouraged and welcomed. This is done with the support of the Parent Coordinator, Administration, Early Childhood Coordinator, ESL teacher and teachers throughout the school. Improvement in sharing the goals of curriculum, instructional methods/strategies, home/school links with parents will allow parents of ELL students to become more familiarized and comfortable with the curriculum and academic expectations for their children. Activities that take place to involve parents are Cultural Awareness day, Multicultural Dinner, Halloween Carnival and parent presentations during cultural studies. Parents are also utilized as our Learning Leaders throughout the year on our lower grades.

- Utilizing Parent Coordinator to survey parent needs regarding understanding the curriculum and instructional approach
- Creating a year long calendar of Parent Workshops in response to Parent Survey
- Emphasizing the importance of utilizing technology to support student targeted practice at home (Interim Assessments, etc...)
- Increasing the participation of Parents in the Learning Leaders program to facilitate use of a class/parent model. The role of the class parent will be to assist in coordination of class activities, share information with parents and encourage participation in parent workshops.
- Requiring that classroom teachers include a celebration as the final phase of each unit of study. This will increase parents understanding of the expectations of Writing Workshop curriculum and ways they can support their children at home.

The needs of the parents are also evaluated by school Learning Environment Survey, ongoing conversations, PTA meetings, and Parent/Teacher conferences. Translation services are made available through Title I translation monies when applicable.

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)	6	4	1	0	1	0								12
Intermediate(I)	0	1	1	2	4	0								8
Advanced (A)	1	2	4	4	0	1								12
Total	7	7	6	6	5	1	0	0	0	0	0	0	0	32

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

New York State Regents Exam

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

Native Language Tests

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

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

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

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

After reviewing the School Report Card, Standardized Test Data and NYSESLAT results, it was determined that our ELL population in testing grades 3-5 continually perform better in the area of mathematics than in literacy. Benchmarks are derived from the researched based literacy program, Literacy By Design, which is aligned to Fountas and Pinnell reading levels. With a more intense and rigorous application of knowledge through the use of higher order thinking skills, this will build upon the strengths of ELL's and we should be able to see a continuous increase in performance in literacy, while aligning pedagogy to the CCSS.

The implications these results have on the LAP are as follows: 1) We must provide common planning time for collaboration between classroom teachers and the ESL provider to identify specific linguistic and academic difficulties of individual students. 2) We must select themes for interdisciplinary units revolving around the Balanced Literacy Workshop Model to increase differentiated instructional strategies and to increase accountable talk. Increasing accountable talk will build the confidence and support that ELL's need to feel comfortable to speak and participate in their everyday classroom environments. 3) Increase classroom libraries in native languages and in multicultural books in order for the students to be exposed to all cultures and have a diversified learning environment. 4) We should have a more concerted effort in adapting written materials into the appropriate language for parents and students. 5) We must increase the use of hands on instruction in math, science and technology. Reason being, that visuals enhance learning methodologies and ELL's will have a better recollection by using "hands on" teaching strategies. 6) We must increase parental involvement in their children's school work , as well as homework and extra help through workshops. Parents should be aware that regardless of their language deficiencies there are methods and strategies that can be used to become more involved with their child's education. 7) We must increase the writing instructional expectations for Response to Literature in grades K-2 and for Opinion/Argument writing in grades 3-5. By raising the bar and pushing the children to think at higher levels, this will only benefit the students by helping them to use language that will strengthen their writing pieces and also build on their vocabulary. This will also help ELL's by allowing them to interchange words and create bigger and better sentence structures. 8) We must increase the use of portfolio assessments, rubrics and observations that are aligned with ESL standards, when deemed appropriate. 9) Finally, start looking more closely at student work to set clear expectations and performance based outcomes.

Even though there is no trackable pattern regarding the LAB-R's, they do show that a lot of beginner ELL's do come in from the lower grades as opposed to the older grades. By using the NYSESLAT modality reports we are able to see what the ELL student is struggling in or lacking and can build and teach to help continue the support that the student needs to become proficient.

We are currently addressing these instructional goals through the implementation of the following programs:

1. Supplementary Literacy and Mathematics Instruction for ELL's in grades 3-5 (Academic Success Academy). This program will run for 5 weeks beginning 3/6/12 and ending 4/6/12. This program will include both ELA and Math and will run on Tuesdays and Thursdays for 2 hours each day after school.
2. An early morning A.I.S. Program for ELL students in grades 1-5 with a start date in the month of October (Mon-Thurs) and an end date in June 2012.
3. Parent Workshops in Literacy, Mathematics and Technology conducted by the Assistant Principal, Guidance Counselor, Parent Coordinator and teachers.
4. Math and Science Connection cluster to meet instructional expectations in mathematics, Reader's Theatre where students are exposed

to variations of literature and writing, and use role play (i.e.T.P.R) along with other strategies to enhance lessons. Cultural Studies exposes students to a variety of cultures which they are surrounded by within their own community. Health/Nutrition in which students are exposed to the nutritional aspects of foods and drinks etc.. and gives the students a better understanding of how they should be taking care of themselves as well.

Addressing these specific areas will provide our students with the necessary problem solving and language/sophistication skills necessary to be successful students, by linking core instructional strategies (accountable talk, cooperative learning, inquiry and investigative skills) with proven research. Based on second-language acquisition, we can better service the specific needs of our test taking ELL population by building and implementing strategies that are aligned with the CCSS such as: "The 3 Phases of Instruction," (preparing to learn, interacting with the text and extending the learning). With strategies like these our ELL's will be able to learn the academic language behind the content.

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.

In terms of dealing with ELL populations that have significant language needs and are particularly at-risk of not meeting the three year goal or not exiting the program (SIFE and long-term ELL students), special programs or instruction should be designed for these children to enable them to achieve English proficiency. The following steps should be put into action: 1) Establish clear goals and provide a curriculum aligned with the CCSS, that involves intensive daily instruction. 2) Provide additional professional development to support staff servicing the children. 3) Increase use of scaffolding strategies (i.e. visuals, bridging, inflection, and contextualization). 4) Communicate effectively with parents with additional orientations, referral to community agencies and workshops. 5) Be cognizant of multiple learning styles and background to assist in effective planning. 6) Provide targeted instruction in deficiency areas and peer tutoring. 7) Additional support service (i.e. counseling, SETSS, speech). 8) Alternative assessments (i.e. portfolios, oral presentations). When these recommendations are considered, students are provided with multiple opportunities for success.

In order for ELL's to meet high standards set by NYC and state mandates in literacy, mathematics and other core subjects, it is imperative that our approach and policy are consistently aligned with the LAP. Research has shown that ELL's who move among different programs tend to perform poorly as compared to those who participate in strong, coherent programs that span their tenure as ELL's. (NYC Department of Education, 2000).

Part VI: LAP Assurances

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

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		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28q055 **School Name:** The Maure School

Cluster: 2 **Network:** 209

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

Part A: Needs Assessment Findings

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

We look at the RNMR from ATS to verify the ELL's home language. This report shows the home language of each entitled student. We look at the Home Language Survey to determine the language through which the parent/guardian prefers to receive school communication. We use the translation phone system when necessary to assist in speaking to parents in their native tongue. Report cards and comments are also given to the parents in their native tongue, when accessible.

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.

Based on the data, we have determined that we need to communicate with the families of ELL's in Punjabi and Spanish. (Punjabi speaking students - 52; Spanish speaking students - 88)

Part B: Strategies and Activities

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

We have all notifications translated via the Board of Education requirements that are sent home with the students for the parents in need. We will use in-house staff that are bilingual in the students native language to translate the documents for the parents. We also use the DOE translation services, provided that the documents will be received in a timely fashion.

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

The needs of the parents are also evaluated by school Learning Environment Survey, ongoing conversations, PTA meetings, and Parent/Teacher conferences. Oral translation services are made available through Title I translation monies when applicable.

LANGUAGE TRANSLATION:

Frank Diaz - Spanish - room 123

Katina Kourounis - Greek and Spanish - room 319

Elizabeth DeJean - French, Spanish and Haitian Creole - room 330

Sharmin Akther - Punjabi, Urdu, Hindi and Bengali - room Lobby

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>.

We will utilize the translation services to fulfill Section VII of Chancellor's Regulations by submitting the material to be translated ahead of the due date. The family will then receive the material on time to make a decision concerning ELLs.

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: The Maure	DBN: 28q055
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: 15
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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: 1
of certified ESL/Bilingual teachers: 1
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: After reviewing the Progress Report, Learning Environment Survey, Standardized Test Data and NYSELAT results, it was determined that our ELL population in testing grades 3-5 performed significantly lower in the area of mathematics and literacy due to the increasing demand for literacy (i.e. complexity of text), problem solving and processing writing in mathematics. Students must be skilled in using at least the basic language of mathematics where everyday words take on different meanings (i.e. table). Therefore, by linking the CCSS with instructional strategies (differentiated instructional strategies (differentiated instruction, cooperative learning, Workshop Model, inquiry and investigative problem solving) and coupled with proven research based on second-language acquisition, we can better target the specific needs of our test-taking ELL population.

A focal point of the Title III instruction is to provide language development through Imagine Learning software during the extended day sessions, Monday through Wednesday as well as an early morning program from 7:45 - 8:15 A.M., involving students in grades 1-5 beginning in October and ending in May. The early morning program will run 4 days a week Monday through Thursday for the duration of 30 minutes a day. Instruction is geared around the Imagine Learning software. The number of ELL's attending this morning program is 15. Imagine Learning software targets ELA components which are aligned with CCLS. Imagine Learning Software focuses on phonics, vocabulary, grammar, reading comprehension, story elements, etc. The program is individualized targeting specific areas for each student based on a pretest that is given once the program is launched. Reinforcement activities are presented at the end of each unit as positive feedback for the students. The program will also have 2-3 trips planned to reinforce units of study and to provide opportunities for real-world experiences.

Targeted before-school instruction will begin with the students in grades 1-5. These 15 students will be identified and participate in a before school instructional program. These students are identified based on their assessment data (standardized scores, classroom observations, teacher estimate, running records etc...). Certain benchmarks are listed for students based on NYSELAT, LBD (Literacy By Design), CAA (Computer Adaptive Assessments), and student work in ESL. Students will participate in a small instructional group four times a week for approximately 30 minutes each day. The program will run from October through May and the frequency will be 4 times/week @ 30 minutes a day Monday through Thursday supported by the ESL teacher. Indicators of Success:

- Creation of small (no more than 15 students) instructional groups based on student performance data
- Targeted focused instruction (utilizing a formalized program and supplementary materials) informed by student data in ELA and Math
- Monthly professional development for instructor to review student work, progress and to determine

Part B: Direct Instruction Supplemental Program Information

next teaching steps

- Monitoring and recording of student achievement to set goals - monthly progress reports
- Students who participate in this program will evidence gains in scale scores and within performance levels on the ELA, Math, and NYSESLAT assessments.

An afterschool test prep program is also offered to students in testing grades 3-5, on Tuesdays and Thursdays for 2 hours at a time beginning at 3:20 - 5:20 PM . The program begins March 2013 and ends April 2013. The number of Ell's attending this program will be no more than 15. Out of those 15, 5 of the students also attend the early morning program which runs Monday-Thursday from 7:45- 8:15am. Instruction is geared around the following objectives:

- Vocabulary development/fluency and comprehension
- Test sophistication skills/targeted support
- Literacy based activities in English with reinforcement prompts in their native tongue for language support
- Articulation excercises in English with native language support for encouragement and reinforcement
- Activity based lessons at the end of every section for positive reinforcement

Targeted after school instruction will consist of students in testing grades 3-5. These 15 students(5 of which also attend early morning program), will receive small group instruction with additional support in ESL/ELA and Math. Key strategies and problem solving skills are addressed. Students who participate in this small group instruction will meet 2 times a week for 2 hours at a time, from 3:20-5:20pm on Tuesdays and Thursdays. Addressing specific areas of need will provide our students with the necessary problem solving, comprehension and higher level thinking skills needed to accel on the NYS assessments. Alignment of instructional resources with school-wide goals to increase student performance on the ELA assessment will be on going and supported by the instructional Team (Administration/NSS Early childhood Coordinator), and classroom teachers.

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: Professional Development initiatives have already been implemented at PS55. All common branch and special education teachers are included during these professional development workshops. These workshops are primarily for Balanced Literacy strategies for IEP students and for teachers to be able to utilize and implement these techniques with all content area work. The workshops are to familiarize teachers with the ESL mandates for Literacy and Mathematics. Samples of

Part C: Professional Development

these PD's are but not limited too: Text Structured Signal Questions and Nested Academic Words, Instructional Scaffolds, Questions, Problems and Solutions, Bridging Knowledge, academic Language and etc...Under Title III, language acquisition techniques and strategies will be supported and stressed through the following:

- Language Acquisition Development workshops provided by Pierre Galvez, Network Specialist and then turnkeyed by ESL teacher, Katina Kourounis, to staff bimonthly.
- Time provided for collaboration between classroom teachers and ESL teachers
- Instruction on use/incorporation of Technology for ELL students
- Analyzing ELL interim assessments to better drive instruction
- Adapting written materials into appropriate language for students and parents
- If budget allows, outside consultation and/or in-service consultation will be provided

Additional strategies to be implemented in the following school year (2012-2013)

We have begun to examine the individual needs of students by looking at teacher's assessment data, IEP's, classroom observations, and running records to determine special needs students in this subgroup who would benefit from mainstreamed ELA instruction.

When: All school year Frequency: 2x/month Supported by: Cabinet and lead teacher (1 per grade monthly during common planning time)

Indicators of Success:

- Creation of a mainstreaming committee consisting of related service providers, administrators, and classroom teachers who will assess each child considered for mainstreaming and support that student's transition to a general education and maintain data on the student's progress and achievement.
- An increase of peer discussions between the general education and the special education teachers regarding curriculum, individual student progress and instructional approaches.
- Professional development opportunities for all classroom teachers to provide them with instruction in using data gathered. All teachers are proficient at collecting data, but some need to understand how to look at the data they have gathered in order to form flexible groups in which they utilize a variety of instructional strategies and differentiate student learning processes.
- Alter scheduling to include additional common preparation periods by grade, to ensure that classroom teachers understand and facilitate various teaching strategies and best practices.
- Increase use of alternate strategies to ensure embedded professional development (Lunch and Learn sessions, study groups, inquiry groups, etc...).

Part C: Professional Development

Indicators of Success:

- More effective use of common planning time
- An increase in the percentage of special needs students whose programs are altered to move them into a less restrictive environment (mainstreaming), in which their academic needs are more efficiently met
- More standardized, cohesive methods and/or systems of data collection that is evident across all grades
- Teacher proficiency increase in data analysis
- Increased use of small group instruction in ELA (shared and guided reading), flexible and strategic groups
- Increased item analysis of interim assessments and teacher planning to address findings of specific data analysis
- Data derived from Imagine Learning data base
- Increase in student achievement across all levels as students receive instruction as a result of looking at student work

As ELLs transition from one school year to the other they will receive support by the guidance counselor who will discuss concerns, issues and reach out to the new school in order to make the transition as easy and as comfortable as possible for ELL students and parents. ELL training for all staff is conducted throughout the course of the year through faculty conferences, professional development in the beginning of the year and carried on during monthly scheduled P.D.s as well. Records are maintained through the use of sign in logs and agendas.

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: Parental and community involvement are always encouraged and welcomed. This is done with the support of the Parent Coordinator, Administration, Early Childhood Coordinator, ESL teacher and teachers throughout the school. Improvement in sharing the goals of curriculum, instructional methods, strategies, home/school links with parents will allow parents of ELL students to become more familiarized and comfortable with the curriculum and academic expectations for their

Part D: Parental Engagement Activities

children. Activities that take place to involve parents are the following:

- Cultural Awareness Day -- held every 3rd Thursday when parents are available
- Multicultural Dinner -- held in November for 3 hours
- Halloween Carnival -- held in October for 2 hours
- Parent presentations during cultural studies when parents are available
- Parents are also utilized as our Learning Leaders throughout the year on our lower grades
 - Utilizing Parent Coordinator to survey parent needs regarding understanding the curriculum and instructional approach.
- Creating a year long calendar of Parent Workshops in response to Parent Survey such as:
 - Welcome Back to School
 - Get The Most Out Of Your Parent/Teacher Conferences
 - Literacy/Critical Thinking Skills
 - Social and Emotional Competency and Understanding
 - Literacy, Math and Science Workshop
- Emphasizing the importance of utilizing technology to support student targeted practice at home (Interim Assessments, etc...)
- Increasing the participation of Parents in the Learning Leaders program to facilitate use of a class/parent model. The role of the class parent will be to assist in coordination of class activities, share information with parent and encourage participation in parent workshops daily from 8:30 - 11:30am in Kindergarten.
- Requiring that classroom teachers include a celebration as the final phase of each unit of study. This will increase parents understanding of the expectations of Writing Workshop curriculum and ways they can support their children at home.

The needs of the parent are also evaluated by school Learning Environment Survey, ongoing conversations, PTA meetings, and Parent/Teacher conferences. Translation services are made available through Title I translation monies when applicable.

Part E: Budget

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

Allocation Amount: \$

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