



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS/IS 178Q – THE HOLLISWOOD SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 26Q178

PRINCIPAL: JENNIFER C. AMBERT EMAIL: JAMBERT@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SAUNDERS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jennifer Ambert	*Principal or Designee	
Laura Bromberg	*UFT Chapter Leader or Designee	
Daniel Dubei	*PA/PTA President or Designated Co-President	
Debra Stoll	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Dominick Menno	CBO Representative, if applicable	
Anthony Rizzo	Member/Staff	
Cindy Phillips	Member/UFT	
Ellen Kletzkin	Member/UFT	
Alexa Kazim	Member/Parent	
Paula Ellis	Member/Parent	
Ya Lan Hong	Member/Parent	
Miriam Ruiz	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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By June 2013, 80% of students will demonstrate at least one year's progress on Teachers' College Reading and Writing Project (TCRWP) reading levels through the periodic analysis of reading level summary sheets for each class and grade (Literacy), student work, and teacher assessments. Students will be provided with differentiated instruction, as evidenced by teacher lesson plans, student progress records, and observation of whole class, small group and individual instruction.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - An analysis of the 2012 NYS ELA data reveals that students could further develop their ability to make inferences, differentiate between important and unimportant details, analyze characters, identify author's purpose and draw conclusions.

Instructional strategies/activities

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

Professional Development

- Continue to provide literacy professional development by administration, coaches, Network Support Specialists, and DOE workshops, for analyzing the results of assessments as reported through Acuity, TCRWP, running records, and classroom sources. (September, November, January, May)
- Continue to build on our extensive professional development on Acuity for teachers in grades three to eight by the administration and coaches to understand tools to analyze data and create small groups based on Acuity and TCRWP assessment results. (September, November, January)
- Further extend professional development for the teachers on the organization of conference notes, conferring, small group instruction via strategy lessons and guided reading. (Monthly)
- Further deepen the work of teacher teams by assessing student strategies as it relates to improving reading comprehension through enhancing vocabulary instruction. (Weekly)
- Enhance opportunities for teachers to observe effective literacy instruction, as well as exemplars of teachers differentiating instruction, such as guided reading. (Monthly)
- Continue to effectively demonstrate the use of technology programs to enhance student fluency and comprehension, specifically for students who are English Language Learners. (Monthly)
- Strengthen the in-house Technology Professional Development Series for all teachers and personnel on Smart Boards, Power Point, Excel, Portaportal, Blogs and the use of technology in the classroom in order to effectively improve student literacy. (September, November, June)

Structural

- Continue to provide a Literacy Coach who will extend professional development to teachers and work with teachers one-to-one, as well as in grade-level teams. (Weekly)
- Continue to provide opportunities for weekly common planning time where teachers are engaged in planning for differentiation of reading instruction, such as guided reading and small group strategy lessons [creation of a master schedule that incorporates common preps]. (Weekly)
- Further develop a team of teachers to pilot tools for collecting and analyzing qualitative and quantitative data, such as organizing conferring notes and templates to analyze assessment results. (Ongoing)
- Continue to provide teachers with a template to identify students' area of needs in order to plan for differentiated instruction. (Monthly)
- Continue to ensure administration, coaches and teachers meet regularly to discuss results and develop strategies for differentiated instruction. (Monthly)
- Provide opportunities to meet with teachers on a grade or individually to plan instruction based on the findings. (Weekly)
- Conduct walkthroughs to monitor implementations and provide feedback. (Weekly)
- Periodically analyze class reading level summary sheets for each grade, which reflect student progress. (September, November, January, May)
- Triangulate all qualitative and quantitative data, identifying trends and learning gaps. (Ongoing)
- Provide an extended day program to support students approaching the standards, as well as students performing at a low level 3 on the ELA. (September through June)
- Provide additional reading support through a Response-To-Intervention (RTI) push-in program for all students at risk of not meeting promotion standards in reading. (Daily)
- Provide an after school program to support students approaching the standards, as well as students performing at a low level 3 on the ELA (contingent upon funding). (March – April)
- Create a push-in model targeting students who are performing at a high level 3 on the ELA. (Ongoing)
- Generate an inventory, assessing the effectiveness of the classroom libraries in the school in order to prepare for implementation of the Common Core Learning Standards (CCLS). (March)

Strategies to increase parental involvement

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

Parent Involvement

- Conduct parent workshops on literacy, specifically the Common Core Learning Standards; How to Choose a Just Right Book; ECLAS; Acuity Assessments; and NYS ELA. (monthly)
- Distribute parent literature regarding strategies to support students at home. (bi-monthly)
- Create a Family Literacy Night so that parents are involved in the selection of grade/reading-level appropriate texts, and so parents can read aloud to students. (December)
- Invite parents to classroom writing celebrations, so that they can experience firsthand the types of writing our students are able to produce. Parents can also participate in delivering feedback to the writers. (monthly)
- Invite parents to participate in reading to students, (mystery reader, Dad readers, etc.)
- Use parent volunteers to work with staff in existing afterschool enrichment programs to use parental expertise and talents in specific areas. (i.e. sports).

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

- Allocate funds towards an after school program, which will target all students in grades 3-8 who are at risk for not meeting promotion standards.
- Ensure funds are allocated to provide substitute teachers to cover classes so that teachers can work together to analyze all available data in reading.
- Designate funds for the purchasing of software and hardware to support our literacy program.
- Designate funds for professional development.
- Allocate funds to provide professional literature, videos and CDs for teachers.

Service and program coordination

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

PS/IS 178 partners with the following Community-Based Organizations (CBOs): Samuel Field Y Program. This program includes custodial care and homework support, available five days per week, after school for two hours daily. The CBO directors attend SLT and PTA meetings, when invited, to make parents aware of their available programs and how they support the school's goals.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, students in Grades 3-8 will improve by one level on their ability to construct grade appropriate viable arguments and mathematical proof, as measured by teacher-created rubrics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - Based on 2012 NYS Mathematics data, students in grades 3-8 demonstrated a need of improvement on constructing open ended responses and explaining their problem solving strategies.
 - As identified by data collected by the NYCDOE in comparison to other cities, one of the ongoing instructional expectations is to improve students' abilities to construct grade appropriate viable arguments and mathematical proof.

Instructional strategies/activities

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

Professional Development

- Utilize the Math Coach, administration, and NSS to support teachers' professional development regarding teaching math. (Daily)
- Provide half day PD sessions led by the teachers, administration and/or NSS to support teachers on implementing the math curriculum. (Monthly)
- Continue to provide training around creating end of unit assessments in math curriculum to drive instruction and to inform parents of student progress. (Monthly)
- Further develop opportunities for weekly common planning time where teachers are engaged in planning for differentiation of instruction through the use of data [creation of a master schedule that incorporates common preps]. (Weekly)
- Develop a team of teachers to pilot new tools for collecting and analyzing qualitative and quantitative data to improve student progress in math. (Ongoing)
- Continue to provide professional development by administration, coaches, NSS, and DOE workshops for analyzing the results of assessments (Monthly)
- Continue to provide extensive professional development on ARIS for teachers in grades three to eight by the administration and coaches to understand tools to analyze data and create small groups. (September, November, December)
- Further deepen the work of the school's teacher teams to research and identify effective practices for the improvement of vocabulary and academic language, including increasing the usage of academic language when teaching math. (Weekly)
- Extend professional development for teachers on the organization of math conference notes, as well as on understanding math checklists and assessments in the math curriculum. (Monthly)
- Continue to provide opportunities for teachers to observe effective math instruction, as well as exemplars of teachers differentiating instruction. (Monthly)
- Extend math professional development on understanding the common core learning standards in math. (Monthly)
- Strengthen teachers' abilities to analyze data in order to plan differentiated instruction. (Monthly)
- Provide professional development on math games and structures for grouping students. (Monthly)

- Provide professional development on utilizing Microsoft Excel as a tool to analyze student performance. (June)
- Engage teachers in extensive math professional development around the concepts of differentiation provided by administration, coaches, consultants, the Network Support Specialist, and the Network Leader. (Monthly)
- Ensure administration, coaches and teachers meet regularly to discuss results and develop strategies for differentiated instruction. (Monthly)
- Train teachers on using open ended responses to assess student's mathematical understanding and to differentiate instruction. (September, November, December)
- Develop a team of teachers to pilot new tools for collecting and analyzing qualitative and quantitative data to improve student progress in mathematics. (Ongoing)
- Continue to strengthen professional development on Acuity and understanding and analyzing the Common Core Tasks for teachers in grades three to eight by the administration and coaches to understand tools to analyze data and create small groups. (November, December)

Structural

- Use open-ended responses to assess student's math understanding and to differentiate instruction. (Daily)
- Provide teachers with templates to analyze the item analysis for their assessment results to identify students' area of needs in order to plan for differentiated instruction. (Monthly)
- Conduct walkthroughs to monitor implementation and provide feedback. (Weekly)
- Periodically review all math data, as it relates to individual, small and whole group performance. (End of Unit)
- Provide opportunities for weekly common planning time where teachers are engaged in planning for differentiation of instruction through the use of data [Creation of a master schedule that incorporates common preps]. (Weekly)
- Teachers will use a range of assessment tools to assess and monitor student learning, as measured by teacher small group notes, Acuity Results, Everyday Math and Impact Math assessments. (Ongoing)

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Conduct parent workshops on math, specifically the Common Core Learning Standards and dissecting student Acuity results (monthly)
 - Distribute parent literature regarding strategies to support students at home. (bi-monthly)
 - Create a Family Math Night so that parents are involved in math games to play at home with their children, and become familiar with Everyday Math and Impact Math. (March)
 - Invite parents to classroom math celebrations, so that they can experience firsthand the mathematical projects our students are able to produce. Parents can also participate in delivering feedback to the presenters. (monthly)

Budget and resources alignment

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

If other is selected describe here:

- Designate funds to provide professional literature, videos and CDs for teachers.
- Ensure funds are allocated to provide substitute teachers to cover classes so that teachers can work together to analyze data.

- Per diem days are allocated for substitute teachers so that teachers can attend professional development.
- A part-time math staff developer is funded through Galaxy
- Inquiry team days will be allotted so that teachers engaged in inquiry work can observe students and other teachers.
- Funding is allotted for internal DOE services, so that teachers can attend Department of Education training throughout NYC.
- NYSTL textbook money funds supplies, such as textbooks
- Funding (TL Children First) is allocated for the professional development provided by the Children First Network.

Service and program coordination

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

PS/IS 178 partners with the following Community-Based Organizations (CBOs): Samuel Field Y Program. This program includes custodial care and homework support, available five days per week, after school for two hours daily. The CBO directors attend SLT and PTA meetings, when invited, to make parents aware of their available programs and how they support the school's goals.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, we will improve the school environment by enhancing communication, increasing parent involvement in the school, and raising the level of student engagement in the middle school.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - As identified on the 2011-2012 School Survey, the level of student engagement needs to be improved.
 - After a review of attendance collected during the 2011-2012 school year during parent meetings and workshops, attendance by parents at meetings and workshops needs to improve.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - Participate in the NYC Commission on Human Rights Peer Mediation Training and Program
 - Train peer mediators in grades 6 and 7 on effective conflict resolution (November – February)
 - Continue to strengthen the student advisory period, which is scheduled once per week for each middle school class. In the advisory sessions, teachers discuss student virtues and create service-learning opportunities, and provide opportunities to share unique experiences. (Weekly)
 - Utilize student advisory as a forum for students to convey immediate thoughts regarding school climate (Daily)
 - Analyze previous school survey results with the students to identify areas in need of improvement (September)
 - Continue to provide a part-time dean, full time counselor, part time social worker, psychologist and SAPIS worker, so that students understand they can speak to someone immediately regarding an issue (September – June)
 - Identify protocols for students to share feedback (December)
 - Share all pertinent information with class parents and middle school liaison. (Monthly)
 - Frequently update the school blog, use the phone messenger and paper notices to keep parents informed of upcoming events. (Weekly)
 - Continue to create an email distribution list of all class liaisons and parents. (November)
 - Create school spirit through the classroom teacher, in order to increase parent participation at school events. (Monthly)
 - Continue to provide parents (who identify English as their second language) with materials in various languages. (ongoing)
 - Distribute the School Surveys during Parent Teacher conferences. (March)
 - Designate students to assist in the collection of surveys. (March)
 - Provide access to a computer both during Parent Teacher conferences and on regular school days to facilitate the completion of the School Surveys. (March)

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Share all pertinent information with class parents and middle school liaison. (Monthly)
 - Invite all parents of students to student of the month assemblies.
 - Frequently update the school blog, use the phone messenger and paper notices to keep parents informed of upcoming events. (Weekly)
 - Continue to create an email distribution list of all class liaisons and parents. (November)
 - Create school spirit through the classroom teacher, in order to increase parent participation at school events. (Monthly)
 - Continue to provide parents (who identify English as their second language) with materials in various languages. (ongoing)
 - Distribute the School Surveys during Parent Teacher conferences. (March)
 - Designate students to assist in the collection of surveys. (March)
 - Provide access to a computer both during Parent Teacher conferences and on regular school days to facilitate the completion of the School Surveys. (March)
 - Provide incentives for a timely return of School Surveys. (April)

Budget and resources alignment

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

If other is selected describe here:

- Inquiry team days will be allotted so that teachers engaged in inquiry work can observe students and other teachers.
- Funding is allotted for internal DOE services, so that teachers can attend Department of Education training throughout NYC.
- NYSTL textbook money funds supplies, such as textbooks
- Funding (TL Children First) is allocated for the professional development provided by the Children First Network.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - PS/IS 178 partners with the following Community-Based Organizations (CBOs): Samuel Field Y Program. This program includes custodial care and homework support, available five days per week, after school for two hours daily. The CBO directors attend SLT and PTA meetings, when invited, to make parents aware of their available programs and how they support the school's goals.
 - PS/IS 178 collaborates with the NYC Commission on Human Rights for our Peer Mediation Program.

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	37.5 minute extended day, small group instruction in grades K-8 Lower Grades – (Words Their Way, Lexia, Focus on Fluency, Earobics, sight word review, Foundations, Wilson, Balanced Literacy – Guided Reading, Small Group Strategy Lesson, Teacher’s College Curriculum) Upper Grades – comprehension strategies through Shared and Guided Reading; Wilson Program; Vocabulary: Words Their Way; Small Group Strategy Lesson, Teacher’s College Curriculum After School Academy (March) – Grades 3-8 small group instruction for targeted students	<ul style="list-style-type: none"> ➤ small group ➤ one-to-one 	<ul style="list-style-type: none"> ➤ during the school day ➤ during extended day
Mathematics	37.5 minutes extended day, small group instruction in grades K-8 Lower grades – manipulative/game based review, math journals, remedial components of Everyday Math with a focus on number sense, geometry and measurement; small group strategy lessons Upper grades – manipulative/game based	<ul style="list-style-type: none"> ➤ small group ➤ one-to-one 	<ul style="list-style-type: none"> ➤ during the school day ➤ during extended day

	review, math journals and remedial components of Everyday Math, Impact Math and Holt focusing on algebra, statistics and probability and geometry; First in Math; small group strategy lessons After School Academy – Grades 3-8 small group instruction for targeted students		
Science	37.5 minutes extended day, small group instruction for students in 6-8 Lab/inquiry skills, content area reading, writing and note-taking with a focus on Science Small group guided instruction for students in grades 1-5	<ul style="list-style-type: none"> ➤ small group ➤ one-to-one 	<ul style="list-style-type: none"> ➤ during the school day ➤ during extended day
Social Studies	37.5 minutes extended day, small group instruction for students in 6-8 Content area reading and note-taking with a focus on Social Studies Small group instruction for students in grades 1-5	<ul style="list-style-type: none"> ➤ small group ➤ one-to-one 	<ul style="list-style-type: none"> ➤ during the school day ➤ during extended day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	One-on-one or small group sessions on a needs basis	<ul style="list-style-type: none"> ➤ small group ➤ one-to-one 	<ul style="list-style-type: none"> ➤ during the school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Process for Attracting and Maintaining Highly Qualified Teachers

- PS/IS 178 recruits and selects highly qualified teachers from the Open Market System and the New Teacher Finder System during the summer months. We also attend recruitment fairs throughout New York City in order to identify the most experienced and qualified candidates. (June – July)
- In order to support new teachers, they are provided with new teacher mentors and co-develop an individualized professional development plan (September). Teachers also participate in weekly Teacher Team Meetings, where teams of teachers analyze student work products, identifying learning targets and instructional goals for each student. Additionally, teachers attend professional development workshops offered by DOE Central, the CFN, and within the school, such as through grade and department conferences. Teachers participate in a variety of professional development sessions, such as inter-visitations to other classrooms, one-on-one mentoring with a coach, feedback meetings with the Principal and the Assistant Principal, school visits, small group and large group planning days etc.
- PS/IS 178 retains highly qualified teachers by implementing ongoing high quality professional development, challenging each teacher to reach his/her potential. (ongoing) Teachers attend professional development workshops offered by DOE Central, the CFN, and within the school, such as through grade and department conferences, and one-on-one coaching. Teachers participate in a variety of professional development sessions, such as inter-visitations to other classrooms, one-on-one mentoring with a coach, feedback meetings with the Principal and the Assistant Principal, school visits, small group and large group planning days etc, as well as one-on-one goal-setting meetings with the administration. Teachers also participate in weekly Teacher Team Meetings, where teams of teachers analyze student work products, identifying learning targets and instructional goals for each student. PS/IS 178 encourages teachers to pursue additional credits beyond their Master's Degrees and to stay current on the latest innovative educational practices.

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;

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.

P.S. / I.S. 178Q The Holliswood School: Parent Compact

Parent/Guardian Responsibilities

Parents/Guardians will support our children's learning in the following ways:

- Supporting my child's learning by making education a priority in our home
- Getting my child to and from school safely everyday
- Making sure my child is on time and prepared every day for school
- Monitoring attendance
- Talking with my child about his/her school activities every day
- Scheduling daily homework time
- Providing an environment conducive for study
- Making sure that homework is completed
- Participating, as appropriate, in decisions relating to my child's education
- Promoting positive use of my child's extracurricular time
- Limiting the amount of TV and electronic game time
- Monitoring internet usage
- Participating in school activities on a regular basis
- Staying informed about my child's education and communicating with the school
- Promptly reading all notices from the school that come home via backpack, mail, internet or school messenger and responding, as appropriate
- Reading together with my child every day
- Being aware of and following the rules and regulations of the school
- Supporting the school discipline policy
- Express high expectations and offer praise and encouragement of achievement to my child

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

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Charles Amundsen, Cluster Ldr.	District 26	Borough Queens	School Number 178
School Name The Holliswood School			

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

Principal Jennifer Ambert	Assistant Principal Jason Chin
Coach Julia Kucharski	Coach Janet Marmo
ESL Teacher Joan Carter	Guidance Counselor Cristina Peters
Teacher/Subject Area Claudia Rocchio, ESL	Parent Inessa Katzap
Teacher/Subject Area	Parent Coordinator Phyllis Corley
Related Service Provider	Other Julia Kucharski, coach
Network Leader M. J. Pisacano/J. Joyner-Wells	Other Janet Marmo, coach

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	2	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	483	Total Number of ELLs	15	ELLs as share of total student population (%)	3.11%
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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. 

A home language survey, given to parents by the Pupil Accounting Secretary, is completed by all parents of new students. Over-the-phone interpretative services are utilized if necessary. Contingent upon the information on the home language survey, the ESL teacher administers the LAB-R to students with a home language other than English. If the information on the home language survey is unclear or inconclusive, the ESL teacher will conduct an informal interview with the student to determine the home language. All students who are eligible for testing are tested within the allowed ten-day period. Students who do not pass the LAB-R are eligible for ESL services and are placed in the requested program, if available. Spanish-speaking students who do not pass the LAB-R are given the Spanish LAB. The NYSESLAT is administered by the ESL teacher(s) each spring to all ELL students.

Once an ELL is identified, entitlement letters in both English and the home language, if available, are mailed home, inviting parents to an orientation for parents of new ELLs. If parents are not able to attend orientation on the specified date, the ESL Teacher is available to set up an orientation when both teacher and parent are available. At the orientation, parents view a video in English or their home language explaining all three programs. (The video is available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu.) An interpreter is/Interpreters are also present at the meetings where the Parent Coordinator and ESL Teacher can address any questions and concerns. The Parent Survey and Program Selection forms are completed and kept on file in the school, along with copies of entitlement letters. Most of the parents would like their children in a Freestanding ESL Program, but a few would prefer a Transitional Bilingual Program, which is not offered in the District. Thus far, the numbers of parents requesting a bilingual program have not met the minimum number of students required to start a bilingual program in the school. The names of students whose parents are interested in a bilingual program are kept on file. If a parent did not attend the orientation or send back the Program Selection form, the ESL teacher will follow up with a phone call.

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

No

If yes, indicate language(s):

Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In		2	3		4		4							13
Total	0	2	3	0	4	0	4	0	0	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	2

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	10	0	2	3	0	2	2	0	1		15
Total	10	0	2	3	0	2	2	0	1		15

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

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
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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

PS/IS 178 has a Freestanding ESL Program, the language of instruction being English only. There are two .4 fully certified ESL teachers. Both the push-in and pull-out models are used. ESL students are grouped homogeneously in the pull-out model. However, in classrooms, there is heterogeneous grouping. Grades must be combined in order to satisfy required units of ESL instruction for students. Grades 1 and 2 are combined in the pull-out model. The ESL teacher for those grades pushes into Grade 1 two times per week and into second grade twice per week. Grades 4 and 6 are combined in the pull-out model. The ESL teacher servicing those grades pushes into Grade 4 three times per week, and pushes into Grade 6 four times per week. The other sessions are pull out due to the combining of grades. Instruction is aligned to ESL/ELA learning standards and embeds the new common core standards. ESL instruction uses ESL methodology, some of which include: visuals; realia; repetition; music; math manipulatives; charts; graphic organizers; sound/word games; and role play. Technology is also integrated into the ESL curriculum with the use of the Lexia learning program and Rosetta Stone program. Other technology programs are integrated to teach ELLs. Mini lessons, read alouds and guided reading are part of the ESL experience, as the school implements a Balanced Literacy Approach to teaching reading and writing. Instruction for the upper grades includes literature and content-based instruction. The ESL teacher supports students' understanding by scaffolding academic language in content areas. There is congruency among classroom and ESL teachers, who collaboratively plan instruction for ELL students.

Spanish-speaking students who do not pass the LAB-R are given the Spanish LAB. There are no tests in other languages to evaluate students in their native languages.

PS/IS 178 presently does not have SIFE students. Our plan includes administering assessments to ensure proper placement, and an instructional plan of literacy and learning standards on par with the expectation of advancing these students. Instruction would be tailored to learning styles based on educational strengths. SIFE students receive differentiated instruction, extended day and after school instruction, contingent upon funding. SIFE students receive invitations to summer school.

Students who are newcomers are partnered with students who speak the same language. For newcomers, the ESL Teacher uses: Total Physical Response (TPR); visuals; realia; repetition; music; math manipulatives; graphic organizers; sound/word games; and role play.

ELLs receiving more than three years, but less than six years, of service, attend the extended-day program. A thorough review of past educational services will help to determine what further services these students need. An educational plan using differentiated instruction, peer tutoring, small group instruction and reading intervention will be implemented.

Long-term ELLs attend the extended-day program. A thorough review of past educational services will help to determine what further services these students need. An educational plan using differentiated instruction, peer tutoring, small group instruction and reading resources are implemented.

The plan for an ELL identified as having special needs is to have him/her seen by teachers who provide the necessary related service(s), such as, Speech and Language, Occupational Therapy, Physical Therapy, Hearing and Vision Teacher, and SETSS. Classroom teachers and the ESL teacher will provide information on educational strategies to assist students to achieve the state-designated level of English proficiency for their grade. The ESL teachers follow the Individualized Education Plan (IEP) of any ELL student with an IEP. In addition, grade-appropriate materials that also accelerate English language learning from a variety of vendors, such as ScottForesman and Pearson are used. Classroom teachers with ELL students have received 7.5 hours of professional development on strategies to teach ELLs.

Courses Taught in Languages Other than English

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

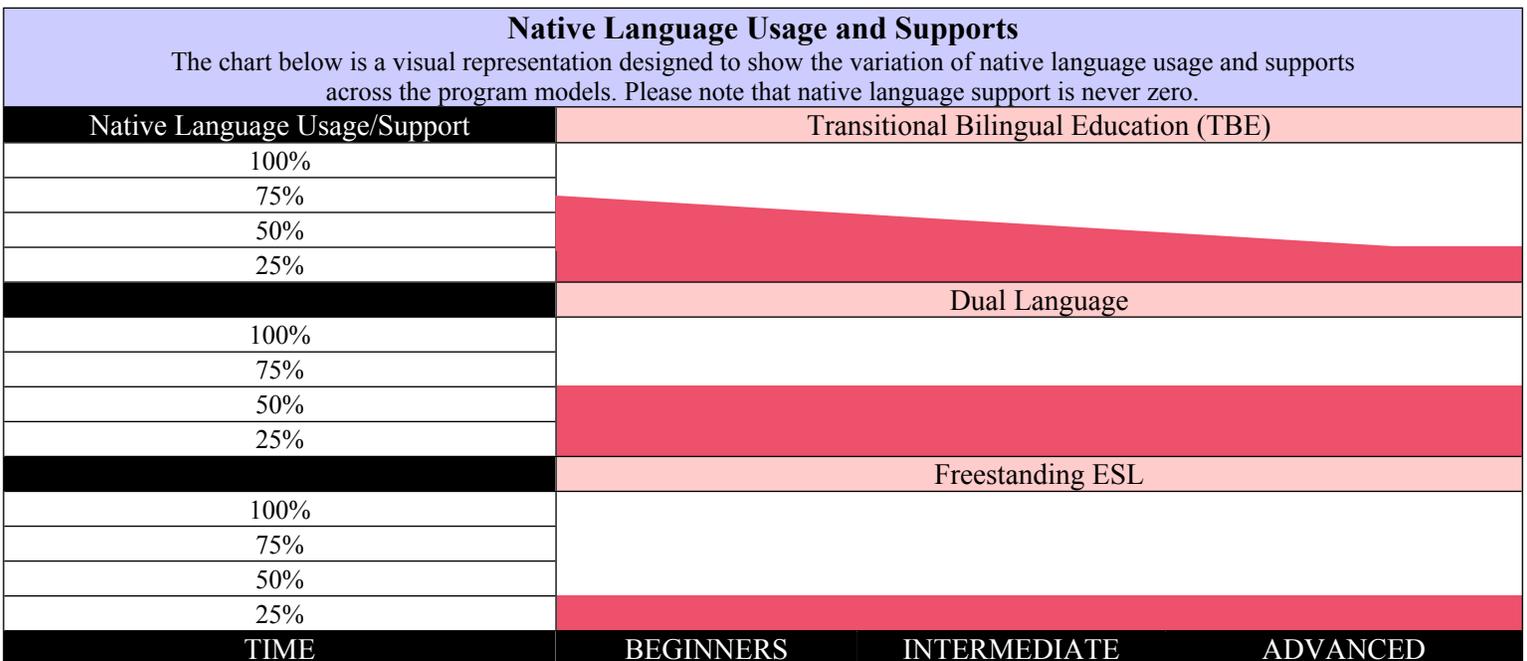
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

Social Studies:	
Math:	
Science:	

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

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

All ELL students are fully serviced and receive the mandated number of minutes per week. Former ELL students receive testing accommodations for two years following their proficient status on the NYESLAT. They are also serviced by an AIS teacher for additional support. Former ELL students are invited to attend the Extended Day Program. ELLs in the testing grades are invited and encouraged to attend the ELA and Math After School Program, which includes comprehensive preparation for the statewide assessments (ELA and Math).

PS/IS 178 implements the following enrichment and extracurricular activities for all students, including ELLs:

- CHAMPS After School Sports Programs – for Middle school students
- Talent Programs, including Drama/Dance, Digital Media and Visual Arts (Grades 6-8)
- Band (grades 4-8) – select students
- Chorus (grades 3-8) - all ELLs invited to audition
- Debate Team (Middle School students)
- Math Team (Grades 5-8 students)
- Ballroom Dance (Grade 5 students)
- Chorus (grades K-1) – seasonal
- Recorder (grades 2-3) – seasonal
- Flag Rugby (grades 4-5) - seasonal

Newcomers may write in their native languages and have their work translated in English during the initial stages of the writing process. Bilingual picture dictionaries and dual language books are available in the classroom. Listening centers and technology stations further support differentiation. School personnel are utilized to provide clarification for assignments in content area classes to ELLs in their native languages.

C. Schools with Dual Language Programs

<ol style="list-style-type: none"> 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)?
N/A

D. Professional Development and Support for School Staff

<ol style="list-style-type: none"> 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.
<p>All teachers participate in professional development and are provided the minimum 7.5 hours of training. Teachers are taught how to plan for individualized or group instruction for all students, including ELLs, to help them meet or exceed New York State and City standards. ESL professional development for ESL teachers, include training on SIFE Diagnostic Testing, push-in versus pull-out instruction, CFN-led professional development, including a series from Dr. Lily Wong Fillmore and Mary Ann Cucchiara on implementing "juicy sentences," as well as professional development for working with ELL students and on differentiated instruction, as well as UFT offerings on ESL instruction. Professional development is provided to all teachers on literacy, math, social studies, science, physical education, library services, special education, music and the arts on an ongoing basis, which are aligned to the Common Core Learning Standards and Charlotte Danielson's Teacher Effectiveness Framework. Professional development is conducted in-house through staff members turn-keying, as well as by administration, coaches, universities, such as Teachers College, etc. Professional development modes vary: 1-1, whole group/grade/department; vertical and horizontal grade planning; entire faculty.</p> <p>The transition from elementary to middle school is a smooth one, as we are a K-8 school and teachers collaborate to ensure proper placement for each child. The guidance counselor assists the staff for students transitioning to high school.</p>

E. Parental Involvement

<ol style="list-style-type: none"> 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?
<p>PS/IS 178 recognizes the importance of parent, family and community involvement in the education of English Language Learners. At "Meet the Teacher Night," ELL parents are informed about state standards, assessments, school and class expectations and program requirements for the freestanding ESL program. An ELL Parent Orientation is conducted for parents of new ELLs soon after LAB-R testing of eligible students. Parents view a video in their own language, if available, before making an informed program selection. Classroom and ESL teachers meet with parents at parent teacher conferences and throughout the school year. ELL parents are encouraged to become active members of the PTA. Interpreters are available for any and all conferences.</p> <p>Presently, there is an elementary school in the district that offers free ESL adult classes. Our parents were notified and invited.</p> <p>Prior to the beginning of the school year, the principal, assistant principal and parent coordinator conduct a parent orientation for new families. Focused efforts are made to create home-school communication which involve families in school decisions. School personnel who speak the home language of a student, when available, are also utilized to communicate with the parent/guardian. If interpreters are not available on-site, the DOE provides over-the-phone interpretation.</p>

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)	0	0	1	0	0	0	1	0	1					3
Intermediate(I)	0	2	1	0	1	0	1	0						5
Advanced (A)	0	1	2	0	2	0	2	0						7
Total	0	3	4	0	3	0	4	0	1	0	0	0	0	15

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2			3
4		1	1		2
5	1	1			2
6					0
7	2				2
8	4	1			5
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	1		1		1				3
4					2				2

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

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

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

Native Language Tests

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

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

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

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.

Results for the NYSESLAT and LAB-R are for current students in their current grades. Results for Modality Analysis reflect the students' grade last year. Also, five of the students (one in Grade 1, two in Grade 2, Grade 4, and Grade 7) reached proficiency on the Listening/Speaking portions but not on the Reading/Writing. One of the seventh grade students is new to the school, having transferred from a private school in which he was enrolled for two years. The latest NYSESLAT score for him is Intermediate from the spring of 2007.

For new ELL students, LAB-R results depend on previous background knowledge and exposure to English. Students with some exposure to English produce higher results on the LAB-R.

The data from the NYSESLAT reveals that students score higher on the listening/speaking modalities than in reading/writing. The patterns of proficiency across the four modalities affect instruction. LAB-R and NYSESLAT analyses are used to tailor instruction and identify next steps. All ELLs have access to coherent programs, as well as rigorous instruction in all subject areas. This will allow each ELL to meet the high standards set for all students. At PS/IS 178, the school leadership and the teachers are using the assessment results, including results from the ELL Periodic Assessments, to plan for individual and group assignments with varying levels of instructional work. Teachers receive professional development on best practices to teach reading and writing, following the Teachers College Curriculum and Balanced Literacy Approach. ESL Teachers implement balanced literacy, mirroring the work of the classroom teacher. Classroom teachers work with ELL students in small groups to target next steps in writing through documenting writing conferences. To target reading, SIFE students receive Wilson instruction during extended day. One of the resources used for newcomers is material from Great Source Education Group – Access: Building Literacy Through Learning, which includes the use of visual aides and interactive games.

The ESL Program is vital for students acquiring the English language. Our success is measured, primarily by the proficiency level reached

by students on the NYSESLAT and by students progressing to a higher level. Five of the 25 ELL students last year reached proficiency/tested out, two first graders, two fourth graders and one eighth-grade student. One first graders rose from the Beginning level to the Intermediate level, and one rose two levels, from Beginning to Advanced.

Part VI: LAP Assurances

School Name: <u>178</u>		School DBN: <u>26Q178</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Ambert	Principal		11/22/11
Jason Chin	Assistant Principal		11/22/11
Phyllis Corley	Parent Coordinator		11/22/11
Joan Carter	ESL Teacher		11/22/11
Inessa Katzap	Parent		11/22/11
Claudia Rocchio, ESL	Teacher/Subject Area		11/22/11
	Teacher/Subject Area		
Julia Kucharski	Coach		11/22/11
Janet Marmo	Coach		11/22/11
Cristina Peters	Guidance Counselor		11/22/11
Mary Jo Pisacano	Network Leader		11/22/11
Joanne Joyner-Wells	Other <u>Network Leader</u>		11/22/11
Charles Amundsen	Other <u>Cluster Leader</u>		11/22/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q178 **School Name:** PS/IS 178 Holliswood School

Cluster: 2 **Network:** 2.05

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 tools that were used to indicate the translation needs in languages for parents were: Home Language Information Survey (HLIS), ATS Otele Report, input from the ESL teacher, classroom teachers, counselors, PTA, and the parent coordinator.

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.

Interpretation service is needed in the following languages: Russian, Chinese (Mandarin and Cantonese), as well as Spanish. These findings were reported to the school community through the school's CEP, Quality Review, and Accountability and Overview Report, as well as through school meetings: School Leadership Team, PTA, SBST, and Faculty.

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 types of documents that need to be translated are Parent-Teacher Conference Information, parent workshop flyers, PTA notices, traffic and safety notices, school events (concerts, science fairs, arts festival, etc.) and central notices not already available in translated versions. Written translations will be provided by volunteers, outside vendors, Superintendent's Office, parents, and in – house staff.

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

Oral translation for our ELL parents is needed in Russian, Chinese (Mandarin and Cantonese) and Spanish for the following: Parent Workshops on assessment, individual Parent-Teacher Conferences for November and March, individual parent meetings with teachers and staff, and telephone communications. Oral interpretation service provided by outside vendor, Superintendent's Office, parents, in – house staff, parent volunteers, and over-the-phone interpretation services for all NYC DOE schools at 718-752-7373 ext. 4.

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>.

PS/IS 178 has posted near the primary entrance, on Radnor Road, a sign for translation and interpretation services in the appropriate languages. At the security desk is a language identification card so that non-English speaking parents may find their language and identify it for the agent. A staff member listed in the translation binder may be called or over-the-phone interpretation service may be accessed by calling 718-752-7373 ext. 4. Parent's Bill of Rights in DOE translated languages is available at the security desk and in the parent coordinator's office, room 207.