



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE ALBERT SHANKER SCHOOL FOR VISUAL AND PERFORMING ARTS

DBN 30Q126

PRINCIPAL: ALEXANDER ANGUEIRA

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SUPERINTENDENT: DR. PHILLIP COMPOSTO

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](#).

Name	Position and Constituent Group Represented	Signature
Alexander Angueira	*Principal or Designee	
Phil Barone (Delegate)	*UFT Chapter Chairperson or Designee	
Yvette Taylor	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Rebecca Cruz Zibit	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
James Bishop	Member/ Teacher	
Katy Vorbeck	Member/Teacher	
Rafeek Khan	Member/Teacher	
Thomas Grossman	Member/Teacher	
Valerie Sutton	Member/Parent	
Benjamin Zibit	Member/Parent	
Saba Ashraf	Member/Parent	
Georgia Butler	Member/Parent	
Maria Bueno	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June of 2013, all students will complete two performance tasks in Math aligned to CCLS as measured by the teacher created CCLS normed rubric.

Comprehensive needs assessment

- This is one of the instructional expectations given to us by the Chancellors Office.
- This is also a PPR goal for the Principal
- Based on administrative observations and teacher feedback we realized that teachers needed assistance with implementing the 2 CCLS Math performance tasks.

Instructional strategies/activities

- Teachers will deliver rigorous curricula aligned with CCLS through implementation of 2 units of study in Math.
- Teachers teams will use a protocol and a rubric to look at student work to develop a common understanding of what a rigorous curricula and tasks looks like
- Teacher teams will continue to align the school's curricula with CCLS
- Teachers will meet weekly in teams to conduct collaborative inquiry, assess student work and plan lessons that support rigor
- Teachers will develop a Common Core aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence.
- Teachers meet bi-weekly in department teams to develop a rubric to assess the use of evidence to support claim.
- The Danielson framework is used to frame formative conversations with teachers so that teachers can develop a common understanding of rigor, student engagement and higher order questioning techniques
- Instructional Leads will attend CFN PD and turn key strategies during teacher teams meeting both during and after school.

Evidence:

- Teacher teams and lead teachers are familiar with the units of study posted on Common Core Library especially the units of study for Grades 6, 7 and 8
- Teacher engage students in two Math tasks as evidenced by student work
- A protocol and a rubric is used to look at student work during teacher teams and collaborative inquiry
- Evidence of one-on-one conversations and teacher feedback for formative purposes regarding teaching practices so that teachers develop a common understanding of rigor, student engagement and higher order questioning.
- Teacher programs with scheduled time for weekly team meetings to conduct collaborative inquiry, assess student work, realign curricula to CCLS and plan lessons that support rigor
- Select staff will participate in network PD related to the math CCLS.
- **Target Population(s): All Math Teachers**
Responsible Staff Members: All math Teachers, Coach and administration
Implementation Timeline: September 2012– May 2013

Strategies to increase parental involvement

- Our Parent Coordinator will host and organize Wednesday Workshops for parents which will inform them on the CCLS Math and Literacy expectations and give parents strategies on how to assist their children with completing the task.
- The CCLS tasks will be sent home to parents so they are aware of them.
- We will use the workshops to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children in relation to the CCLS in ELA and Math.

Service and program coordination

- Teachers will coordinate with our CBO City Year and Jacob Riis programs and use the time to continue to prepare students for completing two CCLS in Math.
- City Year Core members will work with students afterschool to prepare them for the completion on two CCLS in Math
- Our IEP teacher will assist all teachers of IEP's on coordinating their IEP goals with the CCLS.

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Tax Levy (TL) Fair Student Funding, Title I ARRA Funds, Contract for Excellence, Title III, Chapter 57 SQR Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

- *Supervisor per session (2 days per week)- Title I*
- *Professional instructional materials to support interdisciplinary curriculum development during the regular school day. - Contract for Excellence*
- *Consumable instructional materials for use during extended day programs. – FSF and Title III*
- *Teacher per session (2 days per week) for after school programs and differentiated professional development - Title I ARRA Funds*

ANNUAL GOAL 2 AND ACTION PLAN

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

Annual Goal #2

By June of 2013, all students will complete two performance tasks in ELA aligned to CCLS as measured by the teacher created CCLS normed rubric.

Comprehensive needs assessment

- This is one of the instructional expectations given to us by the Chancellors Office.
- This is also a PPR goal for the Principal
- Based on administrative observations and teacher feedback we realized that teachers needed assistance with implementing the 2 CCLS ELA performance tasks.

Instructional strategies/activities

- The ELA department has a teacher inquiry team.
- Teachers will deliver rigorous curricula aligned with CCLS through implementation of a unit of study in Literacy.
- Teacher teams will use a protocol and a rubric to look at student work to develop a common understanding of what a rigorous curricula and tasks looks like
- All students who perform poorly on the ELA state exam will receive AIS through our Achieve 3000 class.
- Teacher teams will continue to align the school's curricula with CCLS
- Teachers will meet every three out of four weeks in teams to conduct collaborative inquiry, assess student work and plan lessons that support rigor
- Teachers will develop a Common Core aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence.
- The Danielson framework is used to frame formative conversations with teachers so that teachers develop a common understanding of rigor, student engagement and higher order questioning techniques
- Teacher teams and lead teachers are familiar with the units of study posted on Common Core Library especially the units of study for Grades 6, 7 and 8
- Teacher engage students in two Literacy tasks as evidenced by student work
- A protocol and a rubric is used to look at student work during teacher teams and collaborative inquiry
- Evidence of one-on-one conversations and teacher feedback for formative purposes regarding teaching practices so that teachers develop a common understanding of rigor, student engagement and higher order questioning.
- Teacher will be given time once a month for individual assessment of student work, realign curricula to CCLS and plan lessons that support rigor
- Select staff will participate in network PD related to the math CCLS.

Target Population(s): All ELA Teachers

Responsible Staff Members: All ELS Teachers, Coach and administration

Implementation Timeline: September – May 2013

Strategies to increase parental involvement

- The CCLS tasks will be sent home to parents so they are aware of them.
- Instructional Leaders will provide parents information about their child's progress as well as suggestions for providing at home support.
- Parents are being kept informed via parent-teacher conferences on their children progress.
- We will use workshops to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children in relation to the CCLS in ELA and Math.
- The parents can log on to skedula.com to get an up to date look on how their children are performing.

Service and program coordination

- Our early and after school programs offer our students with the academic, emotional, and social support to enhance opportunities to succeed.
- City Year Core members will work with students afterschool to prepare them for the completion on two CCLS in ELA
- Our IEP teacher will assist all teachers of IEP's on coordinating their IEP goals with the CCLS.
- Our ESL students are participating in the After School program which focuses on using ELA and Math.

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Tax Levy (TL) Fair Student Funding, Title I ARRA Funds, Contract for Excellence, Title III, Chapter 57 SQR Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

- *Supervisor per session (2 days per week)- Title I*
- *Professional instructional materials to support interdisciplinary curriculum development during the regular school day. - Contract for Excellence*
- *Consumable instructional materials for use during extended day programs. – FSF and Title III*
- *Teacher per session (2 days per week) for after school programs and differentiated professional development - Title I ARRA Funds*

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- **By June of 2013, the Administration will have conducted 4-6 formative observations for every teacher, using selected components from the Danielson framework and provide Professional Development for teachers to support implementation of components 1E, 3B and 3D.**

Comprehensive needs assessment

- This is one of the instructional expectations given to us by the Chancellors Office.
- This is also a PPR goal for the Principal
- Our NYC School Survey indicated that 50% of teachers agree that school leaders give them regular feedback about their teaching

Instructional strategies/activities

- School leaders will set up and follow a schedule allowing for frequent and formative observation with immediate feedback using the Danielson framework.
- Professional development will be provided for all our teachers on the Danielson framework which will include a book study group for Charlotte Danielson's "Framework for Teaching"
- Professional Development will be provided for teachers that integrates the selected components of Danielson's Framework.
- Administration will attend Network PD on implementing Danielson's 3 NYC selected competencies and turn key to teachers.
- All teachers will receive a copy of Charlotte Danielson's "Framework for Teaching"
- Engage in short, frequent cycles of classroom observation and provide timely, specific evidence-based feedback that teachers can act on to modify or improve teaching practice as needed.
- Teachers will receive immediate feedback and the walkthroughs will be discussed by the Administration at Cabinet Meetings. PD will be provided based on the feedback.
- Classroom observation schedule
- Use of a Teacher self-assessment tool based on selected components of Danielson
- Classroom observation reports with actionable feedback that delineates steps for progress and movement to the next level of the framework

Target Population(s): All Teachers

Responsible Staff Members: Assistant Principals and Coach

Implementation Timeline: September 2012 – May 2013

Strategies to increase parental involvement

- N/A since it is a teacher-Administration goal.

Service and program coordination

- NA

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Tax Levy (TL) Fair Student Funding, Title I ARRA Funds, Contract for Excellence, Title III, Chapter 57 SQR Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

- *Supervisor per session (2 days per week)- Title I*
- *Professional instructional materials to support professional development during the regular school day. - Contract for Excellence*
 - Title I ARRA Funds

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June of 2013, all students will complete two performance tasks in Science and SS aligned to CCLS as measured by the teacher created CCLS normed rubric.

Comprehensive needs assessment

- This is one of the instructional expectations given to us by the Chancellors Office.
- This is also a PPR goal for the Principal
- Based on administrative observations and teacher feedback we realized that teachers needed assistance with implementing the two CCLS Science and Social Studies performance tasks

Instructional strategies/activities

- Teachers will deliver rigorous curricula aligned with CCLS through implementation of two units of study in Science and Social Studies.
- Teacher teams will use a protocol and a rubric to look at student work to develop a common understanding of what a rigorous curricula and tasks looks like.
- Teacher teams will continue to align the school's curricula with CCLS.
- Teachers will develop a Common Core aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence.
- Teachers meet bi-weekly in department teams to develop a rubric to assess the use of evidence to support claim.
- Lead Instructional Teachers will attend CFN PD and share out with the teacher teams
- Teacher engage students in two SS and Science tasks as evidenced by student work
- Evidence of one-on-one conversations and teacher feedback for formative purposes regarding teaching practices so that teachers develop a common understanding of rigor, student engagement and higher order questioning.
- Teacher have bi-weekly team meetings to conduct collaborative inquiry, assess student work, realign curricula to CCLS and plan lessons that support rigor
- Select staff will participate in network PD related to the Science and Social Studies CCLS.

Target Population(s): All Science and Social Studies Teachers

Responsible Staff Members: Assistant Principals for SS and Science department, Staff Developers (internal and external)

Implementation Timeline: September – May 2013

Strategies to increase parental involvement

- Our Parent Coordinator will host and organize Wednesday Workshops for parents which will inform them on the CCLS Math and Literacy expectations and give parents strategies on how to assist their children with completing the task.
- The CCLS tasks will be sent home to parents so they are aware of them.
- We will use the workshops to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children in relation to the CCLS in Social Studies and Science.

Service and program coordination

- Teachers will coordinate with our CBO Jacob Riis and City Year programs and use the time to continue to prepare students for completing two CCLS in SS and Science.
- City Year Core members will work with students afterschool to prepare them for completion on 2 CCLS in SS and Science.
- Our IEP teacher will assist all teachers of IEP's on coordinating their IEP goals with the CCLS.

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Tax Levy (TL) Fair Student Funding, Title I ARRA Funds, Contract for Excellence, Title III, Chapter 57 SQR Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

- *Supervisor per session (2 days per week)- Title I*
- *Professional instructional materials to support interdisciplinary curriculum development during the regular school day. - Contract for Excellence*
- *Consumable instructional materials for use during extended day programs. – FSF and Title III*
- *Teacher per session (2 days per week) for after school programs and differentiated professional development - Title I ARRA Funds*

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

- **By June of 2013, there will be a 25% increase in the number of parents attending school wide parent functions.**

Comprehensive needs assessment

- After conducting our needs assessments, the SLT found that our teachers felt that parent engagement is very low. We decided to increase parent engagement by increasing parent attendance at all parent events. This includes PTA meetings, Principal Summits for students with Chronic Attendance issue, SLT meetings, Parent workshops, etc...

Instructional strategies/activities

- Workshops will be offered to parents every other Wednesday on how to assist their child with completing all required assignments for their grade. Other topics covered will be: ARIS, Agenda Books, promotional criteria, discipline with dignity. Parents will be notified of workshops through a calendar sent home and posted on our website.
- Parental attendance at workshops will be encouraged with raffles and prizes.
- Workshops will be offered to parents at night by our Jacob Riis CBO provider. We will administer a parental survey to get their feedback on the topics we can cover for the workshops.
- Our automated school messenger system will be used to call parents and invite them to all meetings.
- A monthly Principal to Parent newsletter will go home informing parents of school events that they can attend.
- Surveys will be given to parents so that all topics for Wednesday Workshops will be driven by parent interest and need.
- An interpreter from the Translation Unit will be utilized during this workshop to decrease the language barrier and improve communication between the school and our parents.
- Letters informing parents of this workshop will be sent home in the various languages of our parent community. We will continue to use our phone master system to communicate with parents and update them on student progress.
- Homeroom teachers will be contacting parents of those students who have not signed the agenda book on a daily basis.
- Assemblies are given to students and parents by City Year on how to effectively use the Agenda Books.
- Teachers will encourage parent participation by using the Agenda Book as a source of written communication with parents.
- Attendance at PTA meetings will be encouraged through Student Awards Ceremonies and raffles.
- The school will continue to provide a student agenda/planner for parents to use as tool for communicating with teachers and being informed of all school policies.
- We will continue to implement Skedula which is an online resource for parents. All parents will be able to log in and see their child's progress in all subject areas as well as assignments posted by teachers. Attendance and other data is also available.

Strategies to increase parental involvement

- Translation/interpretation services will be provided to all parents attending school meetings, and for all school documents.
- Teachers will use Skedula to post assignments and projects for all parents to look at.
- Our Parent Coordinator will host and organize Wednesday Workshops for parents which will inform them on the CCLS Math and Literacy expectations and give parents strategies on how to assist their children with completing the task.
- All other strategies are listed above under instructional activities.

Service and program coordination

- Our CBO will participate in increasing parental involvement by hosting parent functions several times throughout the year.
- City Year Core members will assist in making phone calls inviting parents to attend functions and also host events to attract parental involvement.

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Tax Levy (TL) Fair Student Funding, Title I ARRA Funds, Contract for Excellence, Title III, Chapter 57 SQR Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

- Title I ARRA Funds targeted for parental involvement will be utilized.

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 Grade 6 Grade 7 Grade 8	<ul style="list-style-type: none"> • Achieve3000 • Conferencing • Flexible grouping based on data • Differentiated work sheets • Multiple learning modalities included in lessons (SmartBoard, iPads, videos,etc) • City Year • Saturday Test Prep • Title III ESL Program 	<ul style="list-style-type: none"> • Whole class • One -to-one • Small group tutoring 	<ul style="list-style-type: none"> • During school • During school day and after school • Saturdays
Mathematics Grade 6 Grade 7 Grade 8	<ul style="list-style-type: none"> • Carnegie Math • Conferencing • Flexible grouping based on data • Differentiated work sheets • Multiple learning modalities included in lessons (SmartBoard, iPads, videos,etc) • City Year • Saturday Test Prep 	<ul style="list-style-type: none"> • Whole class • One -to-one • Small group tutoring 	<ul style="list-style-type: none"> • During school • During school day and after school • Saturdays
Science Grade 6 Grade 7 Grade 8	<ul style="list-style-type: none"> • Conferencing • Flexible grouping based on data • Differentiated work sheets • Multiple learning modalities included in lessons (SmartBoard, iPads, videos,etc) 	<ul style="list-style-type: none"> • One -to-one • Small group tutoring • Whole class 	<ul style="list-style-type: none"> • During school day and after school

	<ul style="list-style-type: none"> • Labs / Demonstration 		
Social Studies Grade 6 Grade 7 Grade 8	<ul style="list-style-type: none"> • Conferencing • Flexible grouping based on data • Differentiated work sheets • Multiple learning modalities included in lessons (SmartBoard, iPads, videos,etc) 	<ul style="list-style-type: none"> • One -to-one • Small group tutoring • Whole class • 	<ul style="list-style-type: none"> • During school day and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) 6 th Grade 7 th Grade 8 th Grade	<ul style="list-style-type: none"> • Academic Counseling 	<ul style="list-style-type: none"> • Small group • One-to-one 	<ul style="list-style-type: none"> • During school

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Strategies for attracting Highly Qualified Teachers (HQT)

Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract high-quality highly qualified teachers to our school include.

- Frequent communication with our Network HR Director when vacancies occur.
- Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.
- Maintaining a teacher resource center and professional library to promote promising and effective practices.
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities.
- Individualized PD plans are created for teachers to ensure continued improvement.

In the very rare event, if a teacher's status was deemed not HQT, the principal would consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required documentation and assessment deadlines. This may include some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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;
- providing online access for parents to monitor their child's progress through our Skedula website

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Daniel Purvis	District 30	Borough Queens	School Number 126
School Name The Albert Shanker School for Visual&Per			

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

Principal Mr. Alexander Angueira	Assistant Principal Ms. Laura Parente
Coach Ms. B. Kolnik	Coach type here
Teacher/Subject Area Ms. M. Megaris	Guidance Counselor Mr. F. Murphy
Teacher/Subject Area Ms. D. Konstantakopoulos	Parent Michael Johnson
Teacher/Subject Area Mr. A. Panagopoulos	Parent Coordinator Ms. F. Henderson
Related Service Provider Ms. T. Layne	Other type here
Network Leader Dan Purvis	Other type here

C. Teacher Qualifications [?](#)

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

D. School Demographics

Total Number of Students in School	550	Total Number of ELLs	97	ELLs as Share of Total Student Population (%)	17.64%
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Part II: ELL Identification Process

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

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

P1. The steps our school follows to initially identify those students who may possibly be ELLs are as follows:

- Every new student who is enrolling for the first time into our NYC public school system is given by our pupil accounting secretary a Home Language Identification Survey (HLIS) in the language best understood by the child's parent or guardian. It is at this time that our ESL Coordinator who is highly qualified with the ELL identification process conducts an informal interview with the child's parent or guardian to ensure that the HLIS is correctly and completely filled out. The ESL Coordinator has been fully trained by the Dept. of Ed.'s ELL Compliance Specialists in the ELL Identification Process and has turn keyed this information to our Guidance Counselors so that there is always a qualified pedagogue during the initial enrollment. If the informal interview needs to be conducted in a native language that the above personnel does not speak then another pedagogue who does speak the native language will be called to provide assistance in the interview by translating. If we do not have on site personnel to provide the translation, then we utilize the Department of Ed.'s over-the phone interpretation services, which are available in over 150 languages.
- The ESL Coordinator reviews all responses on the HLIS forms and takes into account all information obtained through the interview to determine if the child's home language is one other than English. If it is, then it is explained to the parent that the child will be administered within ten days of registration the Language Assessment Battery-Revised (LAB-R) to determine their English proficiency level and service eligibility. Parents are advised that if their child is eligible to receive ESL services, then they need to attend a Parent Orientation so they can be informed about each program available to ELLs. If the parents express that it is difficult for them to return for an orientation if needed, then the ESL Coordinator accommodates their situation by conducting the Parent Orientation at this time. We are fortunate to have in house staff that speaks the native languages of the majority of our ELL population thus making this process possible.
- The ESL Coordinator administers and scores the LAB-R.
- Any student who scores below proficiency on the LAB-R becomes eligible for state-mandated services for ELLs.
- If the determined home language of a student is Spanish, and he or she score below proficiency on the LAB-R then a Spanish LAB is administered to determine language dominance. This assessment is administered by a Spanish Bilingual teacher, who has been trained by the ESL Coordinator. Once again, it is the ESL Coordinator who scores the exam. During the registration of transfer students or readmits, the ESL Coordinator runs a test history to determine if they require ESL services or not. If the parent is present, an informal interview is also conducted to find out about the child's background and schooling. This aids in determining if the student is SIFE or not. If they also happen to be Special Education students, then the IEP will be reviewed to determine eligibility for ESL services.

To ensure that all our ELLs are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT), the ESL Coordinator is responsible for monitoring and verifying ATS reports such as the NYSESLAT Eligibility (RLAT) and Admit reports throughout the school year. In addition, the ESL Coordinator makes sure that the NYSESLAT testing

schedule provides for all testing accommodations that may be required for ELLs with Individual Educational Plans (IEP). All teachers involved with the administration of the NYSESLAT have been fully trained by the ESL Coordinator. The Testing and ESL Coordinator always attend any Regional Testing Meeting pertaining to the NYSESLAT to ensure that proper testing procedures are followed, required information on answer documents is complete and accurate, and all testing materials are secure and properly returned. Results of this exam are evaluated annually in order to determine whether or not the student continues to be eligible for ESL services and to monitor their progress in obtaining proficiency in English. The RNMR and ARIS data report are used to identify progress in the modalities of speaking, reading, writing, and listening. Teachers use this data to differentiate individual or group instruction to address students' specific needs.

2. To ensure that the parents of our English Language Learners understand all three program choices, we have the following structures in place:

First, we send an Entitlement Letter to the parents of each eligible student in the child's home language with the child's LAB-R score. This is done no later than ten school days from the child's date of admission. Inclusive in the letter are the three choices of services to which the child is entitled. Within the Entitlement Letter, parents are invited to attend a formal Parent Orientation session in September, which we always try to coordinate with "Meet the Teacher" night in efforts to increase attendance. During this orientation, each ELL program, state standards and assessments, as well as the modifications given to ELLs for these tests will be explained and parents can ask questions. In addition we offer, at the parents' convenience, one-on-one conferences throughout the school both in the early afternoon and evening, allowing working parents more flexibility to attend. These orientations are always conducted with the ESL/Bilingual and Parent Coordinators, with on site translators. Parents attending have the opportunity to view the Parent Orientation DVD, receive information about each program, and ask questions or discuss any concerns they may have about their child's education. In addition, parents are informed of their child's right to placement in a bilingual class if there are enough students who speak the same language within two consecutive grade levels. If there is not a sufficient number of students to form this class, then the parents have the option to transfer their child to another school within the district. If they do not choose to transfer their child, he or she will be placed in a Freestanding English as a Second Language program for the entire school year.

3. After parents have received all the appropriate information in their home language to the degree that language resources are available, we give them the Parent Survey and Program Selection Form to review, and make sure they have no further questions. Parents have the option of completing the forms during the orientation session or taking them home to fill out and return as soon as possible. At this time, we inform them that if they do not return the selection form then by default the child will be placed in a Transitional Bilingual program. If this program is not available, then their child will be placed in the ESL program. A second invitation is extended however to any parent who has not yet returned their Program Selection form, as well as a courtesy call, in their home language, to remind them that these forms must be returned if we are to honor their preferred program selection.

4. The criteria used to place identified ELL students in bilingual or ESL instructional programs are the Parent Survey and Program Selection forms. If at that time, we have an insufficient number of students with the same program requests, then the parents are offered a transfer within the district assuming availability of seats, but are informed that if within the school year we do meet the minimum number of students with the same requests, they will be notified and given the option to transfer their child to our school. For any student whose parent did not return a Parent Survey and Program Selection form, he or she will be placed in a Transitional Bilingual program. If this program is not available, then their child will be placed in the ESL program. As stated above, this default placement will only take place once all our attempts have gone unanswered.

Lastly, parents are sent a Placement Letter, in their home language that informs them of the program in which their child was placed. For the parents of our continuing ELLs, we send written notification of their continued entitlement along with their current NYSESLAT score and required time allotment for ESL services. Though not encouraged, we honor any request for a program change, if the service is available.

5. In reviewing the Parent Survey and Program Selection forms for the past few years, we noticed the trend in program choice is ESL. Parents are clearly indicating and selecting ESL services for their children. This current school year 2011-2012 so far we've had five newly enrolled ELLs entitled to services and all five parents chose to place their child into the ESL program. Our last school year, 2010-2011, we had similar results; there were four newly enrolled ELLs and all selected ESL as their first program choice. Prior to that, in 2009-2010, there were six newly enrolled ELLs and all of their Parent Selection Forms indicated Freestanding ESL as their first program choice. We will continue to provide ongoing orientation meetings for parents in order to assist them with the decision-making process for selecting an appropriate program for their children.

6. Our programs are aligned to what parents have been requesting. Parental choice and options are always respected and fulfilled as per CR Part 154 Regulations.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	97	Newcomers (ELLs receiving service 0-3 years)	39	Special Education	27
SIFE	5	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	29

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	39	2	1	29	3	13	29	0	13	97
Total	39	2	1	29	3	13	29	0	13	97

Number of ELLs in a TBE program who are in alternate placement: 1

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							22	17	23					62
Chinese							0	0	1					1
Russian							0	0	0					0
Bengali							3	1	6					10
Urdu							1	4	4					9
Arabic							1	4	5					10
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	1	1					2
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							0	2	1					3
TOTAL	0	0	0	0	0	0	27	29	41	0	0	0	0	97

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. We have a Freestanding ESL Program which currently consists of three classes, one on each grade level (6-8). Classes are heterogeneous and travel together as a group (Block model). Our instructional model is Departmentalized.
2. To ensure that the mandated number of instructional minutes is provided, our ESL Coordinator analyzes each individual ELL's NYSESLAT level to assure from the very beginning of the school year that the mandated number of instructional minutes is provided according to CR Part-154 requirements.
 - Students who score at Advanced Level on the spring 2011 NYSESLAT receive 180 minutes of ESL instruction per week.
 - Students who score at the Beginning or Intermediate Levels on the spring 2011 NYSESLAT receive 360 minutes of ESL instruction per week.
3. The program model includes two components:
 - Language Arts instructional component – the language arts instructional component is delivered through instruction in English language arts (ELA) and English as a second language.
 - Content Area instructional component – the content area instructional component is delivered through instruction in English using ESL methodologies and strategies.

Instruction is designed to develop skills in listening, speaking, reading, writing, and communicating in English through the integration of academic content appropriate for the student's age, grade level and English language skills.

Instructional Methods

All ELL students receive the same rigorous standards-based curriculum as monolingual students, and all instruction follows the Reader's/ Writer's Workshop model. The Workshop model supports all areas of literacy using authentic literature. To make content comprehensible and enrich language development all lessons are inclusive of mini lessons, read alouds, pair share, independent reading/writing journals, interactive reading/writing, graphic organizers, skills and guided practice, phonemic awareness, fluency, vocabulary using ExC-ELL strategies and text comprehension strategies. In order to challenge our students to use higher order thinking skills, there is a lot of open-ended questioning, accountable talk, debates, and non-fiction reading and writing. Some methodologies used to carry out the lessons are scaffolding, CALLA, TPR, collaborative learning, modeling, etc. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP).

4. To ensure that ELLs are appropriately evaluated in their native languages, we follow New York State regulations such as:

A. Programming and Scheduling Information

-Newly enrolled students who have Spanish indicated as their home language and score at or below the 40th percentile on the LAB-R, the Spanish Lab is administered.

- NYS testing accommodations for our ELLs and SWDs are always arranged for and alternative language editions of state tests are ordered as necessary.

Translators for the lower incidence languages that our ELLs speak as well as bilingual dictionaries/and glossaries are always provided.

For ELLs that are also identified as having disabilities, the Committee on Special Education (CSE), as per state policy (CR-Part 154), will develop an individualized education program that considers the language needs of the student as they relate to the student's IEP as well as the special education supports and services a student needs to address his or her disability and to support the student's participation and progress in the general education curriculum. It will consider the student's need for special education programs and services to support the student's participation and progress in English language arts instruction, content area instruction in English and ESL instruction; and whether the student needs bilingual special education and/or related services. To ensure that the IEPs for LEP/ELL students are appropriately developed, personnel with knowledge of second language needs and how these needs relate to the student's disability will participate in the CSE meetings. Any re-evaluation will require a bilingual assessment.

5. Differentiated Instruction is always planned for to better meet the learning needs of each individual student. The following assessments will be used to differentiate instruction as well as to determine the learning targets and the short-term goals for individual students.

-The NYSESLAT scores

- LAB-R scores

- ARIS Data Reports

- ELL Periodic Assessments

- Acuity Interim Assessments

- Achieve 3000

- Subject area test and quizzes

- Portfolios

- The New York State ELA and Math test scores

-Teacher Observations & Conferencing Notes

The instructional plans we have in order to differentiate instruction for our specific ELL subgroups are as follows:

SIFE students are immediately identified by running the SIFE Students Report (RSFE) and BESIS data collection. For newly enrolled ELLs, the Home Language Survey (HLIS) is used. These students are placed in an age appropriate class and the ESL Coordinator informs their teachers that they do not have adequate literacy skills in their native language (L1) to transfer over to the second language being learned (L2). Next, they are assessed in both literacy and math skills in order to determine their academic abilities. Assignments are then modified to meet their particular learning needs thus enabling them to achieve academic success. Bilingual content area libraries that are aligned to grade specific curriculum are used to support learning. Students will also receive additional academic intervention services in small group settings during and after school which will focus on literacy and math skills. The instructional programs we have selected to use for intervention are Achieve 3000, Kaplan Advantage Reading, Kaplan Advantage Math, Carnegie Learning, Writing Matters, and On Location 1. Each of these programs focuses on the development of phonological awareness, fluency, reading comprehension skills, and overall literacy skills in the modalities of Reading, Writing, Speaking, and Listening. Our goal is to provide these students with the support necessary to have them "catch up" to grade level. Diagnostic reading and writing assessments will be ongoing and reviewed collaboratively by the students' Language Arts, ESL, and AIS teachers in order to develop a more prescribed plan of intervention.

Participation in after school programs is greatly encouraged.

ELLs who are in this country less than three years, have been placed in an age appropriate Block Class, which means the travel together as a group. They receive ESL and Language Arts instruction by a fully certified ESL teacher. All other instruction is departmentalized and conducted by fully certified teachers who have received professional development in ESL strategies. There is a focus on using visuals and graphic organizers to support instruction and vocabulary development. Bilingual content area libraries that are aligned to grade specific curriculum are used to support learning. Since it is required from NCLB, that all ELLs who have been in the U.S. over one year take the English Language Arts (ELA) exam we have aligned the ELL curriculum to the ELA curriculum.

For our ELLs who have been receiving services for four to six years, we will focus on the development of their cognitive academic language proficiency (CALP) and metacognitive skills by utilizing Bloom's Taxonomy. Students will work collaboratively on challenging activities which will involve the use of higher order thinking skills. Ongoing assessments will be utilized to identify learning targets and plan for intervention strategies that will be utilized to address weaknesses.

Our long-term ELLs, who have obtained an advanced level on the NYSESLAT, are placed in a monolingual classroom, to the greatest extent possible. Fortunately, we have Language Arts teachers who are also fully certified in ESL; hence these ELLs receive both their

A. Programming and Scheduling Information

Language Arts and ESL instruction from the same teacher in order to better meet their particular learning needs. ELA Intervention Services are also given during the day where there is a focus on further developing reading comprehension and higher order skills, writing, and building their understanding of academic language. The 2011 NYSESLAT, Years of Service Report (RYOS), and ELA Assessments are used to identify the students who are in need of this AIS service.

6. Our ELLs identified as having special needs are always afforded equal access to the same general education curriculum as students without disabilities, however instruction depends on the students individual educational plan (IEP). All teachers and providers who work with these students are given access to the Special Ed. Student Information System (SEIS) where they can view a copy of the student's IEP as per the Standard Operations Procedure Manual for Special Education. All teachers work collaboratively to create a rigorous standard based learning environment that focuses on academic achievement, language development, and cross-cultural support. They also work together to modify and adapt curriculum when necessary. Lessons are interactively taught using a SMARTBOARD along with visual aids, graphic organizers, and manipulatives to assist students in learning. Students receive additional academic services in Reading and Math. Achieve 3000 is used as their reading intervention program. This is a web based scientifically program with the goal of increasing overall reading achievement, accuracy and fluency on reading multisyllabic words, oral reading fluency, academic vocabulary, comprehension of expository passages, and the ability to write coherent, well organized paragraphs.

The following two math intervention programs are used with these students:

Carnegie Learning-(For 7th and 8th graders) This is a web-based program aligned to the Common Core State Standards. The program requires that students apply knowledge through high-order thinking skills and emphasize the value of collaborative problem- solving in a real world context. Differentiation is based on each student's knowledge, cognitive skills, and areas of interest.

Kaplan Advantage Math -(For 6th graders) This program focuses on reviewing rigorous content expectations and complex processing strategies required by the NYS exams, while helping students build both the skills and critical-thinking approaches they need to perform their best. Lessons introduce the skills, provide ongoing test-like practice, and expand learning through deeper extension activities that help students meet demanding New York State Learning Standards and New York Common Core State Standards.

7. Our goal for our ELLs with disabilities is to afford these students with the supplemental and/or modified instructional services and accommodations that they need within the least restrictive environment. Therefore, we have adopted the Collaborative Team Teaching Model as the major organizational model to deliver instruction to these students. Both the general education teacher and special ed. teacher work as a team to reinforce learning, provide assistance to students as needed, and analyze student work. Student performance is continuously measured and used to differentiate instruction as needed. There is a strong emphasis on using technology to foster literacy acquisition.

Accommodations including testing accommodations as determined by the CSE and indicated in the student's IEP are always provided to afford students the maximum opportunity to benefit from such participation.

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:

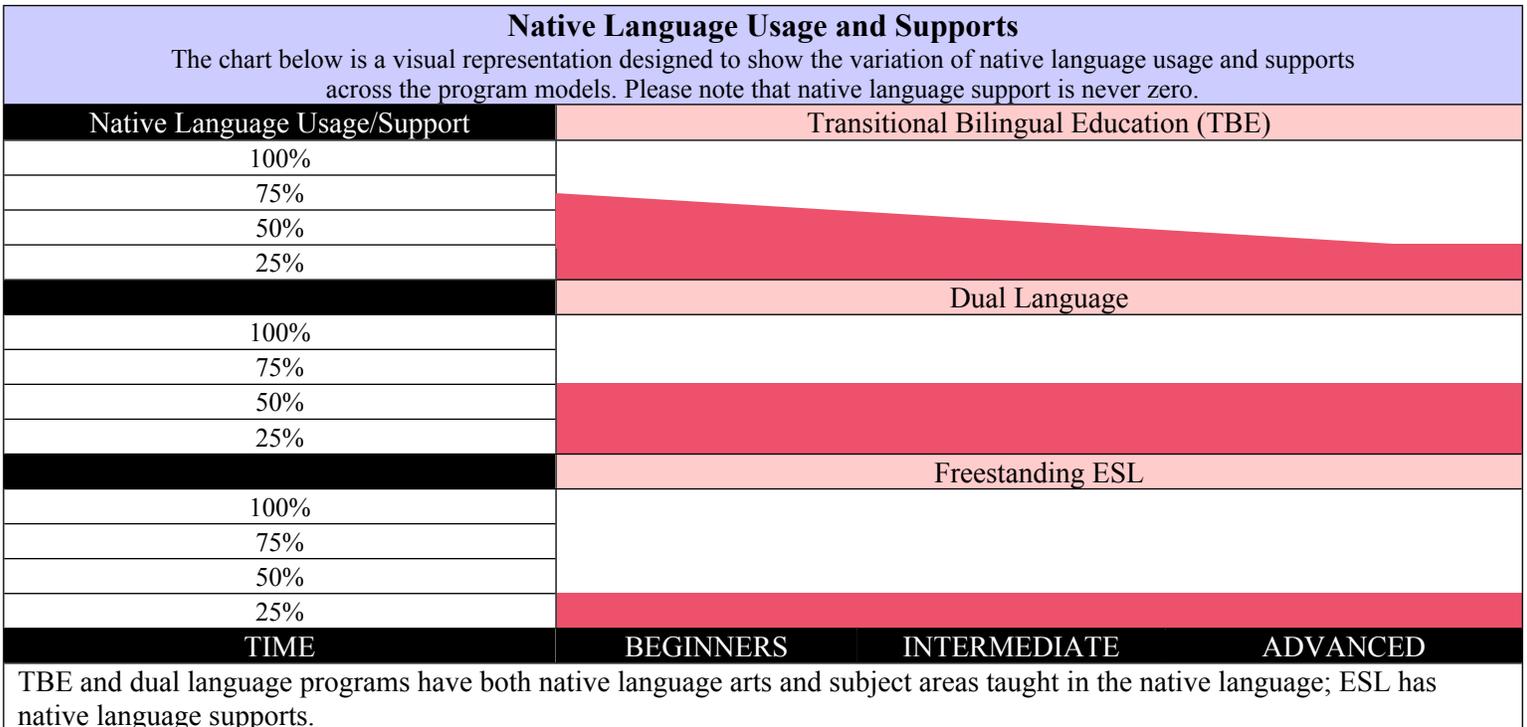
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction
Native Language Arts	0
Social Studies:	0
Math:	0
Science:	0

Class/Content Area	Language(s) of Instruction

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

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



B. Programming and Scheduling Information--Continued

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

8. Our targeted intervention programs supplement regular class instruction during and after the school day.

During the School Day:

- City Year Program - instructors from diverse backgrounds with college degrees provide academic Push-in services in Language Arts and Math classes. In addition to the academic component, they work to improve attendance and/or behavior skills for students in need of this support. These services are conducted Mondays-Thursdays from 7:30-3:00PM.
- Extra ELA Instruction – Students are programmed with three additional periods per week (45 min. per period) in ELA. Pearson's Prentice Hall Literature is used for ELA instruction, which is aligned to the Common Core Standards and is research-based. Every unit has leveled reading selections to differentiate instruction based on students' reading levels and there is a focus on both academic and content related vocabulary. In addition, there is an audio/video component which is utilized throughout lessons using Smartboard technology, and support in Spanish for every selection.
- AIS/RTI Reading Programs:
 - 1- The Kaplan Advantage Reading Program –For all 6th grade students that scored a level 1 or 2 on their 2011 ELA. This program focuses on reading skills and strategies to improve comprehension. Instruction is once a week time for 45 min. and is conducted in a small class setting.
 - 2- The Achieve 3000 Program – For all sixth, seventh, and eighth grade students who scored a level 1 or 2 on their 2011 ELA. This is a web-based program scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests. Reading passages are matched to each student's individual Lexile™ reading level. Sixth graders receive instruction two times a week using this program and seventh and eighth grader three times a week. Each class session is 45 min.
- AIS/RTI Math Programs:
 - 1- Carnegie Learning- For any 7th, and 8th grade students who scored level 1 or 2 on their 2011 State Math Test. This is a web-based program aligned to the Common Core State Standards. The program requires that students apply knowledge through high-order thinking skills and emphasize the value of collaborative problem- solving in a real world context. Differentiation is based on each student's knowledge, cognitive skills, and areas of interest. Classes meet three times per week in and each session is 45 min.
 - 2- The Kaplan Advantage Math Program –For all 6th grade students that scored a level 1 or 2 on their 2011 ELA. This program focuses on reviewing rigorous content expectations and complex processing strategies required by the NYS exams, while helping students build both the skills and critical-thinking approaches they need to perform their best. Lessons introduce the skills, provide ongoing test-like practice, and expand learning through deeper extension activities that help students meet demanding New York State Learning Standards and New York Common Core State Standards. Instruction is once a week for 45 min. and is conducted in a small class setting.
- Extra Math Instruction – Students are programmed with three additional periods per week (45 min. per period) in Math. (The Impact Math Program is used for instruction. This is a researched based program that is aligned to the NYS Standards and is being used through out the entire NYC.
- Chronic Absentee Program- guidance counselors meet weekly with students identified as having been chronically absent or late. Strategies and action plans to be implemented are discussed. In addition the Chronic Absentee Program Committee meets monthly with parents to inform them of their child's progress and discuss strategies that may help. Personnel from various community outreach services are also present to offer parents information about the support programs available to them.
- City Year Program & ReServe Program–As part of the Mayor's Attendance Initiative, members from these two programs along with our school's guidance counselors, parent coordinator, pupil data secretary, and administration identify students at risk for dropping out

by tracking their attendance, behavior, and course performance. These students are along with their parents meet with members from both these programs to discuss absences, identify problems that lead to their absences, provide students with in school counseling and support from community based organizations.

Individual meetings will take place one to three times a week for one class period (45 min) depending on each individual student's needs.

After School Intervention Programs:

- Project Success - During our extended day students that scored a level 1 or 2 on their 2011 ELA and/or Math State Examinations receive academic support through small group instruction as well as any ELL student who is newly enrolled and has not yet taken the ELA exam. Instruction is in English with native language support.

- Title III after school program (Beginners/Low Intermediate Group)-For our ELLs and ELLs with disabilities who have been in the U.S. for less than three years and have a

- Title III after school program (High Intermediate/Advanced Group)-For our ELLs and ELLs with disabilities who have been in the US for 4 Or more years and have a NYSESLAT score of Advanced or high level Intermediate.

- Title III after school Math program -For all ELLs or ELLs with disabilities who did not score a level 3 or higher on the 2011 NYS Math exam.

Science Intervention Programs

- Project Success-Tutoring after school for all Level 1s and Level 2s three days a week.

- All instruction is inquiry based and inclusive of science investigations through the use of Labs. Guided questioning helps lead science investigations.

-Access Science is used as a supplement text with all our ELLs. The Access Program is a standards-based middle school program for ELLs, it builds content specific concepts while developing English Language proficiency. ESL strategies are embeded in each lesson.

Social Studies Intervention Programs

- Project Success (37 ½ minutes) tutoring in answering DBQs and preparing Exit projects for all grades three times a week.

- Access American History Text is used as a supplement for it is specifically designed for ELLs.

9. For continuing transitional support for students reaching proficiency on the NYSESLAT, we have placed these students together in a monolingual grade appropriate class, and if possible, in one composed of children who have had similar experiences. Fortunately, we have dually licenced ELA/ESL teachers and these teachers have been programmed to provide ELA instruction to these classes. Any student identified as needing additional academic services, is encouraged to participate in our Title III after school ESL program and given an application.

In addition, content area teachers receive professional development in the area of ELL strategies. Ongoing conferencing is conducted between the ESL Coordinator and the teachers who service these students, allowing for a continuous monitoring of their academic performance.

10. This year we increased the instructional time for students to use Achieve 3000 due to the overall success the program had in increasing the lexile level of our students.

We also have implemented two new AIS/RTI programs, Kaplan and Carnigue Math that have been known to be very successful in helping struggling students achieve proficiency on high stakes exams by using researched based strategies.

Pearson's Prentice Hall Literature is the curriculum we are using for ELA instruction. It is a researched based program, aligned to the common core standards which has proven to be very successful in making achievement gains in overall literacy. It offers leveled support to help teachers attend to varied learning needs including Spanish support for every selection, and ongoing skills and comprehension monitoring.

11. We have discontinued using the following programs:

- Literacy Navigator, an intervention program purchased to use with our ELLS with disabilities, because after careful analysis of the data and teacher feedback it was determined that it did not meet the particular needs of this subgroup. Much of the text provided did not match the reading level of these students and alternate leveled text were not provided.

- The America's Choice Readers Foundation Studies program, because it did not have enough online technology embeded in the program nor a teacher's edition infused with instructional support, which many teachers expressed would be a valuable tool for them to have.

- Rewards- Due to budget constraints; the program requires that a trained pedagogue provide instruction, however the staff member we had trained is on leave and we could not pay to train another teacher. We hope to reimplement the program next year.

12. All ELLs are afforded complete and equal access to all school programs and receive all city and state mandated services that they are entitled to. All instruction is grade appropriate, rigorous, and aligned to the new common core state standards. Students identified as being at risk because they scored a level 1 or 2 on the state ELA or math test, receive supplemental academic services both during the school day and after school through our extended day Project Success program, Title III program, and the Jacob Riis program.

13. Some instructional materials used include:

- Leveled classroom libraries in all genres, including content and grade specific core curriculum bilingual libraries
- Pearson's Prentice Hall Literature Program (Inclusive of support in Spanish for every selection)
- Getting Ready for the NYSESLAT and Beyond textbooks
- Impact Math (English & Spanish Version)
 - Access English
 - Access- American History (7&8 Grade), American Journey (8th Grade), maps & atlases,
 - Access Science (6,7,8) Science Labs & Kits, Scott Forsman science books,
 - Break Away Math, Finishline, Glencoe Skills Intervention in Mathematics, and NYS Review in Mathematics are used as supplemental resources in Math classes
 - On Location (Levels-Introductory &1), Milestones, and Math Success textbooks used after school in Title III
 - Technology is an integral part of all lessons. All rooms are equipped with Smartboards, a laptop and internet services. In addition, each floor has its own set of mobile Laptop, ELMOS, and LCD projectors. We also have two computer labs in which all ELLs receive computer and internet training. Interactive software such as Smart Response and AirLiner are also being utilized. Smart Response is an assessment program that enables students to answer teacher-created tests and quizzes via handheld remote controls. The software generates instantaneous student data which is used for student grouping and differentiation, as well as automatically tracking and graphing student results. AirLiner is a wireless slate that allows teachers or students to control any software application, write notes, highlight information, etc. from anywhere in the classroom.
 - Audio equipment is used to provide students with more practice with conversation, listening skills, and develop fluency to improve literacy overall.

14. Native Language support is delivered in the following ways:

- content specific Spanish bilingual libraries that are alligned to our curriculum
- grade and content specific bilingual glossaries
- our ELA curriculum program is inclusive of Spanish language support for every selection
- textbooks with a spanish glossary
- translation dictionaries
- language buddies
- labeling of objects in the classroom in both languages
- graphic organizers in the native language
- Google Translator
- explicit teaching of cognates and false cognates (Spanish)

Our ESL teachers, City Year tutors, and other staff members speak many of the languages representative of our students and encourage multilingualism. Having a classroom environment that is socioculturally supportive will allow students to develop linguistically, academically, and cognitively.

15. All resources and required services support and are aligned with NYS standards and the grade specific core curriculum in all content areas.

16. To assist newly enrolled ELL students before the beginning of the school year we have implemented Project Jump Start, where we conduct several orientations to our school. In May, our principal visits each of our feeder schools to introduce himself and our school to future incoming sixth graders. At this time he invites all fifth graders and their parents to a special orientation to our school. Flyers about the event are distributed in many languages. At the orientations students and accompanying parents are introduced to administration and sixth grade faculty, informed about differences they will encounter between the elementary school set-up they are accustomed to and that of our middle school, view performances or works from our Arts department, watch a video clip of special school events, tour the school, and are given the opportunity to meet with sixth grade teachers to discuss instructional practices and view artifacts. In house translators are present during these orientations. In August, prior to the opening of school we will have another orientation for the parents and students of newly registering students.

17. Due to budget constraints, we could only hire one foreign language teacher, therefore, the foreign language study of Spanish is only offered to our long term ELLs with disabilities . We chose this particular subgroup because they have well developed oral skills in English. Study of a foreign language was not offered to all our long term ELLs, because they often travel in a class that also consists of ELLs that are not long term and therefore require further development of their oral skills in English.

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 NOT APPLICABLE

D. Professional Development and Support for School Staff

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

1. Our Professional Development Plan for all ELL personnel will be ongoing and focus on the following:

- . Making content comprehensible for ELLs /Scaffolding strategies
- . Common Core Standards
- . Danielson's Framework for Teaching-(Six Competencies will be focused on 1e,2b,2d,3b,3c,3d)
- . Smartboard technology
- . Analyzing student work to drive instruction

Our coach in Literacy and Math, our CFN curriculum support specialists, the Writing Matters Staff Developer, as well as the ESL Coordinator will work collaboratively with content area and ESL teachers to support instruction. This support will take the form of demonstration lessons, modeling of individual teaching strategies and analysis of student work and data to drive instruction, participating in Teacher Team meetings, and sponsoring workshops to ensure effective implementation of instructional models.

Workshop topics include:

- . ESL Mandates/The Language Allocation Policy
- . Data Analysis & Differentiated Instruction
- . Using Smartboard Technology
- . Academic Language Development
- . Using Bloom's Taxonomy to increase instructional rigor
- . Danielson's Framework
- . Preparing for the NYSESLAT
- . Testing Strategies and Testing Modifications for ELLs
- . Measuring Students' Annual Progress (ELA, Math, Science)/Next Steps

2. To support staff in assisting ELLs as they transition from elementary to middle school and then from middle school to high school by offering students counseling sessions. These sessions are conducted one-on-one or within a small group setting with the child's guidance counselor, and the focus is to assist and guide students with personal and social concerns. Other procedures we have in place to help smooth the transition and assure academic and emotional success are as follows:

- Project Jump Start, as we mentioned before helps inform students and their parents about our school before actual enrollment in order to facilitate adjustment and reduce anxiety.
- A partnership between our guidance counselors and the guidance counselors of our incoming and exiting students, in efforts to ensure proper program placement. Pertinent information is shared with administrators, teachers, and any other necessary school personnel.
- For our eighth grade ELLs, their guidance counselor offers a series of workshops to parents and students on the high school application process. In addition, the guidance counselor arranges transportation and accompanies students and their parents to NYC's High School Fairs. Individual appointments are welcomed for any parents that need more assistance or information in regards to high school requirements or selection.

All school personnel work collaboratively to foster an environment that is positive and supportive.

3. The minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P. is conducted on-site during NYC's Dept. of Ed. designated Professional Development Days and off-site when workshops are coordinated by or our Children's First Network(CFN).

Topics addressed will include but are not limited to the following:

- . Lesson Planning incorporating ESL methodologies and strategies
- . Differentiating instruction to meet the needs of ELLs and ELLs with disabilities
- Testing accommodations for ELLs, Former ELLs, and SWDs
- What is the LAP?
- Data collection and analysis
- Learning styles
- Native Language support
- Incorporating culturally relevant curriculum into the classroom

E. Parental Involvement

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

1. Our school encourages parental involvement by notifying and inviting all parents to attend PTA meetings, parent workshops, and other parental events via Phone Messenger, E-Chalk, an email distribution list, Principal-to- Parent monthly letters, and the school website. Written correspondence is in English and Spanish, as well in the other home languages of our ELLs such as Bengali, Urdu, Arabic. There are translators available at meetings or workshops and many key speakers are community-based personnel who are bilingual.

- We hold a "Meet the Teacher Night" in September where parents will be able to visit classrooms, meet teachers and become familiar with subject curriculum, and teacher expectations.

- There are ongoing ELL orientations where parents of newly admitted ELLs can be informed about the type of ELL programs we have and their rights in choosing a program, assessments, and program requirements for Bilingual and Freestanding ESL programs as per CR-Part 154 Regulations. Information at the orientations is presented to parents in their native language to the greatest extent possible, as well as a DVD showing and explaining all programs in most languages.

- Our Title III program provides the parents of our English Language Learners with the opportunity to attend informative workshops about all state assessments, common core state standards, testing accommodations and promotional policies for ELLs. These workshops will be provided during the day and/or evening to accommodate different schedules. There will be at least two workshops and each session will be one and a half hours long. Parents will be presented with information on all statewide assessments and testing accommodations for ELLs. Packets of sample state tests will be distributed in order to help parents understand the format and types of questions, and how to help their children prepare for these assessments. Parents will be informed of all promotional criteria pertaining to ELL students. Interpreters will be available for parents and materials will be translated in other community languages to the greatest extent possible.

-Our Parent Coordinator who serves as a liaison for our parents is planning the following workshops:

- ESL/Computer Classes in the evening
 - . Workshop Wednesdays
- NYS Assessments
- Healthcare/ Nutrition
- Low Cost Housing
- Immigration Services
- Promotional Policies
 - . High School Fair
 - . Internet Safety
 - . Bullying & Cyber Bullying

2. We partner with several Community Based Organizations (CBOs) and agencies which provide workshops and services to our parents. They are listed as follows:

. Jacob Riis Settlement House - provides ESL classes for our ELL parents. These classes are for beginner and intermediate English language learners.

- . Your Child Safety Services - provides workshops on keeping our children safe.
- . Home Health Educational Services - provides workshops on nutrition and whole body wellness.
- . Learning Leaders - trains and certifies the parents to be volunteers in the school.
- . Steinway Clinic – We also have a therapist from the center available weekly to assist students and their families in need.

3. Parents, the Parent Coordinator, administration, guidance counselors, and teachers work collaboratively to determine the issues that need to be addressed during PTA meetings and through workshops.

4. We always strive to provide quality workshops that will meet the diverse needs of our parent population. All parent workshops and meetings revolve around the dissemination of pertinent educational information, mandates, and the well being of the family.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							6	4	8					18
Intermediate(I)							6	7	15					28
Advanced (A)							15	18	18					51
Total	0	0	0	0	0	0	27	29	41	0	0	0	0	97

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	0	0				
	I							4	2	5				
	A							19	12	11				
	P							5	11	22				
READING/ WRITING	B							7	3	7				
	I							6	7	15				
	A							12	13	15				
	P							3	2	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	14	9	1	0	24
7	14	7	0	0	21
8	17	12	1	0	30
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	10	1	11	0	3	0	0	0	25
7	4	1	12	0	5	0	1	0	23

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	8	1	16	5	3	0	1	1	35
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	24		23	1	11	1	1	0	61
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	0	0		
Integrated Algebra	0	0		
Geometry	0	0		
Algebra 2/Trigonometry	0	0		
Math	0	0		
Biology	0	0		
Chemistry	0	0		
Earth Science	0	0		
Living Environment	0	0		
Physics	0	0		
Global History and Geography	0	0		
US History and Government	0	0		
Foreign Language	0	0		
Other	0	0		
Other	0	0		
NYSAA ELA	0	0		
NYSAA Mathematics	0	0		
NYSAA Social Studies	0	0		
NYSAA Science	0	0		

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
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.

1. We use Prentice Hall- Pearson's Diagnostic Exam and Achieve 3000 to assess the early literacy skills of our ELLs. The Pearson Diagnostic assesses students' reading skills and determines their individual strengths and needs. Achieve 3000 is used to determine a student's independent reading level and gives us their exact lexile score. The insights that the data provides about our ELLs is that most of them have an independent reading level that is at least two grade levels below their present grade. The implications from this data are first used by teachers to drive differentiated instruction, match students with just right books, and form guided reading groups. Secondly, it informs school leadership about the type of reading intervention programs we need to implement and the level of books we need to order for our classroom libraries.

2. After examining the results from the 2011 NYSESLAT utilizing the four areas of cognition (listening, speaking, reading and writing) tested the following patterns were noted:

- In all grades (6-8) the demonstrated combined highest scores were in the listening/speaking components of the NYSESLAT.
- In grades (7&8) many students were able to obtain a proficient level in the listening/speaking components, but still require services because they were not able to achieve proficiency in the reading/writing components of the exam.
- In all grades (6-8) the combined modality in which the fewest number of students scored at the Beginning level was in listening/speaking, which has been the past trend.
- In grades (7&8) no students scored at the beginning level of English proficiency in the listening/speaking components and only one student in grade 6; whereas that number increases for the reading/writing components of the exam thus increasing the number of students who receive an overall proficiency level of Beginning.
- In all grades (6-8) most of our students are scoring an overall proficiency level of Advanced. This has been a past trend.
- Across all grades (6-8) reading and writing were the areas that needed the most improvement.

3. The implication for the school's LAP and instruction are derived from the strengths and weaknesses noted in the NYSESLAT, ELA, and other assessments such as, ELL Interim Assessments, Acuity Interim Assessments, LAB-R, Achieve 3000, Pearson's Diagnostic Exam, and teacher-made tests/observations).

We have designed and implemented a program that seeks to provide all English Language Learners complete accessibility to a rigorous standards based curriculum that parallels that of the monolingual settings taking into account their linguistic, academic, emotional, and cultural needs.

All students will be instructed in all modalities in order to move students from the beginning level to the intermediate, from intermediate to advanced, and from advanced to overall proficient on the NYSESLAT. To address weakness in the

reading and writing modalities of the NYSESLAT, teachers will focus more on using data to target key reading skills in need of improvement and use the NYSESLAT writing rubric to assess works of writing. Consistent and structured use of ESL methodologies, strategies, and standards will help students acquire English language proficiency.

Particular attention will be given to those Long Term ELLs at the intermediate and advanced level who need improvement in the reading and writing modalities. Incorporation of a balanced literacy program consisting of both a Reader's & Writer's Workshop (Prentice Hall-Pearson's Literature/Writing Matters Program) and standard based lessons will maintain a focus on the desired skills. The NYS Standards for English as a Second Language (ESL) also address all four modalities in standards 1-5, as we will target reading and writing for our advanced students.

4. a. Language Arts

• In reference to the ELA exam in Grade 6, a total of twenty-four students took the exam. Fourteen scored a level I, nine a level 2, 1 a level 3 and none a level 4.

Level I = 58.3%, Level 2 = 37.5%, Level 3 = 4.16%, Level 4 = 0%

• In Grade 7, a total of twenty one students took the exam. Fourteen scored a level I, seven a level 2, and none a level 3 or 4.

Level I = 66.6%, Level 2 = 33.3%, Level 3 = 0%, Level 4 = 0%

• In Grade 8, a total of thirty students took the exam. Seventeen scored a level I, twelve a level 2, one a level 3 and none a level 4.

Level I = 56.6%, Level 2 = 40%, Level 3 = 3.33%, Level 4 = 0%

All Grade Totals - Level I = 60%, Level 2 = 37.3%, Level 3 = 2.66%, Level 4 = 0%

After examining these results, we noticed:

-Across all grades 6-8 most students scored a level I, and no students scored a level 4.

-In grade 7, the highest number of students scored at the lowest level, 1. This was the same result noted last year.

-Grade 6 had the highest amount of students achieving grade level proficiency (4.16%). This has been a past trend. - The majority of ELLs scoring a level 1 were in an English Language School System for three years or less, or were 6th and 7th grade students with disabilities, and/or were a hold over with a very poor attendance record.

-There was a 3% gain in the total amount of ELLs achieving proficiency on the 2011 ELA as compared to 2010, which was also a higher gain from non ELLs and students with disabilities.

4a & b. The implications of these results are:

• To focus on reading skills and utilize researched based strategies to improve comprehension and writing, so there will be more growth in L2.

• To target instruction based on assessment results and student's language proficiency level within smaller grouping.

• To focus on the development of academic and content vocabulary

• To use Bloom's Taxonomy in order to increase higher order thinking skills

• To scaffold instruction and conference more with students.

• To provide students with next steps in remediating the identified area of need

• To provide students with a level one and two with after-school and Saturday programs.

• To provide more native language support

• To increase the frequency of AIS/RTI services in Language Arts during the school day

• To assess more frequently in order to monitor comprehension and identify skills not mastered.

• To provide ongoing test-like practice for the ELA and NYSESLAT

• To provide teachers with more PD on using data to drive instruction, strategies to use with SWD and ELLs

• To closely collaborate with the Chronic Absentee Committee and ReServe/City Year Programs to discuss strategies for improving attendance.

Math

• In reference to the NY State exam in Grade 6, a total of twenty-three students took the exam. Eleven scored a level I, eleven a level 2 and three a level 3, and none a level 4.

Level I=44%, Level 2=44%, Level 3= 12%, Level 4 = 0%

• In Grade 7, a total of twenty-three students took the exam. Five a level I, twelve a level 2, five a level 3, and one a level 4.

Level I = 21.7%, Level 2 = 52.2%, Level 3 =21.7%, Level 4 = 4.35%

• In Grade 8, a total of thirty-five students took the exam. Nine scored a level I, twenty-one a level 2, three a level 3, and two a level 4

Level I = 25.7%, Level 2 = 60%, Level 3 = 8.57%, Level 4 = 5.7%

All Grade Totals- Level 1=30.5%, Level 2= 53.65%, Level 3= 13.4%, Level 4 =2.4%

* We had a Sp. Ed ELL taking the NYSSA in ELA & Math and scored a Level 3 on the ELA and a level 4 on the math exam.

The results of this data indicated the following:

- The 7th grade had the highest percentage of students achieving at or above grade 26.5%
- Our 6th grade fared the lowest with only 12% achieving proficiency. This grade level also had the most students scoring a Level 1.
- Our total ELL population made an annual gain of 12% on the 2011 State Math Exam.
- Seven students took the exam in their native language, but only one achieved proficiency with a Level 4.
- Once again our ELLs are making a higher gain in mathematics than they are in English Language Arts. This has been a consistent trend with our students and ELLs throughout the city.

The implications of these results are:

- . To give concrete examples and ongoing opportunities to apply the concepts they are learning
- To implement differentiated instruction within smaller grouping
- To increase the usage of manipulatives.
- To provide students with a level one and two with after-school programs
- To provide students with AIS service in Math during the school day.
- To provide students with more practice using strategies to solve word problems.
- To increase the development of academic and content language in mathematics.
- . To utilize bilingual math glossaries for grades 6-8
- To implement the usage of math journals so students can reflect on their learning.
- . To address the different learning styles in lesson planning
- . To implement more project based assessments that require higher order thinking skills
- . To make concepts as real as possible
- . To target instruction based on assessment results within smaller groups
- . To provide ongoing test-like practice for state exam
- . To emphasize the value of collaborative problem-solving in a real world context
- . To review daily

Science

In reference to the NY State Science exam that our students took in the fourth grade, a total of sixty-one students took the exam. Twenty-four scored a level I, twenty-four a level 2, twelve a level 3, and one a level 4.

Level I=39.3%, Level 2=39.3%, Level 3= 19.7% Level 4 = 1.6%

After examining these results, we noticed that only 21.3% of the students who took the exam were able to achieve proficiency, whereas the majority of students 78.6% were not able to achieve proficiency.

From the 61 students who were tested only 2 took it in their native language and one was able to attain proficiency with a level 3, thus faring much higher than those taking it in English.

To best address the specific needs of our ELLs we have purchased a science program, Access Science that is a standards-based middle school program designed for ELLs. It covers the content while developing their language proficiency in English. Coach Science, is used as a supplementary text to target the science concepts and skills students have demonstrated to need remediation in.

Instructional practices that our science teachers are implementing are as follows:

- Frequent use of benchmark assessments to identify early on the content knowledge that needs to be mastered
- Native language libraries aligned to the science curriculum
- . Bilingual science glossaries for grades 6-8
- Differentiating instruction within smaller grouping
- Break assessments into smaller chunks
- Introducing key concepts and vocabulary needed to understand content
- Increasing hands on learning through Labs
- Conducting experiments using the inquiry process
- Utilizing visuals and realia
- . Graphic Organizers to scaffold learning of concepts
- Giving clear and precise directions and modeling
- Restating the lesson ideas as a summary in the end of each lesson
- Reviewing previously taught concepts
- Increasing the development of academic and content vocabulary in science.
- Infusing technology with instruction via Smart Boards, Power Points, and Laptops
- . Trips (nature walks, Planetarium, The Hall of Science)

ELL Periodic Assessments

A specific analysis of data from the latest periodic assessment, March 2011 demonstrated that for grades (7&8) students scored the highest in the Reading modality (80%) which did not parallel the results from the 2011 NYSESLAT in which reading was identified as an area in need of improvement. The 6th Grade scored the highest in the writing modality (86%) which also did not parallel the results on 2011 NYSESLAT in which writing was one of the areas identified in need of improvement. This can be explained because on the NYSESLAT, the writing component of the exam requires students to actually write an essay whereas on the ELL Periodic Assessment the writing component is in a multiple choice format which tests grammar and usage. The sixth grade overall fared better on these assessments than the 7th & 8th grade, which has been the trend. Subsequently, more sixth grade students gained proficiency (48.7%) on the 2011 NYSESLAT.

Significant Data Results :

- Our students made an overall gain from 67.49 to 76.32, whereas NYC average declined (61.94 to 69.87)
- Out of 111 students that took both exams, 75 showed growth (67.6%). These results correlated with those on the 2011 NYSESLAT since we had 37.8% of our entire ELL population score proficient and no longer require services. Unfortunately, this above average performance did not carry over on the state ELA exam.

The school leadership and teachers are using the results of the ELL Interim Assessments to drive differentiated instruction, focus lesson planning, identify ELLs who need supplemental academic intervention services, and plan for professional development that demonstrates successful strategies to use with ELLs.

After analyzing the data from the Interim Assessments, the school is learning which specific skills ELLs are not meeting the standard on, and are targeting these skills in their instruction. The skill of inferring the meaning of unfamiliar words was identified as a major area in need of improvement. We have implemented reading and writing programs that address skills and strategies, vocabulary, and fluency (Achieve 3000 and Kaplan).

5. We currently do not have a Dual Language Program.

6. The success of our ELL programs is evaluated using the NCLB guidelines.

- Making adequate yearly progress in ELA, Mathematics, and Science
- Annual increases in the number or percentage of ELLs making progress in reading, writing, speaking, and listening of the English language (as determined by adequate scale score gains made in the combined modalities of the NYSESLAT)
- Annual increases in the number or percentage of ELLs attaining English proficiency by the end of each year, as determined by the NYSESLAT

Based on our school's 2011 NYSESLAT results we succeeded in significantly increasing the number of our ELLs attaining English proficiency. The Title III AMAO 2 target for 2010-2011 was 12.4% and we exceeded this goal with 32.8% of our total ELL population scoring proficient on the NYSESLAT.

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 a dditional information here

LAP SIGNATURES ARE BEING SENT AS A SEPARATE ATTACHMENT BECAUSE WAS NOT ABLE TO INSERT INTO LAP TEMPLATE.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Alexander Angueira	Principal		10/13/11
Ms. Laura Parente	Assistant Principal		10/13/11
Ms. F. Henderson	Parent Coordinator		10/13/11
Mrs. M. Megaris	ESL Teacher		10/13/01
Michael Johnson	Parent		10/13/11
Ms. D. Konstantakopoulos	Teacher/Subject Area		10/13/11
Mr. A. Panagopoulos	Teacher/Subject Area		10/13/11
Mr. A. Panagopoulos	Coach		10/13/11
Ms. B. Kolnik	Coach		10/13/11
Mr. F. Murphy	Guidance Counselor		10/13/11
Dan Purvis	Network Leader		10/13/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/81

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q** School Name: **Albert Shanker School**

Cluster: **208** Network: **Children First Network**

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.

The data and methodologies used to assess our school's written translation and oral presentation needs consists of the following:

- a. Parent Language Surveys which asked parents in what language do they prefer all written and oral correspondence
- b. Student Registration Form – at this time an informal interview helps us determine the language need of the parents
- c. Home Language Identification Surveys (HLIS)
- d. The Language Allocation Policy (LAP) Part III ELL Demographics, which contains a breakdown of ELLs by grade in each language group
- e. Home Language Aggregation Report (RHLA)
- f. Parent Orientations
- g. Parent/Student Ethnic Identification Surveys
- h. Emergency cards- parents' language preference is written on the card
- i. PTA meetings

This data is recorded and maintained on ATS, cumulative files, student emergency cards, and parent language surveys.

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.

It was apparent from our findings that the majority of the translation and interpretations needed to be in Spanish, with Bengali, Urdu, and Arabic as the second largest translation groups. The practice we have in place for sharing the findings of our school's written and oral interpretation needs is done through our PTA meetings, SLT meetings, Parent Workshop Wednesday meetings, and our Parent Coordinator.

The Major Home Languages are broken down as follows:

English ---- 256
Spanish---- 200
Bengali ---- 31
Urdu-----21
Arabic -----15
Chinese-----5

*All other languages are less than 5

Translation Services

Of the foreign languages, the percentage of parents needing interpretation and translation written is approximately 14% (78 parents).

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.

The written translation services our school will provide are primarily for correspondence to parents and include the following:

- a. Translated Bill of Rights and Responsibilities
- b. Student Registration Form
- c. Translated Home Language Identification Surveys
- d. Parent/Student Ethnic Identification Surveys
- e. Parents' Preferred Language forms
- f. ELL Parent Orientation and Regional Conferences
- g. Workshop information
- h. Title III After school Applications
- i. Monthly newsletters and calendars
- j. Special forms (lunch forms, blue emergency cards, health)
- k. Permission slips/consent forms
- l. High School information
- m. Promotional Criteria
- n. Promotion in Doubt Letters

- o. Testing and SES information
- p. Legal, disciplinary, and safety matters.
- q. Summer School Forms
- r. After School Programs

The DOE's Translation and Interpretation Unit will be used to translate all school-wide communications. If necessary, an outside vendor will also be utilized. All translated documents will be distributed at the same time as the English.

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

The oral interpretation services our school will provide consist of the following:

- a. Parent workshops
- b. Parent Teacher Conferences
- c. ELL Parent Orientation and Regional Conferences
- d. High School information
- e. Promotional Criteria
- f. Testing and SES information
- g. Legal, disciplinary, and safety matters.
- h. Phone Messenger
- i. PTA Meetings
- j. Student attendance meetings

Oral interpretation services specific to our students with special needs are as follows:

- a. New Student and Parent Enrollment Interview
- b. Initial Counseling Meeting
- c. Manifestation Determination Review (MDR)
- d. Behavioral Intervention Plan and Functional Behavioral Assessment

School staff will provide oral interpretation services in-house. If necessary, an outside vendor will also be utilized as well as the over-the phone translation services provided by the NYC Dept. of ED

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>.

In order to fulfill section VII of Chancellor's Regulations A-663 we have posted in our school's lobby, which is the main entrance, the DOE's signs in English and the 8 languages indicating to parents the availability of language services and directing them to the location of these services. In addition, we distribute written notification to all parents, whose primary language is a covered language by the Department of Education, of their rights regarding translation and interpretation services. The Department of Education's Foreign Language Notice will be attached to all important notices, so any parent whose language is not covered will be informed so that it may be interpreted.

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: The Albert Shanker School-	DBN: 30Q126
Cluster Leader: Daniel Purus	Network Leader: CFN 208
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: 80 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

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:

Under the No Child Left Behind Act, all children must reach proficiency on state academic achievement standards and state academic assessments. This applies to ELLs as well; therefore I.S. 126 will provide its ELL students with supplemental instruction in an after-school program two days per week. Instruction will focus on building students' skills in literacy, mathematics, and science in order to help students meet or exceed the common core standards and achieve proficiency on all state assessments. The program will target ELLs who scored at the beginning and intermediate levels on the 2012 NYSESLAT or LAB-R, and/or are a level 1 or 2 on the 2012 State ELA and/or Math assessments.

Beginning in November through May, two certified content area teachers, one in literacy, the other in math, will instruct classes two times a week, one and a half hours per session, from 3:05 – 4:35. A fully certified ESL teacher will provide additional support by teaching collaboratively with these teachers. In April, the math session will only be held once a week so that science instruction by a certified teacher can begin. This class will focus on using the inquiry process through Labs to prepare Science Fair projects and to help students better prepare for the State Science Test.

All instruction will be in English with native language support and will help to further develop the four language skills. As for the literacy class, it will operate on two language proficiency levels. The first level will target newcomers, those who have been in an English Language school system from 0 to less than 2 years and have scored a Beginners-low Intermediate level on either the NYSESLAT or LAB-R. Instruction will begin with activities in phonemic awareness and the English sound system. It will continue with direct instruction in phonics, sight word fluency, and utilize oral discussions and literature read-alouds to begin vocabulary comprehension. The second level will target students at the high intermediate to advanced levels of English Proficiency. Many of these students will have received bilingual and/or ESL services for two to three years, but are struggling to reach state standards. Intensive differentiated literacy instruction and direct instruction of reading and writing skills will help these students to meet the standards. The last 8 sessions of the literacy class will be direct preparation for the NYSESLAT.

- Classes will meet for 19 weeks, two sessions per week for one and a half hours each.
- Group sizes will be maintained at fifteen students per teacher. There will be two classes with a total of thirty students.
- Instruction will be provided using a variety of ESL methodologies and strategies recommended and supported by scientifically based research including the use of hands on activities, manipulatives, modeling. Consistent use of scaffolding techniques, building background, activating schema, graphic

Part B: Direct Instruction Supplemental Program Information

organizers, questioning, cooperative learning and frequent opportunities for interaction and discussion will help improve comprehension and higher order thinking skills. All activities will integrate the language skills of listening, speaking, reading and writing. Smartboard and computer technology will be an integral part of all lessons.

For the first level literacy class (Beginners-low level Intermediate), the textbook selected to be used is *On Location: Reading and Writing for Success in the Content Areas –Levels: Introductory and 1*), it is published by McGraw-Hill, a leading provider of materials specifically for English language teaching. It is a leveled reading and writing supplemental series specifically designed for ELL middle and high school students at beginning to intermediate levels. It provides a gradual progression to academic English, allowing learners to develop academic reading, writing, and communication skills. This program incorporates scientifically based research regarding the direct teaching of reading skills combined with the promotion of instructional practices that develop language and literacy through a focus on comprehension. It focuses on major skills and standards concepts tested in most standardized state tests, reading comprehension, fluency, literary concepts, vocabulary development, and word analysis, structured listening, speaking, and writing activities. Clear, simple language and illustrations support higher order skills.

For the second literacy class (High Intermediate – Advanced), The Achieve 3000 Program, Teen Biz will be used. This is an online program that is aligned to the Common Core standards. It has been scientifically proven to increase reading comprehension, vocabulary, and writing proficiency that have resulted in a significant increase on high-stakes test scores. We implemented this program last year with some of our 7th grade Reading AIS classes and it was very successful. Out of the 191 students that used the program 130 made gains (Approximately 70%) These students showed an average gain of two reading levels as well as a 7% gain in mastery of the NYS standards. The program uses complex texts to improve reading, writing and literacy skills for students at all learning levels. It does this by differentiating non-fiction text based on each student's individual reading lexile and continually assesses and increases the complexity of the text in order to ensure steadily increases in students' ability to read, comprehend, apply and communicate information derived from complex text. There is no cost to the Title III budget for this program, because it was paid for from our Fair Student Funding budget.

Supplemental textbooks to be used include Empire State NYSESLAT and The NYSESLAT & Beyond, which provide students with question types that parallel those found on the NYSESLAT along with a skill analysis and proficiency charts that track student progress. Math and science resource books (word problems, hands on science activities), as well as general instructional supplies including chart paper, chart stands, CD/cassette players, overhead projectors, markers, notebooks, pencils, etc. will be purchased to support the after-school ELL Program.

As a special culminating activity and integral part of our instructional program, we will take an educational field trip of New York City. As we know, student learning becomes more meaningful when embedded in authentic contexts. We will visit famous NYC landmarks such as Ellis Island, the Statue of Liberty, and Governor's Island. The trip will provide students with first hand experience related to many aspects of U.S. history that they have been studying, as well as add to their cross cultural experience by

Part B: Direct Instruction Supplemental Program Information

exploring and appreciating our city's rich history and culture.

Rationale for the selection of programs/activities: Based on the of results of the NYSESLAT, NYS ELA, NYS Math, and NYS Science (8th grade), students demonstrated a need for additional support to further develop literacy skills in the English language and support high academic achievement in math, science, and other content areas in order to meet the common core state standards.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

I.S. 126's Title III Professional Development program will focus on making content comprehensible for English Language Learners, aligning instruction to the common core standards, and using data to drive instruction.

- Title III Teachers will be provided with two after school training sessions. Each session will be one hour long. (All other support in regards to the instruction of ELLs will be provided during the school day in order to increase the amount of teachers able to attend and so there will be no cost incurred to the Title III budget)

- Our school's on site Staff Developer, ESL Coordinator, administrators, and network support team will provide ongoing instructional support (ESL strategies, demonstration lessons/modeling, differentiation based on data) during the school day through Prep and Learns, intervisitations, mentoring, teacher teams, departmental meetings, and common planning periods. Much of our professional development is already built into the school schedule and will incur a very minimal expense to the Title III budget.

Topics to be covered during these professional development sessions are:

- . ESL Mandates and Standards
- . The Common Core Standards
- The Language Allocation Policy
- ESL Strategies

Part C: Professional Development

- Employing student's native language to increase comprehension
- Using assessments to differentiate instruction
- Test Strategies
- NYSESLAT Preparation 

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

IS 126's Title III program provides English Language Learners' parents with the opportunity to attend informative workshops about all state assessments, the common core standards, testing accommodations, and promotional policies for ELLs.

- Parent workshops will be provided during the day and/or evening to accommodate different schedules. There will be at least two formal workshops and each session will be one and a half hours long. The evening session cost will be paid for from the Title III budget, whereas the cost for the daytime session will not incur an expense from the Title III budget.

Parents will be notified of these events through PTA meetings, phone messenger, school website, email, PTA meetings, Principal to Parent letter, and flyers translated in the home languages represented in our school to the greatest extent possible.

- The ESL Coordinator, Staff Developer, or other pedagogues, along with the Parent Coordinator will facilitate the parent workshops.

- Interpreters will be available for parents and materials will be translated in other community languages to the greatest extent possible.

- Parents will be presented with information on all statewide assessments and testing accommodations for ELLs.

- Lap Tops will be used by parents to actually log onto NYSED testing information and samples (www.nysedregents.org) as well as test prep sites such as www.internet4classrooms.com

- Parents will be informed of all promotional criteria pertaining to ELL students.

Part D: Parental Engagement Activities

- Supplies will be purchased to support the parent workshops.
- Refreshments will be purchased and served to parents who attend the workshop.

Part E: Budget

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

Allocation Amount: \$

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