



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: FOREST ELEMENTARY SCHOOL PS 71Q

DBN (24Q071)

PRINCIPAL: WALKYDIA OLIVELLA

EMAIL: WOLIVEL@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELENE CHAN

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
Walkydia Olivella	*Principal or Designee	
Nancy Wagner	*UFT Chapter Leader or Designee	
Dawn Sparacio	*PA/PTA President or Designated Co-President	
Jelena Krnican	Designated Co-President	
Josephine Basone	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
	Member/Parent	
Michelle Cieczky	Member/Parent	
Vicroria Wtorkowski	Member/Parent	
Ivovic Drita	Member/Parent	
Anita Grunin	Member/Teacher	
Jeremy Pracher	Member/Teacher	
	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

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

By June 2013, 50% of our students will meet or exceed proficiency in informational reading and writing as measured by an increase on the second assessment of the CIE units of study. This will be an increase of 13%.

Comprehensive needs assessment

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

Upon reviewing the 2012 School Progress Report, it was determined that our students did not make adequate progress on the NYS ELA Exam resulting in the overall grade of D. Therefore, the data (nonfiction reading and writing) from last year's performance assessment were analyzed. It was determined that our students are struggling in meeting the demands of the CCLS Shifts in ELA.

Instructional strategies/activities

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

Activity #1

- PS 71Q Curriculum Mapping Team team will align monitor and revise the units of study with the CCLS, DOK, and CIE.
- Professional Development: PD will be provided by TC staff developers and the PS 71Q Instructional Team. Topics will include ELA Item Analysis, Using Performance Assessments to Drive Instruction, Text Complexity, Higher Order Thinking/DOK questioning, Academic Vocabulary, Aligning our Materials, Maps, and Instruction with the CCLS.
- Target Population(s): two teachers per grade who will turnkey to their grade
- Responsible Staff Members: : ELA Assistant Principals, ESL Coordinator, Literacy Coaches, TC Staff Developers
- Implementation Timeline: September 2012 – June 2013

Activity #2

- Implementation of Rtl (Response to Intervention) program: Teachers will work with ELA students during scheduled weekly period targeting critical skill areas using research-based methods.
- Target Population(s): Students below level 2 in kindergarten through fifth grade and ELLs and SWDs in grades third through fifth receiving Fountas & Pinnell's Leveled Literacy Intervention program instruction 3- 4 days/week
- Responsible Staff Members: ELA Assistant Principals, ESL Coordinator, Literacy Coaches, classroom teachers and social studies and science Cluster teachers servicing ELL students in third, fourth and fifth grades
- Implementation Timeline: October 2012–June 2013

Acitivity#3

- ELA After school program: Teachers will work with ELA students targeting critical skill areas in guided reading using nonfiction materials such as Time for Kids Nonfiction Readers. Students will write arguments/persuasive pieces based on nonfiction texts.
- Target Population(s): Students reading below level 3 (Proficient) in third, fourth, and fifth grade.
- Responsible Staff Members : ELA Assistant Principals, Literacy Coach and eight teachers
- Implementation Timeline: October 2012-May 2013

Acitivity#4

- Grade Inquiry Teams: Teachers will work collaborate to strengthen teaching practice to impact student learning/progress by monitoring and revising instruction to ensure alignment with the CIE, CCLS, and DOK. They create goals and follow action plans to meet them.
- Target Population(s): All teachers
- Responsible Staff Members : ELA Assistant Principals, ESL Coordinator, Literacy Coaches
- Implementation Timeline: September 2012-May 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- ESL coordinator, Literacy Coaches, and Parent Coordinator will lead workshops on the following topics: Matching Books to Readers, Goal Setting, CCLS Expectations, Parents as Reading Partners, and Supporting Students at Home, RAZ–Kids website.
- Parents will be trained on how to use ARIS Parent Link.
- Parent Workshops at Teachers College will be scheduled by our literacy coaches and parent coordinator twice a year.
- A Parent Handbook will be provided and translated in all dominate languages.
- Family nights will be held monthly to encourage parents in becoming active participants in their children's education.
- Surveys will be distributed to parents to determine future workshops including teacher-led Parent University courses.

These incentives will enable us to achieve the following PIP goals.

- 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;

Budget and resources alignment

- Indicate your school's Title I status: X 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 X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
As a title one School- wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2012- June 2013 as indicated below:
 - Per diem substitutes and payment of presenters for teachers to participate in in-house and outside Professional Development is paid for with the 5% of the Title 1 School-wide project monies that can be used to support the Professional Development of teachers to ensure that they become highly qualified
 - Literacy Coaches are funded through Contract for Excellence and Title One School Project Monies
 - Target Grant will be used to fund Parent University and Enrichment sessions (clubs)
- To help our students and their families become more proficient in speaking, reading and writing in English, we partner with the following organizations:
 - Learning Leaders/family literacy
 - Teachers College-Parents as Literacy Partners
 - Legacy Center – outreach program for ELLs
 - Cornell University, American Diabetes Association-Parent Education

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, engage all K-5 students in rigorous math units of study aligned with the CCLS, the NYC scope and sequence, and the Citywide Instructional Expectations including the instructional shifts. Administer an initial task-based formative assessment and end the unit in a Common Core aligned culminating (summative) task. Work will be assessed utilizing standards-based rubrics. Based on the rubrics, 40% of our target population (second and third grade students and students in our lowest third) will move up a minimum of one benchmark level.

Comprehensive needs assessment

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

As part of our annual data analysis process, the instructional team analyzed NYS assessment data to determine our areas of focus. We noticed that, overall, our fourth and fifth grade students had a greater percentage of proficiency than our third-grade students, and the students who made the least progress were in our lowest third. Therefore, although we will continue to monitor and assess the progress of all grades, we have targeted grades two and three to provide additional support in instructional planning and assessing students.

Instructional strategies/activities

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

Activity #1

- Professional Development: In-house professional development will be given on the following topics: CCLS, Depth of Knowledge (DOK), Danielson's Framework for Effective Teaching, analyzing student work, differentiated instruction, mathematical content, utilizing new technology and other CCLS-aligned resources, and current research on best practices in mathematics instruction.
External professional development through the Hunter College grant, CFN 410, and Lucy West Metamorphosis on topics including differentiated instruction and best practices in math instruction for SWD and ELL students, math content, and the Common Core Learning Standards.
- Target Population(s): all mathematics teachers, with an emphasis on new teachers and teachers of grades two and three.
- Responsible staff members: Math assistant principals, math coach, math teachers, and outside staff developers.
- Implementation Timeline: September 2012 – June 2013.

Activity #2

- Enrichment: A variety of enrichment classes are offered to students, including our target population. Robotics, chess, and the Penny Harvest teams provide students with opportunities to participate in rigorous tasks and extend critical thinking and problem solving skills through engaging activities.
- Target Population(s): teachers servicing target population and students in target groups.
- Responsible staff members: Administration, Chess Team coordinator, Robotics Team coordinator, Penny Harvest Team coordinator, and additional teachers.
- Implementation Timeline: September 2012 – June 2013.

Activity #3

- Curriculum Mapping: Teams of teachers on each grade level, K-5, engage in the mapping process for math curriculum. Maps are aligned with the CCLS, the CIE, and the NYC scope and sequence and include tasks and resources that are designed to meet the needs of all students, including those in our lowest third. Through the maps, accommodations and scaffolds are included to support our target population. Teams meet bi-weekly after school to develop, monitor, and revise curriculum maps and supporting materials including rubrics, and turn-key to colleagues during in-house professional development and inquiry sessions.
- Responsible staff members: Math assistant principals, math coach, and grade-level teacher teams.
- Implementation Timeline: September 2012 – May 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will be trained on how to use ARIS Parent Link.
- A Parent Handbook will be provided and translated in all dominant languages.
- Family nights will be held monthly to encourage parents in becoming an active participant in their child's education.
- Surveys will be distributed to parents to determine future workshops including teacher-led Parent University courses.

These incentives will enable us to achieve the following PIP goals.

- 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;

Budget and resources alignment

- Indicate your school's Title I status: X 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 X Title I X Title IIA _____ Title III _____ Grants X Other

If other is selected describe here:

ARRA RTTT Citywide Instructional Expectations

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
As a title one School- wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIIG Funds, Target Grant and human resources to implement this action plan from September 2012- June 2013 as indicated below:
 - Per diem substitutes and payment of presenters for teachers to participate in in-house and outside Professional Development is paid for with the 5% of the Title 1 School-wide project monies that can be used to support the Professional Development of teachers to ensure that they become highly qualified
 - Math Coach is funded through Contract for Excellence and Title One School Project Monies
 - Title I funds are used to fund our Mathematics after school program and materials needed.
 - Target Grant will be used to fund Parent University & Enrichment Sessions (clubs)

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

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

By June 2013, Parent University will be expanded providing parents with the information and training needed to be effectively involved in the education of their children. Based on parent surveys, additional topics such as special education strategies, stamina, homework, eating healthy, ESL classes etc will be covered. In addition, sessions after school hours will be provided to better accommodate parent schedules.

Comprehensive needs assessment

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

According to the 2010-2011 Quality Review Areas in Need of Improvement, parents are satisfied with their child's education, but "*they share that better structures for school decision-making opportunities would strengthen their voice as a unit and enable them to learn more about the needs of the school.*" Therefore, we will empower our parents through the expansion of Parent University with information and training needed to effectively become involved in planning and decision making in support of the education of their children. In addition, based on positive parent feedback regarding the launch of Parent University last year we have decided to expand the program to meet their needs.

Instructional strategies/activities

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

Activity #1

- Expanding the initiative Our Instructional cabinet will create and distribute a survey via email to all staff members on possible workshop topics to provide to offer our parent community. All staff members will be asked to add any areas of expertise they would like to provide instruction to parents in December 2012. Parents will receive a final survey during Parent Teacher Conferences to determine what teacher-led classes they would like to attend on selected daytime and evening workshop dates (twice monthly). The planned workshops will be provided by staff members on topics such as:
The Importance of Writing Effectively, Acuity, Raz-Kids, The Common Core State Standards, Understanding NY State Assessments, Foundations & Words Their Way Home Activities. Schedules and resources for Parent University will be posted monthly on our school website by our technology teacher. Videos on instruction will be available on the website along with appropriate links. Parents and staff will be asked to provide feedback monthly to our School Leadership Team to determine future workshops and revisions needed.
- Responsible Staff Members: Administration, SLT, Parent Coordinator, Technology Teacher, Staff Volunteers
- Implementation Timeline: September December 2012 – June 2013

Strategies to increase parental involvement

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

This incentive will enable us to achieve the following PIP goals.

- 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;
- 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;

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 X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

As a title one School- wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIIG Funds, and human resources to implement this action plan from December 2012- June 2013 as indicated below:

Several staff members have volunteered their time in leading Parent University Workshops. Others will use the accumulated hours toward the goal of achieving tenure in the NYC Department of Education. This initiative will not require additional funding.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2013, Administrators will conduct frequent formative classroom observations and provide all teachers with formative feedback and professional development to support improved teach practice based on the Danielson's rubric.

The identified competencies are:

- Designing coherent instruction (1e);
- Using questions and discussion techniques (3b);
- Using assessment in instruction (3d).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- In response to receiving a D on our 2012 Progress Report, we have determined to focus not only the performance of students but also on the limited progress our students (including ELLs and SWDs) have made in ELA & Math. Therefore, the delivery of instruction must be monitored and revised to assess and raise the impact on student achievement in alignment with the CCLS. As per the Citywide Instructional Expectations we will use the Danielson Rubric (1e, 3b, 3d) to strengthen the common understanding of what quality teaching looks like. Administrators and teachers will use this tool to reflect and improve teaching practices and revise the tools used to align with CCLS, DOK, Danielson Competencies and CIE instructional shifts

Instructional strategies/activities

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

Activity #1- Provide effective and timely feedback for teachers

Target Population- Classroom and cluster teachers

Responsible Staff Members-Administrators, Coaches, & TC Staff Developers will provide effective feedback to teachers with a focus on:

Designing Coherent Instruction:

- engaging, differentiated learning activities for diverse learners including ELLs, SWDs, and high achievers,
- materials, tools, and resources, including technology, that support instructional outcomes,
- appropriate and varied student groupings, and
- Coherent lesson/unit structures that allow for different pathways to achieve goals.
- Gradual release and Inquiry structures scaffold and support student learning and independence

Using Questioning and Discussion Techniques

- high-quality questions, designed to support students in making real-world connections and applications,

- adequate time for students to respond,
- students formulating their own questions, and engaging each other in deeper conversations
- teachers successfully engage all students in discussion

Using Assessment in Instruction

- teacher created pre-, post-, and interim-unit assessments are used to plan and adjust teaching
- teacher created rubrics aligned to the CCLS,
- Formative and Summative assessment tools such as kid watching, Listening in to accountable conversations, slate responses, collecting and analyzing post it notes, student work products, Children’s Progress, Math Baseline, TCRWP assessments, NYSESLAT, and New York Assessments
- Teachers use longitudinal tools (e.g., writing continua, reading levels) systematically to set goals and monitor students’ progress
- Teachers provide students with timely, individualized feedback,
- Teachers engage students in reflecting on their learning goals (justified with evidence) and next steps through self assessments across content areas
- Students’ awareness of criteria and individual goals,
- Teachers differentiate instruction by creating goals, mini lessons and tasks with multiple entry points, strategy lessons, and tools to scaffold instruction.

Activity Two- Teacher teams

Target Population- All classroom and cluster teachers

Responsible Staff Members- Administrators and Coaches

Timeline- September 2012 – June 2013

- We will continue the process of deepening our work in teacher teams to monitor and revise teaching practices to align the curriculum units with the CCLS, DOK, Danielson Competencies, and CIE instructional shifts. Based on professional resources, the principal, assistant principals and coaches will facilitate this teamwork. Teacher book studies and discussions will support this process. Per the 2012-2013 CIE, in literacy, our focus will be to provide multiple opportunities for all students, including ELLs and SWDs, to ground reading, writing and discussion in evidence from the text. Grades K to 5 will be engaged in two literacy/social studies/science units of study and two math units aligned to the CCLS, DOK, Danielson Competencies and CIE instructional shifts. It has been determined that our focus will be on teaching practices in order to increase the number of proficient students including ELLs and SWDs. Inquiry teacher teams will monitor and revise protocols for looking at student work in order to improve and impact student learning and progress.

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school's Title I status X 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 X Title I X Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

As a title one School- wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIIG Funds, and human resources to implement this action plan from December 2013- June 2013 as indicated below:

- Coaches are funded through Contract for Excellence and Title One School Project Monies
- .This year through leaders arranging schedules and through two SBOs, we have structured additional time for teachers to meet to monitor and revise teaching practices to impact student learning. (no additional funds will be used for this initiative.)

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013 the number of English Language Learners reading at the proficiency level as per the Teachers College Reading Benchmark Levels in grades 1-5 will increase by 21% from 19% to 40%

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards. Upon analyzing the data from the New York State ELA exam, it was determined that 11.9% of our ELL students achieved proficiency. The lack of progress achieved by this subgroup resulted in a level D on our progress Report and a need to target this subgroup.

Instructional strategies/activities

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

Activity #1-

Implementation of Leveled Literacy Intervention Program

- Target Population- ELL students reading below levels 3 & 4 (Proficient) in third, fourth, and fifth grade.
- Responsible Staff Members- ESL Coordinator, Coaches, Teachers of ELLs, selected staff members
- Timeline - January 2013 - 2013

Coaches will provide professional development to all teachers of ELLs and selected staff members in using the Leveled Literacy Intervention Program. All ELLs will be reassessed using Running Records in January. Based on the results students will be grouped by grade and reading level with the goal of moving each student to the proficiency level. Each teacher will be assigned 4-5 students, whom she will closely monitor and keep data/notes on critical skill areas and progress made. Students will be reassessed every four weeks to determine progress made and effectiveness of current group placement.

Activity #2-

- ESL After school program: Teachers will work with ELL students targeting critical skill areas in strategy groups using materials & web based instruction (fiction & nonfiction) –such as Raz Kids,, etc. with input from the students, based on interest surveys for target kids.
- Target Population(s): ELL students reading below levels 3 & 4 (Proficient) in grades K-5th.
- Responsible Staff Members : Supervisor, ESL Coordinator, four licensed ESL teachers
- Implementation Timeline: January 2013-May 2013

Activity #3

- Saturday Academy: An academic intervention program utilizing the technology based i-ready diagnostic and Instructional Reading and Math Program will be implemented
- Target Population (s): ELL students reading below levels 3 & 4 (Proficient) in third, fourth, and fifth grade.
- Responsible Staff Members – Supervisor, five teachers
- Timeline – January 2013 – April 2013

Strategies to increase parental involvement

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

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
As a title one School- wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIIG Funds, a Target Grant and human resources to implement this action plan from December 2013- June 2013 as indicated below:
 - Literacy Coaches are funded through Contract for Excellence and Title One School Project Monies
 - Title III funds are used to fund our ELL after school program, Saturday Academy and materials needed

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 – <i>All students reading below TC Benchmark Proficiency Level 3</i>	<ul style="list-style-type: none"> • Leveled Literacy Intervention Program • Time for Kids Nonfiction Guided Reading Program • Data Based Strategy Groups • Guided Reading • Raz Kids • iReady • Mimeo 	<ul style="list-style-type: none"> • Small Group Work • One to one tutoring 	During the school day, Response to Intervention Period, Extended Day, After School Program, Saturday Academy
Mathematics All students achieving below benchmark proficiency level 3	<ul style="list-style-type: none"> • Data Based Strategy Groups • Dreambox Learning • iReady • Graphic Organizers • Co teaching 	<ul style="list-style-type: none"> • Small Group Work • One to one tutoring 	During the school day, Extended Day, After School Program, Saturday Academy
Science	<ul style="list-style-type: none"> • Leveled Literacy Intervention Program • Strategy Groups • Guided Reading 	<ul style="list-style-type: none"> • Small Group Work • One to one tutoring 	During the school day, Extended Day, After School Program, Saturday Academy

Social Studies	<ul style="list-style-type: none"> • Leveled Literacy Intervention Program • Strategy Groups • Guided Reading 	<ul style="list-style-type: none"> • Small Group Work • One to one tutoring 	During the school day, Extended Day, After School Program, Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc		<ul style="list-style-type: none"> • Small Group • One on One 	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.

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.
- Mentors/Coaches are assigned to work with all new teachers and support teachers who are not yet well versed in the CCLS.
- Learning Rounds are conducted to provide opportunities for sharing best practices and providing effective feedback.
- Administrative staff have arranged schedules and through two SBOs, we have structured additional time for teachers to meet to monitor and revise teaching practices to impact student learning.
- Administrative Staff have provided teacher teams with the necessary resources to build effective teaching practices that impact student learning. The following resources are used to implement changes in practices that improve student outcome: LCI grant, budget, partnerships: CFN, TCRWP, Lucy West - Metamorphosis, Hunter grant, STEM grant, Teacher Leader funding, professional resources (library), scheduling, SBO, ARIS communities, enrichment programs, and strategic teaching assignments.
- Teachers are strategically directed to utilize specific links to high quality resources and strategies available on line such as Engage New York, ARIS LEARN, Common Core Library, NCTM, NCTE, & TCWRP

**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.

**PS 71Q FOREST ELEMENTARY SCHOOL PARENT INVOLVEMENT POLICY
2012-2013**

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

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

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

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

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

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

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

- hosting Parent University Workshops
- 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;

- 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;

FOREST ELEMENTARY SCHOOL-PARENT CONTRACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader CFN 410/ Altagracia Santana	District 24	Borough Queens	School Number 071
School Name Forest Elementary, PS 71Q			

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

Principal Ms. Walkydia Olivella	Assistant Principal Mr. Ciro LaBarbera
Coach Ms. Orit Sperber	Coach Ms. Jeanine Kucher
ESL Teacher Ms. Donna Graff, 5th Grade	Guidance Counselor Ms. Norma Canepa
Teacher/Subject Area Piedad Munoz, Science	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms. Jackie Jacquez
Related Service Provider type here	Other type here
Network Leader Ms. Altagracia Santana	Other type here

C. Teacher Qualifications [i](#)

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	10	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	983	Total Number of ELLs	163	ELLs as share of total student population (%)	16.58%
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Part II: ELL Identification Process

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

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

Upon registration, parents are asked to fill out a Home Language Identification Survey (HLIS) including the informal oral interview in English and in the native language. The formal initial assessment, the LAB-R, is given only to those students that have another language indicated on their HLIS. From questions 1-4 on the HLIS one other language other than English must have been indicated and from questions 5-8 two questions must indicate that another language is spoken. Our ESL coordinator/coach oversees this process. If the student is deemed as a potential ELL, the LAB-R is administered. After reviewing and analyzing the HLIS, informal questioning, and LAB-R, the student is placed in an ESL class if deemed as an ELL and did not pass the LAB-R. Students who are considered ELLs receive ESL services based on the score they received on the LAB-R. Parents receive an letter indicating that their child is entitled to ESL services. Within the first ten days of school, parents of all ELL students are invited to attend an orientation workshop where they are given information regarding various ESL/ bilingual programs that are available in our district. A video is presented in the native language. Our ESL Coordinator/ Coach Ms. Orit Sperber, and Ms. Jackie Jacquez, parent coordinator, lead these workshops with learning leaders. We inform parents that they have the right to select any program in the district that meets their specific needs. We show parents a video on the various programs and make them aware that there are schools that have specific programs matching their needs, where they are located. Parents select a program they feel will best suit them. Our parent coordinator acts as a translator for our Spanish speaking parents. The appropriate parent learning leaders serve as translators as students register in our school. Parents are informed that if they do not choose a program then, TBE is the default program that their child will be placed in. Eligible students are placed in the available programs selected by their parents. All three programs are offered to the parents and is based on the parents choice. If Ms. Sperber our ESL Coordinator, is not available to initiate the LAB-R then another licensed pedagogue is available to do so. The Spanish LAB is administered to the students who indicate that Spanish is their home language and has not passed the LAB-R. This process is done within the first ten days of school. Throughout the school year, ELL interim assessments are administered which indicate to the teachers how their students are doing with each modality. At the end of the school year the teachers know how their students are doing with each modality. At the end of the school year the NYSESLAT is administered. Based on the NYSESLAT, the levels of proficiency are indicated (beginner, intermediate, advanced, or tested out). We annually evaluate these scores and monitor their progress. If they continue to need ESL services, a letter of continuation of services is sent to their homes.

Parents receive an entitlement letter, in their native language indicating they are entitled to ESL services. Parents are invited to come to an orientation. Parents are informed regarding the different programs available for their ELL child. Learning leaders are available to help parents in their native language. We also engage the parents in showing them the video in their native language. Only AFTER parents are made aware of the choices available in the city and a program selection is made, we inform the parents that we only offer free standing ESL classes in our school. All this is done within ten days of school. We also ask the teachers to request the parents to attend the orientation meeting. If parents cannot attend the orientation, then a one on one orientation is offered to the parents at the parents' convenience. Our ESL coordinator tracks this and makes sure that we have 100% of participation. In the past three years, the trend has been that most parents chose a free standing ESL program offered in our school, a program designed that has been in place in PS 71 for the past several years. We will continue to align our program choice with parents' requests.

Orit Sperber, ELL coordinator is responsible for keeping a record of parent program requests. She is in charge of distributing and

ensuring that entitlement letters and program selections forms are returned and filed. She constantly uses ATS reports and attendance records to ensure these students are serviced appropriately. An Excel spreadsheet is used and updated as ELL students enter the system and are tested. Parents chose the program they desire. Should fifteen students speak the same language in continuous grades and parents requests a transitional bilingual or dual language program, a class would be created to meet the requests of those parents.

Among many options, the plan for newcomers includes mandated parent orientations as well as a general orientation given on each grade level in which the curriculum and expectations of students are shared. Orit Sperber, ESL Coordinator/ coach and Jackie Jaquez, parent coordinator, lead these grade specific orientations and welcome the families. A few times times a month we call parents that still need to fill out the parent survey forms. We are in the process in bringing them in at their convenience.

Newcomers who are deemed to be an ELL are introduced to the guidance staff consisting for Ms. Norma Canepa and Ms. Jeanine Famulari to ensure a smooth transition into the school. The classroom teachers assign the student to a buddy student with the same language background. Parents and students are also introduced to the parent coordinator to ensure that the transition is as smooth as possible. Once the student is recognized and deemed an ELL through the LAB-R, informal interview and viewing the program selection video, students are escorted to their ESL classroom. The transition is done in English and in their native language.

The trend has been that parents request their child be placed in a freestanding ESL class as per the program selection surveys. We are monitoring to see if any parents want a different type of program for their child (TBE or Dual Language). The TBE and DL model are not offered in our school since parents do not request them. If there were at least 15 students in two consecutive grades, then we would open that type of program and offer it to the parents. As of this date, we do not have 15 parents with these requests.

100% of our ELL parents want freestanding ESL classes and that is what we offer them. However, all programs are available to parents and parents can chose either the freestanding ESL program, Dual language or a Transitional Bilingual program. We only have a freestanding program and parents are made aware of this only after their selection in the parent program choice has been made. These parent choice forms are monitored to see if there are any 15 consecutive students who want a different program. Thus far this is not offered in our school since there isn't a request for it and there isn't the minimal number of 15 students as stated for the requirement to open a TBE class and a dual program. We solely have freestanding ESL program since that is based upoen the request of the parents when they filled the parent program choice. It is monitored by our ESL coordinator and kept in the parent coordinator's office and ESL coordinator's office.

Every year in September many ATS reports are used to set the ESL classes. The RLAT, RLER and the RNMR reports are used to see which students passed and tested out of ESL and are no longer eligible to receive ESL services. These students receive A "No Longer Entitled" letter and we congratulate the families of students who tested out. In addition the RLAT helps us to see which students are still eligible for ESL services and at what level. Those who still remain as ELL students are placed in an ESL class and a letter of "Continuation of Services" is sent home for parents to know that we will continue to provide ESL services according to the desired program selected by the parents. The RLAT, RLER and the RNM are all ATS reports that help us to identify these students and extend ESL services as needed.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	2	2	1	1	1	1								8
Push-In	1	1	1	1	1	1								6
Total	3	3	2	2	2	2	0	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	163	Newcomers (ELLs receiving service 0-3 years)	152	Special Education	28
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	152	0	14	11		14	0				163
Total	152	0	14	11	0	14	0	0	0		163

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	19	16	9	8	12	8								72
Chinese	0	2	0	2	1	0								5
Russian	0	0	1	0	0	0								1
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	12	7	6	7	7	5								44
Haitian	0	0	0	0	0	0								0
French	1	0	0	1	0	0								2
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	8	2	4	4	3	1								22
Albanian	0	0	1	2	1	3								7
Other	2	2	2	1	1	2								10
TOTAL	42	29	23	25	25	19	0	163						

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?

At PS 71, at least one ESL class is available in each grade, K-5. This is based on the NYSESLAT scores and the program choice that parents have made. These teachers are ESL certified and teach during literacy and mathematics utilizing ESL strategies. These teachers, according to the NCLB Act, are dually certified in common branch and ESL or have a common branch license with an extension in ESL. In Kindergarten we have two ESL classes. The teachers have an ESL license and provide the ELLs with a minimum of 360 minutes of

A. Programming and Scheduling Information

ESL instruction to those who are beginners and intermediate students, and 180 minutes to the advanced students during the literacy and mathematics. One of our kindergarten teachers speaks Spanish and if a parent wants their child to be in this teacher's class they may request it. In first grade we offer two ESL classes. One class is all ESL students who are beginners and intermediates. The licensed common branch/ ESL teacher services them with the mandated 360 minutes of ESL services during literacy and math. The other first grade ESL class is offered to the advanced ELL students with a certified common branch licensed teacher with an extension in ESL. This class has students who tested out of ESL last year. ELLs are transitioned in this class. ELLs who tested out of ESL still need support. Therefore it is set up in this grade. The second grade has one heterogeneous class of ELLs of all levels and the licensed ESL teacher services them with the mandated time of ESL during literacy and math. As for the third through fifth grade we offer one ESL class on each grade. The teachers of these grades are also either dual licensed licensed in common branches and ESL or common branches with an ESL extension. The students in these classes are heterogeneous in the proficiency levels and they receive ESL services in literacy and mathematics as well. They receive at least 180 minutes of ESL instruction for the advanced students and 360 minutes for the beginner and intermediate students. In addition, there is a pull out/ push in program on each grade; K through 5. The students that are in these pull out/ push in programs are ELLs that have IEPs and according to the NYSESLAT or LAB-R, they are mandated to receive ESL services. They are pulled out or pushed in by a teacher that is dually licensed common branch and ESL. They are placed according to the scheduled block to the mandate time of 360 minutes for Beginner and Intermediate students. The advanced students in the push in/pull out program receive 180 minutes of ESL time. In each free standing ESL classroom, books of the native language are offered for students to increase their native language (L1) and support the desired the newly acquired English language (L2). In addition picture supports and other strategies such as Total Physical Response and Chanting are used to teach and differentiate the lessons. Teacher's College (TCRWP) is widely used in all classes for the literacy blocks, and that includes our ESL classrooms. However, we make sure that best practices of all programs are used, especially in an ESL classroom to accommodate the needs of our ELLs. Our ESL students are often paired with other students that speak the same native language in the classroom. We encourage students who cannot communicate in English to use their native language (via pictures and diagrams or via their native language and translated to their partners.) In addition, RAZ kids and other computer based programs such as Headsprout and STARFALL are used for ELL students to listen and learn English. Each ESL classroom has a listening center with books that come with CDs for students who need to listen to various texts in English for review. Content area teachers not only pair their ELLs with partners, they also have access to word for word dictionaries that are helpful for ELL students. These may be used on Math and Science State exams if necessary. Diagrams and picture supports are widely used in the ESL classroom. Guided reading, small group work, and conferences are done on a daily basis to assist in differentiating instruction and scaffolding the learning.

We do not have any students in our subgroups considered SIFE at this time. However, the plan for SIFE students would include a guidance component to address any emotional concerns. Class libraries would include high interest books at two levels below the class level as well as one level above the prescribed reading level. All teachers would be trained through professional development to address the particular needs of SIFE students.

Our plan for continuing support (two years) for students reaching proficiency on the NYSESLAT is evident in our transitional model class in first and fourth grade. The newly proficient ELLs are grouped with ELLs for an added scaffold. Teachers in all grades are notified of the ESL status of their students at the start of the school year through ARIS. Differentiated instruction is provided through small group work and conferences to meet the specific needs of the class. ESL students are requested to stay for extended day for extra support. They are also as invited to attend our after school ESL program that will take place in mid January. ESL students also are encouraged to attend clubs during and after school hours. ELLs also have the opportunity to make daily announcements in the morning. This helps in promoting public speaking. Finally, the native text that are in classrooms are valuable in that the students use them to increase their vocabulary in the native language (L1) and transfer to the desired L2 language; English.

Ciro La Barbera, Assistant Principal and Orit Sperber, ESL Coordinator/Coach, are responsible for ensuring that structures put in place are effectively meeting NYS CR Part 154 mandated number of units of support for our ELLs according to their proficiency level. They often meet to discuss the needs of the ELLs. Ms. Napoli, the Literacy Assistant Principal and Ms. Scaturro, the Math Assistant Principal discuss with the ESL teachers and Ms. Sperber the progress ELLs are making and analyze the data of pre and post assessments in every unit.

Our beginning (often Newcomers) and intermediate ELLs in our free standing ESL classes receive 360 minutes of service of ESL instruction by their certified ESL classroom teacher. Our beginning and intermediate students in CTT and Self contained classes receive ESL services through push-in/pull out models. Our advanced students in free standing ESL classes receive 180 minutes of service by their

A. Programming and Scheduling Information

certified ESL classroom teacher. We are following the CR- Part 154 mandates of ESL instruction. They receive the exact same support as our other ELLs mentioned above but with a higher intensity. They are being exposed on a constant basis to the English language while transferring their knowledge from their native language.

Our ESL Coordinator and Literacy coaches work with ESL teachers servicing students receiving services for 4-6 years and long-term ELLs on differentiating instruction. The data from TC Reading and Writing Assessments, Acuity ITA, Interim Assessments, student work, pre and post unit assessments, and teacher created checklists are analyzed by ESL teachers during common preparation periods to drive instruction. ESL teachers are encouraged to discuss findings with their students' prior grade teacher and share strategies that worked for them.

After analyzing ELL data, we have noticed that if ELLs who are here between 4-6 years and performed as an advanced student on the NYSESLAT attend the after school ESL program, they often test out or improve within their level. This year we will focus on inferencing and understanding the author's purpose in the after school ESL program.

The ELLs with IEPs are provided additional support by our ESL Coordinator/Coach during our push in/ pull out program, extended day and after school content area instruction. The special education component works in tandem with the mandatory ESL instruction. The use of picture supports, TPR strategies, chanting, and other differentiation strategies all help our ELLs who have IEPs. Guided reading, repetition and the use of visuals are widely used in comprehension.

Differentiated and data-driven instruction is planned to support and further the develop all ELL subgroups. All instruction is standards-based via the CCLS and scaffolded throughout the day to address individuals as well as small group needs. Inquiry teams on each grade level focus on providing targeted assistance and academic intervention or enrichment for all ELLs as per CR Part 154, State Mandates. Academic Intervention Services in literacy, math and the content area are also provided in our technology labs, workstations, literacy components and math triads. We are also in the midst of training our cluster teachers (science and social studies) the art of writing essays and requiring students to write essays at the end of each unit. These essays may be persuasive, how to, expository, etc. All students, including ELLs, need to know how to write an essay and develop it with elaboration and supports. Throughout the day, after school ELA and NYSLEAT programs, we offer the opportunity for enrichment. Programs and support services focus on content area studies, literacy, math and the use of ESL strategies to support academic performance on the state standardized exams. The Greater Ridgewood Discovery Program housed in our building also provide ELLs that are enrolled assistance with their daily homework assignments.

Native Language Arts support is offered through various leveled texts found in ESL classroom libraries in Spanish, Polish, and Arabic. Students in our ESL classes are not only evaluated on their English proficiency level by administering the LAB-R, they are also administered the Spanish LAB if their native language is Spanish. If not, we have books in the classroom in their native language that will help teachers indicate the proficiency level of their native language. In addition, parents inform the teachers what grade the students have completed in their native homeland. This information lets the teacher know not only the amount of schooling the child has received, but also what proficiency level the child might be.

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:

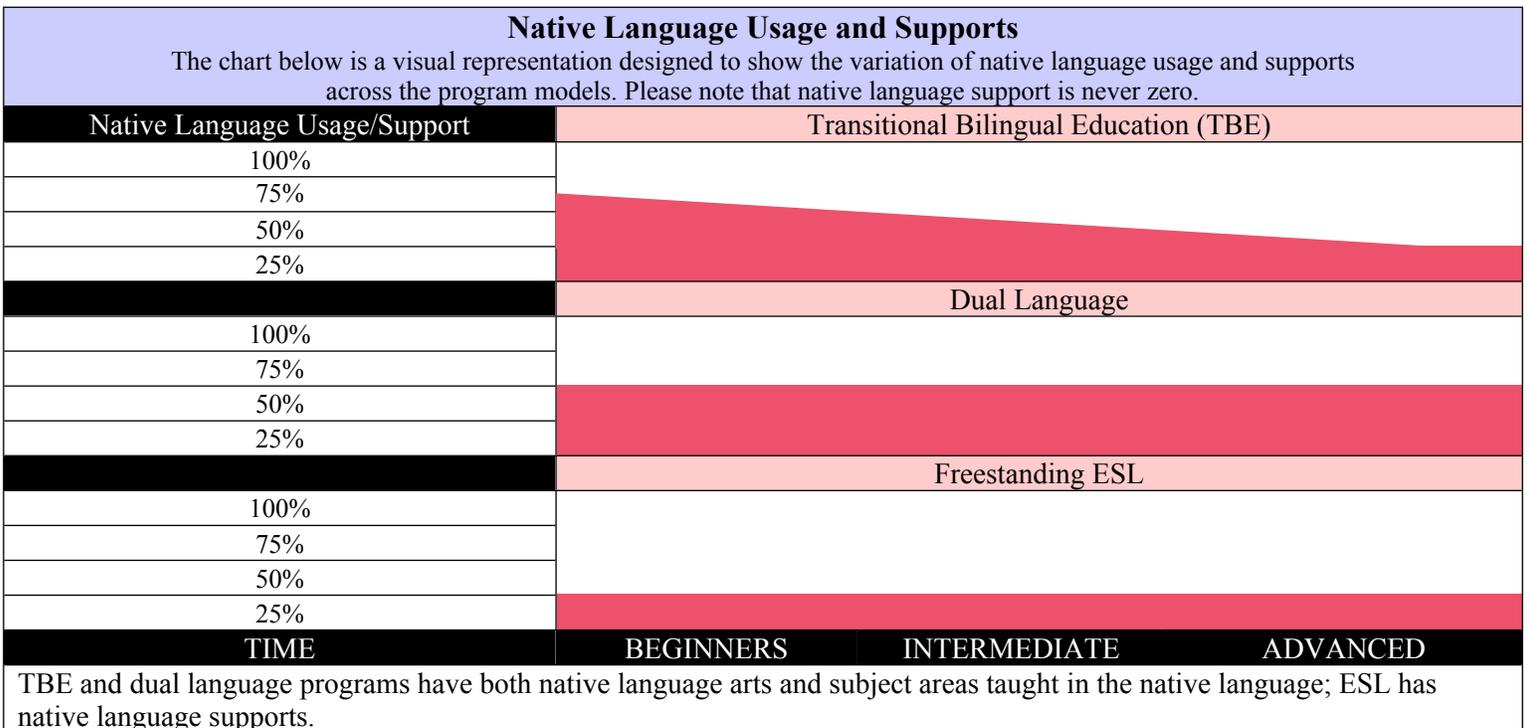
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		
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?

Our attendance committee monitors student attendance to ensure students are present. The SIFE budget would be allocated through Title III monies.

Our plan for continued support (two years) for students reaching proficiency on the NYSESLAT is evident in our transitional model classes in grades four and five, where the newly proficient ELLs are grouped with ELLs for an added scaffold. Teachers in all grades are notified of the ESL status of their students at the start of the school year through ARIS. Differentiated instruction is provided through small group work and conferences to meet the specific needs of the group.

Ciro La Barbera, Assistant Principal and Orit Sperber, ESL Coordinator/Coach, are responsible for ensuring that structures put in place are effectively meeting NYS CR Part 154 mandated number of units of support for our ELLs according to their proficiency level. Monies allocated for the ELLs to supplement and support instruction include instructional supplies such as "NYSESLAT and BEYOND", ESL leveled libraries, Leap pad hardware and listening software, Head Sprout, and other ESL software/programs, all of which support the literacy and math components of the ESL program. ALL ESL classrooms are equipped with ELMO document cameras and Smart Boards to enhance the lessons with visuals. Word Wall words are often displayed with picture supports

Our beginning and intermediate ELLs in our free standing ESL classes receive 360 minutes of service in ESL instruction by their certified ESL classroom teacher. Our beginning and intermediate ELLs in Special Education classes receive 360 minutes of service in ESL instruction through the push-in model. Our advanced students in our free standing ESL classes receive 180 minutes of service in ESL instruction by their certified ESL classroom teacher.

Our ESL Coordinator/Coach works with our ESL teachers serving students receiving services for 4-6 years and long-term ELLs on differentiating instruction to meet the needs of these students. The data from TC Reading and Writing Assessments, Acuity ITA, student work, pre and post unit assessments, and teacher created checklists are analyzed by ESL teachers during common preparation periods to drive instruction.

The ELLs with an IEP are provided additional support by our ESL Coordinator/Coach during our pull out/push in program, extended day and after school content area instruction. The special education component works in tandem with the mandatory ESL instruction.

Differentiated and data-driven instruction is planned to support and further the development of all our students in all ELL subgroups. All instruction is standards-based and scaffolded throughout the day to address individual as well as small group needs. Inquiry teams on each grade level focus on providing targeted assistance and academic intervention or enrichment for all English Language Learners as per CR Part 154, State Mandates. Academic Intervention Services in literacy, math and the content area are also provided in our technology labs, workstations, literacy components and math triads. Instructional materials used to support ELLs in the content areas include Smart Boards, and nonfiction books with detailed visuals from National Geographic, Attancio, and other vendors that offer ELL supports. Teachers are provided with subscriptions to the website Reading A-Z, RAZ Kids, where differentiated content area literature can be found to meet the needs of students. Title III monies fund the after school program, instructional books, and workstations.

Students are instructed in small groups following the Readers and Writers Workshop models as described in the Teachers College Program. The CCLS guide our curricula in both literacy and math. The push-in/ pull out teachers are scheduled to meet the classroom teacher on a common prep once a week in order to plan collaboratively for the coming week's lessons. The after school program teachers as well as the extended day teachers speak with classroom teachers to differentiate instruction and share data.

Native Language Arts support is offered through various leveled texts found in ESL classroom libraries in Spanish, Polish, and Arabic. Content dictionaries are available in the Science and Social Studies in different native languages. Monies for these books are funded by Title 1 monies, and conceptually consolidated funds.

Before the beginning of the school year, newly enrolled ELL students are introduced to a buddy in their classroom to make the transition as smooth as possible. Parents of these newly enrolled ELLs are requested to attend an orientation where they view the program selections and are introduced to the parent coordinator and guidance counselors. These faculty members make the transition as smooth as possible. The translation unit is used to assist newly enrolled ELLs for questioning and discussion as needed. Kindergarten orientation provides ELL parents the opportunity to view the school program, meet administrators and teachers so that they understand the curriculum and expectations. Our Parent Coordinator in conjunction with the ESL Coordinator and Literacy Assistant Principal assure that this process runs as smoothly. We also have "Mommy/Daddy and Me" classes where parents before registering their kindergartener to school may enroll in a program to teach the English Language on a computer based program. This program runs once a week in the winter through the spring. We are also proud to announce that we have launched "Parent University" where parents of ELLs and Non ELLs will participate in learning about the expectations as per the CCLS. It is well received and ongoing.

Throughout the day, in addition to after school ELA and NYSESLAT programs, we offer the opportunity for enrichment. Programs and support services focus on content area studies, literacy, math and the use of ESL strategies to support academic performance on state standardized exams. The Greater Ridgewood Discovery Program housed in our building also provides the ELLs that are enrolled assistance with their daily homework assignments. Extended day also helps the ELLs with their academic needs by having teachers work and conference with them.

This year we are proud to announce the start of group/ committees where children, including ELLs, participate in groups of their interests. These groups range from photography, knitting, cheerleading, etc. We have noticed that students who are engaged in such groups engage in social interaction and converse with their peers. Thus improving the social language and eventually moving into the academic language. So far this was welcomed by students of ELLs and their parents. The only language elective offered to our ELL students is technology. Students are engaged in this group/ committee and study computers and how it can help in developing their language and mankind.

We also have a Spanish speaking ELL teacher in Kindergarten where students may need the comfort of the native language teacher to transfer information into the desired English language. Although this is a free standing ESL class, the students know they may ask the teacher in Spanish something or explain a word or two.

As part of our annual literacy fair, we have a school wide play where all students, ELLs and non ELLS, can participate. Students learn to interact, socialize and speak in front of an audience. This helps to boost the self confidence of the student and their speaking capabilities. The PA and parent coordinator help raise funds for these events.

All ELL services and resources correspond to the ELLs age and grade levels. This process starts with the initial interview process where the ELL student is placed in a classroom that is age appropriate. Then each ELL student receives the accommodations they need for state exam. ELLs are exempt from taking the ELA exam in grades 3-5 if they are in the US less than a year. ELL students may take State exams other than ELA in their native language, if available. Arabic, Polish and Albanian students who are unable to read in English may take the exams in their native language with the support of a word to word translator. We especially accommodate these ELLs when they take the NYS MATH and Science exams. Other ELLs receive extension time (Time and a half) and a third reading of the listening modality of the NYS ELA exam. We also provide ELLs with IEPS as it is written on their IEP.

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 on differentiated and data driven instruction is scheduled approximately twice a week during grade level professional development periods by our coaches and assistant principals. Teachers are supported by our ESL Coordinator/Coach on an individual basis to guide teachers in the use of ESL methodologies in the classroom. Our guidance counselor and speech therapists discuss ESL students and plan strategies with our ESL Coordinator/Coach to meet their specific needs. In addition to our in-house professional development, teachers also have the opportunity to attend workshops at Teachers College and Hunter College to learn how to teach strategies that will enable our ESL students to succeed. Staff developers from TC are also scheduled to work exclusively with our administrative cabinet, literacy coaches, and ESL teachers on the following dates: October 28, November 21, December 9, December 19, January 9, January 20, January 23, January 27, February 6, February 17, February 27, March 12, March 19, May 23, May 29, and June 4. Our CFN provides ESL professional development to our instructional cabinet and math and literacy coaches throughout the school year. Topics such as Universal Design for Learning are covered. We are currently providing professional development for all personnel who work with ELLs. The Science and Social Studies cluster teachers are cognizant of the ELL students' needs and are working with our administration and coaches during their PDs and prep periods. Also, the CFN is providing PDs for cluster teachers.

The staff is provided with ongoing professional development on the CCLS to enable them to prepare students for the transition from elementary school to middle school, supporting students in becoming college and career ready. Data are provided to our staff members as our students proceed to middle school and teachers are able to track how they have done on state exams and the NYSESLAT. As part of the 7.5 hours of ELL training for all staff, our ESL Coordinator shares the NYSESLAT and LAB-R data. In addition, the staff receives training on how the LAB-R was administered as well as the NYSESLAT. Our ESL Coordinator is readily available to support our ESL and classroom teachers to meet the needs of their ELL students. ESL resources are available for reference in the ESL Coordinator's office.

As an ELL student enrolls in our school from another school, the ESL Coordinator as well as the classroom teacher MAY call the previous school and ask to discuss the student. Records from the other school are provided to our teachers via CUM folders. Otherwise, the ESL coordinator looks up the testing as well as other biographical information for the student. The same applies for students who transfer from our school to another school. The CUM folder is sent to the new school with pertinent information. Other schools call us regarding new admits that come from our school. The ESL Coordinator handles those calls. Every teacher, including the ESL teacher, has information on each of his or her students through ARIS. The ESL Coordinator may also have files on students.

Staff members are supported by the administration, ESL Coordinator and coaches in aiding with differentiating lessons and understanding the needs of ELL students. As the Assistant Principals conduct their frequent cycles of feedback, suggestions are offered to teachers regarding ESL methodologies and structure of the lesson. A coach may provide a model lesson from the ESL coordinator or any of the coaches. The parent coordinator receives information from the teachers and often assists them in providing translators and activity information for parents and their child. The Principal recently discussed with the SLT Committee the parent survey of requests for the Parent University program. This program provides parents the opportunity to get involved and understand the students' school day and curriculum. Teachers volunteer their time to teach the parents. We also have professional neighborhood members and organizations who volunteer their time to educate the parents. The Parent University has been well received by the ELL parents. We plan to provide more classes for our ELL parents. The Parent Coordinator is responsible to maintain records in her office. The ESL Coordinator helps.

The Mommy/Daddy and Me program will begin in January. Parents of ELLs are welcome to attend with their young children who are still at home and come to our school once a week to learn the English language using a specific computer program.

We have self-directed PD periods where teachers help each other with inquiry work, differentiation, or developing lessons. Our ELL teachers are utilizing the time to work smarter, not harder when teaching their classes to meet the demands of the Common Core Standards.

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?

Parents of ELLs are encouraged to become part of our community. ESL classroom teachers invite parents to attend writing celebrations at the end of each unit. Ms. Jackie Jacquez acts as a liaison for several school events. Interactive Family Nights are held monthly to encourage parents to become involved with their children's education. These well-attended nights are facilitated by Ms. Jackie Jacquez, in consultation with Ms. Orit Sperber, to align with curriculum goals. Several workshops are provided throughout the year on ELL strategies, grade expectation overviews, mathematics, ARIS, State Assessments, health issues, and other topics that are requested by parents via the SLT approved survey. Our Parent Coordinator is in constant contact with parents of ELLs and requests them to attend ALL events that occur in our building. Our learning leaders and the translation unit are helpful in the translation process. We evaluate the needs of our parents using the survey and through conversations with our Spanish-speaking Parent Coordinator and several learning leaders who speak the same languages as our ELL parents. Parents feel comfortable communicating with our Parent Coordinator via the school phone or her personal cell phone. Based on the HLIS report, we are able to decipher the languages needed to communicate with parents. Therefore our written letters, report cards and other forms of documentation are distributed in the native languages.

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)	27	8	12	8	6	3								64
Intermediate(I)	0	15	5	11	4	4								39
Advanced (A)	15	7	6	6	14	12								60
Total	42	30	23	25	24	19	0	0	0	0	0	0	0	163

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	2	2	0	1								
	I	4	2	0	0	0								
	A	12	7	7	7	2								
	P	26	28	15	20	29								
READING/ WRITING	B	5	5	4	4	2								
	I	15	4	11	4	4								
	A	7	6	6	14	12								
	P	16	24	3	5	14								

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	12	5	0	30
4	9	19	4	0	32
5	9	15	0	0	24
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	6		13		11		0		30
4	1		19		12		1		33
5	5		17		6		1		29
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	11		2		3		3		19
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

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

TC provides tools we use to assess our students in reading. Progress reports and ELL Interim Assessments are also used. These assessments give us insight about how our students will do on the ELA and NYSESLAT at the end of the school year. Using this data, teachers differentiate their instruction in large and small groups. Looking at the data from the NYSESLAT, we have noticed students need most help in writing. It is the writing section that holds back students from passing the NYSESLAT and become deemed as proficient. Based on research, ELL students who did not do well on the Spanish LAB (the native L1 language), do not perform well on the NYSESLAT. We are focusing on improving the native language by supplying books in the classroom and dictionaries in native languages and providing workshops for parents. Parents are welcome to attend our ESL classes offered during the day and night.

The translation services that are available via the learning leaders are Arabic, Albanian, and Polish. We also use the translation unit when necessary. The translated form of the HLIS and Parent program survey is offered to parents as well as report cards and other DOE and school memos.

It is noted that students do very well on the listening and speaking modality of the NYSESLAT, but they do not excel on the reading/writing modalities. In addition, most of the students who tested out of ESL are kindergarten through second grade students. We are working with these teachers to focus on writing this year, especially on essay writing in non-fiction. This year we only have 163 ELLs as opposed to last year we had 208 ELLs. Last year, over 35% of our ELLs tested out. We attribute this to the fact that we have targeted our After School ELL program to advanced placement ELLs and to all kindergarten and first graders. With such rigor, we were able to successfully help students to test out of ESL. When we see that each student progresses and improves in each modality of the NYSESLAT and/or tests out of ESL, we know that our ESL programs for ELL students are successful.

After analyzing the LAB-R, we noticed that students who attended pre-K the year before registering in our kindergarten have either tested out of ESL and/or received a proficiency level of advanced or intermediate. The beginners are usually new admits to our country. Every teacher assess his/her own students. We have noted that students have difficulty with ending sounds and reading the correct pronoun. We are emphasizing and correcting this during classroom instruction and in the ELL After School program.

We use TC Reading Assessments to identify the reading levels of our students. Proficiency levels in June are as follows: kindergarten - D, first grade - I, second grade - M, third grade - P, fourth grade - S, fifth grade - V. Writing proficiency levels in June are as follows: kindergarten - level 3, first grade - level 4, second grade - level 5, third grade - level 6, fourth grade - level 7, and fifth grade - level 8.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Forest Elementary, PS 71Q</u>		School DBN: <u>24Q71</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Walkydia Olivella	Principal		1/1/01

School Name: Forest Elementary, PS 71Q**School DBN: 24Q71****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ciro LaBarbera	Assistant Principal		1/1/01
Jackie Jacquez	Parent Coordinator		1/1/01
Donna graff	ESL Teacher		1/1/01
Mr. Francis Pena	Parent		1/1/01
Ms. Piedad Munoz	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Jeanine Kucher	Coach		1/1/01
Orit Sperber	Coach		1/1/01
Ms. Norma canepa	Guidance Counselor		1/1/01
Altagracia Santana	Network Leader		1/1/01
Rebecca Heyward	Other <u>CFN, ESL</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q71 **School Name:** Forest Elementary

Cluster: Santana **Network:** 410

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.

Upon registration, parents are offered the registration documentation in their native home language. After the registration process, if the child is deemed as an English Language Learner, the Parent Orientation is set for parents to understand their choices of education for their child. This is done in the native language of the parents via parent coordinator, ELL Coordinator, and learning leaders. The Parent Option video is viewed in the parents' native language and parents receive the program options in their native language. After analyzing certain ATS reports, we have found that the most written and oral translations are needed in the following languages: Spanish, Polish, and Arabic. Currently we have 163 ELL students in our school. In the lower grades (K- 2nd grade) we have the following languages that are predominately spoken at home: 48 Spanish, 26 Arabic, and 14 Polish. In the Upper grades (Grades 3-5) our numbers are as follows; 29 students speak Spanish as their native language, 23 speak Arabic as their native language, and 8 speak Polish as their native language. The remaining languages constitute less than 5% each of our ESL population. Although translated documentation is provided during the registration process, our school will call upon the translation unit if needed to help translate questions. Otherwise the learning leaders, Parent Coordinator, ESL Coordinator, and /or teachers who are proficient in another language help when available. We have used the Translation Unit as well. In addition ALL parent letters from administration and the City/State are sent home in the desired native languages. These letters are provided predominantly in Spanish, Arabic, and Polish. Parents feel comfortable speaking with our Parent Coordinator. Other than the registration process, the learning leaders as well as the oral translation unit are used during meetings that discuss IEPs, parent teacher conferences, parent workshops or any pertinent meetings. If there is another language other than Spanish, Polish and Arabic, we provide translations via the translation unit.

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.

After reviewing certain ATS reports and the Home Language Surveys, we have found that the following languages are predominantly spoken at home within our ELL population: 77 students speak Spanish, 49 students speak Arabic, and 22 students speak Polish as their native language. Our administration, teachers, coaches, school secretaries, Testing Coordinator, ELL Coordinator, and Parent Coordinator are informed of our language diversity and needs. Parents are made aware of these languages during the SLT meetings. Parents are informed of major events and meetings by the Parent Coordinator, learning leaders and the use of translated documentation units. In addition to the written translated documents, parents welcome the oral communication from our Parent Coordinator. We found that parents like the personal invitations and communications and our successful monthly Family Night program proves this point. Currently, we provide ESL classes during the day and night so that parents have further opportunities to ask questions and inquire about the public education system. These classes are provided by our staff members who are fluent in the predominant native languages in our school. Regarding the NYS exams, our school provides translated editions to students if available. Usually Spanish is provided in the written form. Otherwise, we provide translators that are approved by the NYCDOE for low incidence spoken languages such as Polish and Arabic. We are proud of our Mommy/Daddy and Me program where parents come in with their upcoming school age children and learn to use the computer. Parents take advantage of this program and love it. We are currently working on a Parent University where parents will participate during various hours of the day in classes and learn more about our education system and the English language. Bilingual and other native speakers will conduct these classes.

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.

If letters to parents are not provided in other languages from the DOE, then we interpret them in the desired native language before they are distributed. These letters are translated into Spanish, Arabic, Polish, Albanian and Chinese since we have requests for them. Based on the HLIS, many parents request documentation in their desired native language and we accommodate these parents. Teachers let our secretaries and other staff members know of the interpreted languages they need for these letters. The report cards are also interpreted in the native language as well as announcements, meetings and parent workshops. Written translators such as dictionaries are available to students in the cluster classes such as science and social studies for students to use. Parents may borrow these dictionaries to help their child with homework and other activities. During the NYS state exams, the Spanish exam is offered to students who may want to have their tests interpreted. The other languages spoken in our school are known as low incidence spoken languages and they are all orally translated as needed by an outside vendor approved by the NYCDOE.

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

We provide many workshops for our parents during the day and evening hours. These workshops are given with interpreters. These interpreters may be our learning leaders or a staff member. Our school provides oral translators during parent teacher conferences. For the most part, parents prefer that our teachers schedule the meetings with them in advance and ask if interpreters are needed. If so, the teachers will either request a learning leader, staff member or the Translation Unit interpret. The translation Unit is also utilized for IEP meetings and other pertinent meetings staff members schedule.

The DOE approved outside vendors provide translators of low incidence of languages spoken in our school for the NYS exams. The exams include the the Math and Science exams. In the past three years, the following oral interpreters were requested to attend the NYS State Math and Science Exams and translate the exam as needed: Arabic, Polish and Albanian.

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>.

Based on the Chancellor's Regulations A-663, parents of Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. We are planning on complying with this regulation by:

- * Allowing our staff members to be aware that they may use the interpretation unit as deemed necessary when our school does not have any interpreters available at the time. This is only for parents to communicate with our staff; it is not used solely with students.
- * Our Parent Coordinator and other staff members were trained to use the parent translation unit.
- * We are initiating a Parent University where parents of English Language Learners (ELL) will be provided with a meaningful understanding of their child's education in our school. Classes will include subject areas such as math and ELA.
- * We have a Mommy/ Daddy and Me Program where parents of ELL students are invited to attend with their younger siblings to learn computer usage.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Forest Elementary	DBN: 24Q071
Cluster Leader: 410	Network Leader: Santana
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
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: 6
of certified ESL/Bilingual teachers: 6
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:

An after school program will provide supplemental services for our ELL population. The students are spread among the grades. Currently we have 146 ELL students in our building, twenty two of our ELLs have IEPs. We have approximately thirty- six ELL students in kindergarten, thirty-two in first grade, sixteen in second grade, twenty-five in third grade, nineteen in fourth grade and eighteen in fifth grade. The majority of the ELL population is Spanish speaking. There are approximately 44.5% total of our ESL population who speak Spanish. Regarding the Arabic population, 33.19% students total of our ESL population are Arabic speaking and the Polish ELL population consists of 13.01%. The remainder is of different nationalities. There are 11.6% of our kindergarten ESL population who speak Spanish. The Polish speaking population in kindergarten is 6.2%. There is 8.2% ELLs who speak Arabic in kindergarten. There is a percentage shift in first grade where both the Spanish and Arabic ELL population is a little above 8% and the Polish speaking is a mere 1.4%. In second grade the percentage of students who are ELLs that speak Spanish is 5.5%. This is a significant drop. There is an Arabic population in second grade is 3.4% and there are currently no Polish speaking in our second grade. The Third Grade Arabic and Spanish speaking ELLs consist of 6.4% each, and 4.1% respectfully. Only .7% is Polish speaking. The Fourth grade consists of a class ELLs and of Former ELLs. The Former ELLs are in this transitional class to attain additional support and scaffolding to the English Language. Approximately 5.5% are Arabic speaking, 6.2% are Spanish speaking and again the Polish speaking consists of only .7%. The Fifth grade is a transitional class as well where we have only 2.7% Arabic speaking ELLs. The Spanish speakers are 6.2%, and the Polish are 1.4% of the ELL population in our whole school. The remainders are of different nationalities. Due to the diverse population of ELLs, we want to target this wide range of students and incorporate core curriculum with ESL methodologies.

We have 9 licensed ESL teachers in our building. The ESL program at PS 71 utilizes several models that align with the parents' requests. There are 7 self contained ESL classes; all freestanding ESL classes. Our Second, Third, Fourth and Fifth grade ESL classes contain current and former ELL students. This is our transitional model where we contain the former ELLs with the current ELLs for additional support to strengthen their Tier Three Language Acquisition. We have push in and pull out models for students with IEPs who are of need to receive ESL services.

In addition, the Title III funds are used to support our ELLs through the creation of our successful after school program led by our ESL certified teachers in grades K-5. Differentiated instruction is provided to our beginner, intermediate and advanced leveled students based on the results of assessments such as Scantron, NYSESLAT, LAB-R, Acuity and TCRWP. This supplemental program began in November 2012 and will be completed after the NYS ELA exams and the NYSESLAT. The last date of completing this program will be set for May 08, 2012.

The Title III program meets once a week in various rooms with the targeted ESL students. The days and hours of operation are Wednesdays, from 3:00- 5:00 pm. We will have a total of 22 sessions. We utilize the goals set with the teachers as well as assessments to differentiate our instruction. A baseline exam

Part B: Direct Instruction Supplemental Program Information

was administered to assess our targeted students so that we may differentiate our instruction. Three ESL teachers have started this program and we are targeting grades 3, 4 and 5. One assistant principal will be monitoring the program and stay during the duration of Title III. Once we get close to the testing of the NYSESLAT, after the February break, we have set a goal to prep our students from grades K-2 as well and therefore, all grades K-5 will be involved. We will have a total of 6 teachers.

Technological tools such as the Smart Boards, ELMO Document Cameras, laptops, and tablets are all incorporated to support language acquisition in the supplemental ESL programs previously described. These tools are not funded by the Title III monies.

Our school guidance counselor and parent coordinator and ESL teachers offer various workshops for parents during the supplemental ESL programs. Title III are not funded by the guidance counselor's services.

We use Getting Ready For the NYSESLAT and Beyond and other NYSESLAT review texts to supplement our instruction in addition to the technological use of document cameras and smart boards. The direct instruction expenditure is at least 80% and the materials is less than 20 percent.

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:

Our ESL staff members are sent to TCRWP for staff development as well as in house staff development from Teacher's college. We also provide weekly professional development in ELA and math using differentiation for ELLs. Currently we have targeted groups of students that we monitor and try to move them to show progress and attain a year's worth of progress. Teachers receive training on how to administer the NYSESLAT exam. Topics to be covered are knowing your students' data, understanding the testing modifications, and the use of dictionaries and translators. Our ESL coordinator, Ms. Orit Sperber, will provide the training and information to the staff that involve our ELL population. Our ELA coaches Ms. Jeanine Kucher and Ms. Tiffany Nienow provide the necessary coaching to our new ESL teachers to the school and seasoned teachers. All ESL teachers receive these training sessions as well as have shared extended day periods to discuss what works in our classrooms and how we can move our students.

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

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Parents are invited during school hours and after school hours for workshops to educate them on core curriculum and NYSESLAT exam. Parents will also receive invitations to attend after school ESL classes and Parent University classes. Parents are notified for these classes via an invitation from the ESL supervisor, Mrs. Sperber and/or Parent coordinator, Ms. Jaquez in English and in the native home language. Parents learn about these activities via monthly calendar or fliers that are sent out. We provide these activities so parents feel involved with their child's education. They also participate in community events and feel part of the Ridgewood community.

Part E: Budget

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

Allocation Amount: \$0

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		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		