



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: [THE OLIVER WENDELL HOLMES SCHOOL](#)

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): [30Q204](#)

PRINCIPAL: [MS YVONNE LEIMSIDER](#)

EMAIL: YLEIMSI@SCHOOLS.NYC.GOV

SUPERINTENDENT: [MR. PHIL COMPOSTO](#)

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

| Name | Position and Constituent Group Represented | Signature |
|-----------------------------------|----------------------------------------------------------|------------------|
| Yvonne Leimsider | *Principal or Designee | |
| Adele Goldberg | *UFT Chapter Leader or Designee | |
| Rose Chambliss | *PA/PTA President or Designated Co-President | |
| Roz Conway | Treasurer/DC 37 Representative, if applicable | |
| Tina Lambos | Chair/School Counselor | |
| Ms Clara Purdy Stephanie Frank | Co-Secretary/Assistant Principal Co-Secretary/teacher | |
| Amanda Arlequin | Member/Teacher | |
| Ms Coleman | Member/Parent | |
| Naregis Khan | Member/Parent | |
| Catherine Paganas | Member/Parent | |
| Suada Hadzimushovich | Member/Parent | |
| Carin Diep-Dixon | Member/Parent | |
| Glenda Irby | Member/Parent | |

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

Utilize the Danielson 2011 Rubric, specifically *Domain 3 Instruction – Communicating with Students (3a), Using Questioning and Discussion Techniques (3b), Engaging Students in Learning (3c), Using Assessment in Instruction (3d)* to develop effective support for teachers.

By June 2013:

1. Administration conducted frequent cycles of formative classroom observations and provided timely and actionable feedback;
2. Teachers participated in professional development supporting improved teaching practice;
3. Teachers know what effective teaching looks like, have a shared language to discuss what's working and what needs to be improved, and know which actions to take to improve their practice.

Comprehensive needs assessment

After a full examination of student performance data in recent New York State Tests and in reviewing information based on 2011-12 Formal and Informal Observations of classroom practice we saw a need to refine our Instruction (Domain 3, a, b, c, and d).

At IS204 we have conducted extensive professional development over recent years (and in last 2 years especially through the Magnet Grant) to address some of our major learning needs as a staff – ensuring proficiency in using data to plan instruction, exploring the reading writing workshop to ensure rigor as well as our focus on improving our mathematics instruction to meet the instructional needs of our students. *In the 2010-11 NYS ELA Test, 33.9% students performed at level 3 & 4 and in the NYS Math Test 53.1% students performed at level 3 and 4.*

In the new school year we will utilize the *Charlotte Danielson Framework* and the *Norman Webb Depth of Knowledge Model for Cognitive Complexity* to further develop effectiveness and rigor of our teaching and specifically to plan a more differentiated professional development strategy to provide for the specific needs of all our teachers.

Instructional strategies/activities

1. Principal and assistant principals will examine the Danielson Rubric 2011 to refine the observation feedback protocols.
2. Develop a schedule of short, frequent cycles of classroom observations across Gr.6-8 classes.
3. Schedule additional time to prepare and provide focused timely and actionable feedback to each teacher.
4. Design program of professional development to strengthen teacher understanding of the specific areas of the Danielson 2011 Rubric we are working on, so that teachers understand what each aspect looks like in h/her teaching.
5. Provide professional development for all teachers (ARIS Learn, EngageNY) to support the specific clarification and action to be taken as required by individual teachers following the feedback. There will also be in-class support provided by instructional leaders, lead teachers and outside consultants, as required.

Timeline: September 2012 to June 2013

Strategies to increase parental involvement

Translation is available for all meetings with our school community, including:

1. Open Weekly Parent/Parent Coordinator meetings
2. Focused Grade Meetings: 6th grade Orientation, 8th grade applying for high school
3. Parent Workshops (ARIS)
4. Weekend Core Curriculum Retreat(s) for parents by the Network
5. City Year Community Based Organization Family Nights
6. Information will be provided to parents on the measures being put in place to improve instruction at the regular monthly PTA meetings
7. Parent Coordinator distributes information that is translated into Spanish.
8. Parent /Teacher Conferences held regularly with Report Card and translation is available as required

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.

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

If other is selected describe here:

Service and program coordination

Title I School Wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Title I Fair Share Funding, Contract for Excellence, Title III, and human resources to implement this action plan as indicated below:

- 'I have a Dream'
- Beacon
- City Year
- PBIS
- Community/Small Business Support
- Lead Teachers
- Magnet Grant Coordinators

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

The schoolwide implementation of PBIS, with benchmarks, to improve our school climate

By June 2013:

- **School-wide rules and procedures are created and supported through academy structure**
- **System of coherent and positive incentives that are consistently used.**

Comprehensive needs assessment

In terms of our School Environment our parent response for the Safety & Respect section of the Survey was 8.0 while teacher's response to the same section was 6.1 To improve our school environment we are planning to act to support our teachers' abilities to promote a safe and positive school that maximizes student engagement by implementing a positive incentive system and decreasing the number of physical referrals by 10% or more by June 2013.

Instructional strategies/activities

- **An outline of behaviors that are compliant or excellent will be developed.**
- **Establish a school organization with two academies that are geographically housed with dedicated Assistant Principals, Dean's, Guidance Counselors' and staff.**
- **All staff will understand and use the agreed system of behaviors that are to be rewarded through the Positive Behavior Intervention Supports (P.B.I.S.).**
- **Staff retreat for whole school planning of the PBIS implementation in detail.**
- **Schedule of school wide celebrations developed and implemented that acknowledges the variety of cultures at the school/community.**
- **Conduct clubs revolving around the Magnet Theme.**
- **School Wide Information System (SWIS) will be utilized to track referral and intervention data.**
- **An Online Occurrence Recording System (OORS) will be adapted to enable the school to compare behavioral change over time.**
Timeline: September 2012 to June 2013

Strategies to increase parental involvement

Translation is available for all meetings with our school community, including:

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- **Focused Grade Meetings: 6th grade Orientation, 8th grade applying for high school**
- **Parent Workshops (ARIS)**
- **Weekend Core Curriculum Retreat(s) for parents by the Network**
- **City Year Community Based Organization Family Nights**
- **Information will be provided to parents on the measures being put in place to improve instruction at the regular monthly PTA meetings**
- **Parent Coordinator distributes information that is translated into Spanish.**
- **Parent /Teacher Conferences held regularly with Report Card and translation is available as required**
- **SLT Meetings**
- **Parent Open House providing specific information and answering questions to help parents provide support at home**

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.

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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

To engage in investigation of the instructional shifts in ELA/Literacy and Mathematics through a rigorous implementation of the CCLS-aligned tasks.

By June 2013:

1. In Fall all students will have engaged in one ELA/literacy and one mathematics assessment task embedded in the rigorous NYC DOE curriculum units and aligned to the Common Core.
2. In Spring all students will have engaged in one ELA/literacy and one mathematics assessment task embedded in a rigorous NYC DOE curriculum units and aligned to the Common Core.
3. Instructional leaders will have facilitated an informed discussion of the implications of the instructional shifts in ELA/Literacy and Mathematics within and across grades.

Comprehensive needs assessment

As the standard for the State Tests increases, we will focus greater attention on academic rigor in planning for instruction. NYC is providing a set of instructional expectations for 2011-12 to allow teachers to engage in thinking about and using the new CCLS. We have made some progress towards this through our professional development whereby ELA & Mathematics grade teams are working to align the units of study in ELA and Mathematics with the CCLS and to deepen academic rigor.

In the 2010-11 Progress Report our Student Progress overall was 20.4 (C grade), Student Performance 9.1 (C Grade), School Environment 6.6 (B) and Closing the Achievement Gap 1.0, therefore our overall Score was 37.1 (C Grade). Additionally, the 2010-11 School Quality Review we achieved Proficient Level IS204 current status

For the State Accountability was Restructuring (advanced) Focused in 2010-11.

In 2011-12 we will be concentrating on implementing a series of performance tasks in ELA & Math, aligned to the CCLS and consider the implications for our teaching. ELA and Mathematics units of study will be revised to include:

- Multiple entry points for ELLs and Special Education students.
- Cognitively-demanding tasks aligned to the CCLS and the Norman Webb Depth of Knowledge.

As the basis of inquiry into student performance of cognitively demanding written tasks we will gather and annotate selected student work samples as a reference point to compare future student work and to support decisions about adjustments to our teaching.

ELA and Mathematics units of study are revised to include:

- *multiple entry points for ELLs and Special Education students*
- *cognitively demanding tasks aligned to the Common Core*

A binder of annotated student written assessments will be developed as a reference point to compare future student work, at each grade level.

Instructional strategies/activities

1. PD opportunities will be provided exposing staff to student work and diagnostic tasks that are aligned to selected standards, available on the Common Core Library (CITYWIDE INSTRUCTIONAL EXPECTATIONS).
2. Using ARIS Learn, EngageNY and the NYC DOE Professional Development Resources, continue to deepen teacher understanding around Common Core, during team meetings and faculty conferences.
3. Implement two NYC Common Core-Aligned Tasks, instructional supports and additional ELL and Special Education materials in ELA/Literacy and Mathematics for all students in 2012-13.
4. Using the Common Core-aligned rubrics closely examine the resulting student assessment outcomes.
5. Grade 6-8 teams will collaboratively review the CCLS and the Instructional Shifts in ELA/Literacy and Mathematics to develop a shared

understanding for compliance.

6. Teachers will collaborate to align 6-8 curriculum with the Common Core, and refine the instructional units to meet the learning needs of all students.
7. The emerging instructional expectations will allow IS204 to adjust what and how we teach in order to help all students succeed in the forecast changes in the NYS Tests
Timeline: September 2012 to June 2013

Strategies to increase parental involvement

- Translation is available for all meetings with our school community, including:
- Open Weekly Parent/Parent Coordinator gatherings
- Focused Grade Meetings: 6th grade Orientation, 8th grade applying for high school Parent Workshops (ARIS)
- Weekend Core Curriculum Retreat(s) for parents by the Network
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- Parent /Teacher Conferences held regularly with Report Card and translation is available as required
- SLT Meetings
- Parent Open House providing specific information and answering questions to help parents provide support at home

Budget and resources alignment

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

To emphasize the use of evidence to inform or make effective arguments both orally and in writing in ELA/Literacy (i.e. in content areas).

By June 2013:

1. All teachers received professional development on text-dependent questioning based on close analytic reading;
2. Students are engaged in reading texts multiple times to 'go deeper' by reading like detectives and becoming critical readers and thinkers;
3. All students are sharing the arguments built in response to texts in their discussions and writing
4. 75% of general education students will have moved up at least one level in the 'use evidence' area of the NYC DOE ELA/literacy CCLS aligned rubric.
5. 45% of ELLs and Special Education students will have moved up at least one level in the 'use evidence' area of the NYC DOE ELA/literacy CCLS aligned rubric.

Comprehensive needs assessment

In the NYS ELA 2010-11 33.3% ELLs, 44.4% Lowest Third Citywide, 53.4% Self-Contained/CTT/SETSS and 42.2% Black and Hispanic males in Lowest Third Citywide fell within the 75th Growth Percentile or Higher. The New York State School Report Card: Accountability and Overview Report 2010-11 showed that IS 204 made AYP in the 'All Students' category in 'English Language Arts', though we did not in the 'Students with Disabilities', 'Black or African American', and 'Limited English Proficient' categories.

As we examine our data we find that our students, including our subgroups, have a need to improve in their ability to find and explain evidence for their ideas, discussion points and arguments in literacy. Also as we move closer towards a full integration of the CCLS we are taking making use of the professional development opportunity provided by the CCLS-Aligned Assessment Tasks in ELA which will be replicated to enable our ELA team to take an inquiry approach. In this way we want to embed the Norman Webb Depth of Knowledge into our literacy teaching to ensure academic *rigor and higher performance and increased student progress in ELA.*

Instructional strategies/activities

1. Students will complete tasks that require them to read and analyze informational texts and write opinions and arguments in response as a baseline assessment.
2. Grade 6-8 teams will use a CCLS-aligned rubric that includes the 'use evidence' category for this assessment.
3. Instructional leaders provide professional development on designing open-ended, text-based questions
4. Grade 6-8 teams, supported by their instructional leaders review the Grade 6 and Grade 9 Guidance for Implementation of Grade Level Common Core Instructional Shifts in ELA/Literacy (including 'Examples of what is NO LONGER expected' and 'Examples of what is NOW EXPECTED')
5. Professional development conducted using the NYC DOE Resources for Teacher Teams Professional Learning:
 - Making Connections in Literacy: Selected Common Core Standards and Instructional Shifts
 - Common Core-aligned Pedagogy for Learning
 - Looking at Students' Current Thinking and Surfacing Gaps
6. ELL, CTT and SETTS teachers will co-plan to create multiple entry points and instructional scaffolding and opportunities to integrate smart and strategic ways to improve academic language and thinking around informational texts.
7. Grade 6-8 teams will review the Fall student writing samples to identify the next steps taking students to the next level of achievement (based on the rubric).
8. Grade 6-8 teams will plan to present lessons to have students:
 - Analyze paragraphs on a sentence by sentence basis and sentences on a word by word basis to determine the role played by individual paragraphs, sentences, phrases, or words
 - Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
 - Prove each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a

whole

- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated.

9. Grade teams will review the final student Endline Assessment to monitor progress toward this goal.

Timeline: September 2012 to June 2013

Strategies to increase parental involvement

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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

To require understanding of core math concepts and applying them to new situations as well as writing and speaking to demonstrate deep conceptual understanding.

By June 2013:

1. All teachers received professional development on the Instructional Shifts in Mathematics 2012-13;
2. Teachers focus deeply on only those concepts prioritized in the standards through the Grades 6-8 Major Clusters;
3. 75% students will reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.

Comprehensive needs assessment

When we examine our mathematics data we see a need to improve student ability to find and explain evidence for their ideas, discussion points and arguments in mathematics.

In the NYS MATH 2010-11, 31.6% ELLs, 35.8% Lowest Third Citywide, 33.3% Self-Contained/CTT/SETSS and 29.2% Black and Hispanic males in Lowest Third Citywide fell within the 75th Growth Percentile or Higher.

The New York State School Report Card: Accountability and Overview Report 2010-11 showed that IS 204 made AYP in the 'All Students' category in Mathematics we did not in the 'Students with Disabilities' and 'Limited English Proficient' categories.

In order to do this our professional development and our inquiry focus will be on reviewing ways real mathematicians use mathematics to represent and solve authentic problems in the world as well as support all our students, including the subgroups to perform at a higher level of cognitive demand by using the instructional supports for ELL and Special Education students.

At least 15% of a focus group of general education, ELL and Special Education students will have moved up at least one level in the 'demonstrates ability to provide reasoning behind argument(s)' area of the rubric developed at the school level.

Instructional strategies/activities

1. All Students will complete a CCLS-aligned performance task for each unit of study.
2. Grade 6-8 teams will use specific criteria aligned to the Common Core that includes a 'provide evidence' focus for the assessments for each unit of study.
3. Professional development conducted using the NYC DOE Resources for Teacher Teams Professional Learning.
4. Grade teams, supported by their instructional leaders will review the Emphases in Common Core Standards for Mathematical Content Kindergarten – Grade 8 (relevant sections 6-8).
5. Grade 6-8 teams will review the Fall student assessments to identify the next steps taking students to the next level of achievement (based on the performance criteria).
6. Instructional leaders provide professional development that will assist teachers in designing learning that helps students understand how to demonstrate their thinking when using specific grade level mathematical skills
7. Common Core units of study in Math will be devised to ensure coverage of the following mathematical practices:
 - Attend to precision
 - Make sense of problems and persevere in solving them
 - Reason abstractly and quantitatively
 - Construct viable arguments & critique the reasoning of others.

8. Grade 6-8 teams will meet regularly and utilize student work samples with a view to refining instruction and developing a set of well-crafted and specific strategies to support the achievement of rigorous tasks that demand evidence based on their mathematical thinking.
9. ELL, CTT and SETTS teachers will co-plan to create multiple entry points and instructional scaffolding and opportunities to integrate smart and strategic ways to improve language and thinking around mathematical texts.
10. All our Math units will show the following shift in classroom instruction: require fluency, application, and conceptual understanding.
Timeline: September 2012 to June 2013

Strategies to increase parental involvement

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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 | Achieve 3000 Pull Out Title III funded class Targeting ESL | Whole class computer based Instruction Small Group Small Group | During the School Day During the School Day Before school |
| Mathematics | Pull Out | Small Group | During the School Day |
| Science | Pull Out | Small Group | During the School Day |
| Social Studies | | | |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Counseling Vocational counseling Mediation | One-to-one Small Group | Scheduled As needed |

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.

At IS204 there is:

100% highly qualified teachers

Recruitment strategies conducted according to current DOE guidelines

Informed teachers and wherever appropriate have a role to play in decision making

Appreciation luncheons for teachers and staff are offered before the holiday period to support staff morale

Access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve high level of professionalism

Fulfillment and professional satisfaction that is achieved through the team structure of the school whereby teachers collaborate to share lesson ideas and to support one another in planning curricula.

**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
IS204: THE OLIVER WENDELL HOLMES SCHOOL**

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

IS204: THE OLIVER WENDELL HOLMES SCHOOL

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.

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 Alta Gracia Santana | District 30 | Borough Queens | School Number 204 |
| School Name IS 204 Oliver Wendell Holmes | | | |

B. Language Allocation Policy Team Composition

| | |
|-------------------------------------------------|--------------------------------------------|
| Principal Yvonne Leimsider | Assistant Principal Amanda Lazerson |
| Coach Kerri Norton | Coach type here |
| ESL Teacher Sophia Nikolidakis | Guidance Counselor Fotina Lambos |
| Teacher/Subject Area Christine Szkambara | Parent type here |
| Teacher/Subject Area Kiriaki Spanopoulou | Parent Coordinator Latisha Kornegay |
| Related Service Provider type here | Other type here |
| Network Leader Santana | 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 | 3 | 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 | 737 | Total Number of ELLs | 94 | ELLs as share of total student population (%) | 12.75% |
|------------------------------------|------------|----------------------|-----------|-----------------------------------------------|---------------|

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. When a new student enters into IS 204, the parent is given the Home Language Identification Survey (HLIS) as part of their registration packet. At that time, a licensed pedagogue trained in the intake process assists the parent in filling out the form. Translators are provided when necessary. After the parent fills out the HLIS, an interview is conducted by a trained pedagogue. Based on the results of the HLIS and the interview, the home language is entered into ATS by the pupil accounting secretary. If a language other than English is indicated as the home language the Revised Language Battery Assessment (Lab-R) is administered by a fully trained pedagogue and used as an initial assessment. This assessment is used to determine eligibility for ELL services. After administering the Lab-R, the test is hand scored by a fully trained pedagogue using the cut scores indicated on the Lab-R memorandum to determine the level of proficiency. These results are documented and kept on file at the school with the test papers being sent to the scan center. For any students whose home language has been identified as Spanish the Lab-R in Spanish is administered if necessary. For any students requiring ELL services, parent orientation and placement is done within the first ten school days of enrollment. In order to ensure that all of the appropriate new admits are tested the RLER is generated through ATS. This report identifies any new admit eligible for Lab-R administration. To ensure that all ELL students receive the NYSESLAT annually, the Assistant Principal prints out the RLER report from ATS to verify which students are eligible to take the NYSESLAT exam. The assistant principal creates a testing schedule with the ESL coordinator to ensure that every eligible ELL student is administered all four components of the NYSESLAT. A checklist is created and maintained to make sure that all are tested in all four components

2. If a student is identified as eligible to receive ELL services as determined by the Lab-R, an invitation to the Parent Orientation meeting is sent home to the parents or guardians of these students. This Parent Orientation meeting is conducted by a fully trained licensed ESL teacher. Interpreters are made available during this meeting. During the orientation parents are instructed to sign in, take a parent orientation agenda, a parent survey/program selection form and a parent brochure. All of these documents are given to the parents in their native language. During the meeting, the Assistant Principal welcomes parents and provides an explanation of the purpose of the meeting. Information regarding the number of minutes of service required under CR 154 for students at the beginning, intermediate, and advanced level of proficiency is provided. Parents are also told that if their child continues to be eligible for services the following school year based on the results of the NYSESLAT exam, they will receive a Continuation of Services upon receipt of the test scores. Parents are informed that research shows ELL students who stay in one continuous program perform better academically than those who switch between programs. An explanation of federal funding under Title III and the availability of supplemental services. After all of the information is provided to the parents, the parents are given the opportunity to view the Parent Orientation video in their native language. After the video presentation, parents fill out the parent selection forms, trained ESL are made available to make sure that all forms are filled out correctly and are collected. Identification and placement are conducted within the first ten school days.

3. To ensure that Parent Survey and Program selection forms are returned we make every attempt to reach out to those parents who have not returned the form. We do this through backpacked flyers, phone calls and registered letters if necessary. Outreach and makeup sessions are conducted by trained ESL pedagogues to ensure accurate completion and collection of the forms. During these makeup sessions all areas as indicated in question 2 are addressed. Ongoing parent orientation meetings are conducted as needed whenever new admits are identified as ELL students using the HLIS and parent interview.

To ensure that all entitlement letters (non-entitlement, continued entitlement and entitlement) are distributed, a licensed pedagogue first reviews the current NYSESLAT data to identify students that have scored proficient. All non-entitlement letters are generated and backpacked home with the students. Copies are kept on file at the school. Letters are generated for all students who have not tested out according to the NYSESLAT exam and are back packed home with the child. For any new admits into the school who receive the Lab-R and are identified as needing services are given the entitlement letter along with a phone call home to the parents/guardians to inform them of the child's placement.

4. Once all parent selection forms are collected, the parental choice is documented in a checklist. This checklist is used to ensure that all forms have been collected and monitors program choices. If a single grade or two continuous grades are found to have 15 or more students that chose a TBE program in a particular language, then a bilingual class is formed.

5/6. For the past few years, we have noticed that the trend for our parents is to request an ESL program, which we currently have in grades 6-8. Currently and in the past, parents have overwhelmingly opt for a freestanding ESL class. While our parent surveys reflect the model of choice to be freestanding ESL, based on the Aspira Consent Decree, it there is a choice for TBE from 15 or more of our parents in one or two continuous grades in the same language then we will create a TBE program.

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 Push-In | | | | | | | 3 | 3 | 3 | | | | | 9 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 0 | 0 | 0 | 0 | 9 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | |
|-----------------------------|----|----------------------------------------------|----|
| All ELLs | 94 | Newcomers (ELLs receiving service 0-3 years) | 24 |
| SIFE | 6 | ELLs receiving service 4-6 years | 22 |
| | | Special Education | 34 |
| | | Long-Term (completed 6 years) | 48 |

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

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 24 | 4 | 3 | 22 | 2 | 10 | 48 | 0 | 21 | 94 |
| Total | 24 | 4 | 3 | 22 | 2 | 10 | 48 | 0 | 21 | 94 |

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

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|
| | EL L | EP |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| Spanish | | | | | | | 24 | 18 | 21 | | | | | 63 |
| Chinese | | | | | | | 1 | | | | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | 7 | 6 | 4 | | | | | 17 |
| Urdu | | | | | | | 1 | | 1 | | | | | 2 |
| Arabic | | | | | | | 4 | | 3 | | | | | 7 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | 1 | | | | | | 1 |
| Punjabi | | | | | | | 1 | | | | | | | 1 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | 1 | | 1 | | | | | 2 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 39 | 25 | 30 | 0 | 0 | 0 | 0 | 94 |

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?

1. The organizational models used to deliver ESL instruction are departmentalized and emphasize a balanced literacy approach. A total of 94 ELL students are serviced in ESL. There are three certified ESL teachers who provide these services. We have three ESL classes, one on each grade level. For the seventh and eighth grade ESL classes there is a 15:1 student to teacher ratio. Students are grouped based upon their NYSELA test data. Both of these classes are taught by fully certified ESL pedagogues. All ESL classes differentiate and scaffold instruction based upon individual student need. A push in/pull out model of instruction in ESL is implemented for our special education classes. Heterogeneous grouping facilitates the push in/pull out model of instruction. Currently all classes in grades 6-8 have ELL students receiving mandated services.

2. To ensure that the mandated number of instructional minutes is provided according to the students proficiency levels in our ESL program, for the 3 departmentalized ESL classes the students receive a minimum of 8 periods (1 period = 45 minutes) of ELA/ESL instruction provided by a licensed ESL pedagogue. In addition they also receive 5 periods of ESL instruction provided by a licensed ESL pedagogue. All of our special education ELL students who receive service through the push in/pull out model receives 5 periods of explicit ESL instruction a week. Our 6th and 7th grade special education students receive additional support in reading and writing through a journalism class 3 periods a week. Bilingual materials such as glossaries, dictionaries and text are made available to students. Bilingual literature is part of the classroom library so that ELL students have access to text in the native language. These materials are embedded in daily ELA/ESL instruction.

3. Teachers at IS 204 have positive attitudes toward having ELL students in their classes as evidenced by the time they dedicate to the planning for these students and integrating ESL methodologies in their classroom instruction. Together with the ELA teachers, all three ESL teachers meet during subject conferences, once a week. Additionally all three ESL teachers meet with the Assistant Principal overseeing ESL monthly. Effective ESL methodology and strategies are infused in content area instruction to enable ELL students to access prior knowledge, learn content material and communicate ideas. Visual aides, leveled books, culturally diverse materials and graphic organizers are used to infuse ESL strategies into content areas. Technology aides, such as the Interactive Activ board were added to classrooms to aid in instruction. Thematic units based on our Magnet grant and CCSS are a part of the curriculum planning developed during professional development sessions.

4. To ensure that ELL's are appropriately evaluated in native language we have trained pedagogues to provide translation services

A. Programming and Scheduling Information

when needs. If we do not have someone to translate we arrange to have translation services provide the necessary language.

5. Six of our ELL students have been identified as SIFE. SIFE students are offered and encouraged to participate in extended day activities which include academic classes and clubs. AIS services also provide SIFE students with additional support to increase literacy and mathematics. These services are implemented during the school day. Guidance Counselors are used as an intervention tool and serve as a connection between home and school.

ELL students in the US for less than three years are assessed in their English and Native language proficiency. When, they first arrive, they are tested with the Lab-R and at the end of the academic year, the NYSESLAT. Teachers use these scores to guide instruction. Once in the classroom, teachers make observation and assessment a daily practice in the areas of speaking, listening, reading and writing. They assess literacy using various assessment tools including the DRA and interim assessments. Based on assessment, students receive explicit instruction to develop their speaking, listening, reading and writing proficiency. Some of these strategies include but are not limited to, using clear and predictable talk, repeat and rephrase, simplify vocabulary and reduce the use of idioms, using vocabulary in context and modeling language patterns by expanding on student utterances.

ELL students in the US for four to six years receive instruction using various linguistic and scaffolding strategies. Some of these strategies include group discussions and writing from personal experience. Teachers work together to assess student instructional needs using formal and informal assessment including ongoing observations, conferences, DRA, periodic assessments and NYSESLAT data. Literacy and language needs by modality are determined. Teachers meet during common planning to discuss specific instructional needs. Literacy is developed in individual, guided and group instruction. Students are also given native language support such as technology, translation glossaries and dictionaries.

ELL students in the US for more than six years receive instruction to build academic language with respect to their literacy needs. Teachers meet to discuss and plan to help guide instruction of the long term ELL's. These instructional strategies include but are not limited to using literary elements and genres in discussions, using content-related vocabulary in discussions, reading and writing and summarizing literature and content-area texts using a variety of comprehension strategies.

6. The effective implementation of differentiation of instruction is required by the ESL teacher throughout all content, regardless of the subgroup. For all subgroups, the following differentiation strategies are being implemented: graphic organizers, visual images, foldables, use of highlighters, workstations, technology, vocabulary building using games and mapping.

7. To meet the diverse needs of ELL-SWD within the least restrictive environment we provide all mandated services with a push in model. A fully licensed ESL teacher pushes into content area classrooms to provide the needed support for the students.

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

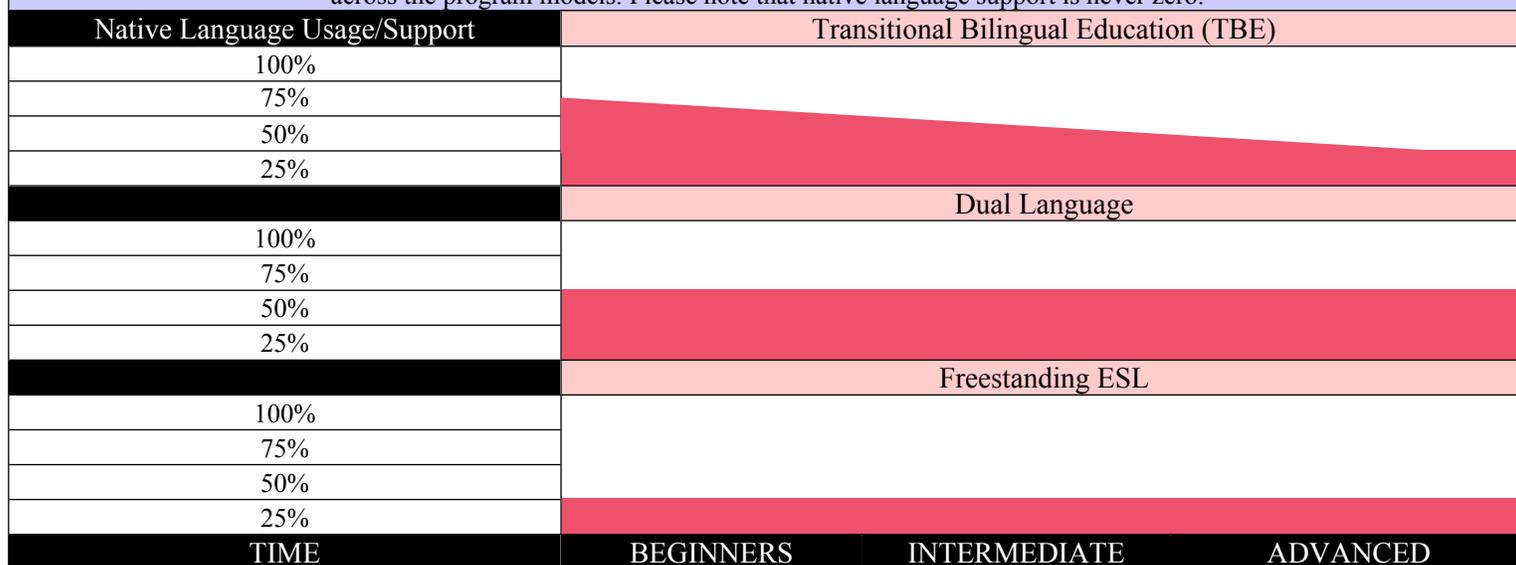
| | Beginning | Intermediate | Advanced |
|-------------------------------------------------------------------|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 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 |

Native Language Usage and Supports

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



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?

8. Various instructional materials are provided to all ELL's. In the mathematics classroom, students use the HOLT mathematics textbook. All materials related to the textbook are available in English as well as Spanish. There is also a website that correlates to the textbook that provides the students with short tutorials as well as homework help. All ELL students stay for the extended day program four days a week (a total of 150 minutes). This program provides targeted instruction for ELL's to address the specific needs of the students. These needs are identified through analysis of NYSELA and NYSESLAT results as well as informal assessments, such as DRA and Acuity. While these programs are conducted in English, native language support is provided in various manners. This is done using bilingual materials and technology. Language buddy partners allow students to express their ideas in their native language. Former ELL students are provided additional support services based upon their particular need. These programs include academic intervention services in ELA and/or Math and or the afterschool extended day program.

9. Any student passing the NYSESLAT is eligible to receive transitional support of up to two years. At the beginning of each school year letters are sent home to all students informing the parent/guardian that their child had scored proficient on the NYSESLAT in the spring. At that time parents may request in writing if they would like their child to remain in an ESL class. If the parent does not request the ESL class in writing the student is placed in a general education or special education setting depending on their need. All students receive ELL testing accommodations for two years.

Current and Former ELL students are part of the Inquiry groups conducted in the grades. Critical thinking skills are a part of this inquiry. This addresses the needs of many former ELL's who often struggle to express themselves orally and in writing.

10. Over the next two years our school will implement several interdisciplinary units throughout all grade levels. These interdisciplinary units are aligned with our magnet theme "Living Green in a Global Society" and Common Core State Standards. These interdisciplinary units primarily focus on science based ideas that help our students make connections between all academic core subjects as well as real life applications.

11. Currently all ESL programs are in place.

12. ELL Students are afforded equal access to all school programs. All ELL students receive the same cluster classes as all other students in the school. These classes include art, music, hygiene, computers and journalism. Based upon the information on their student lunch forms they may also receive Supplemental Educational Services (SES) through an outside provider. ELL students are also invited to participate in various enrichment programs. These programs provide ELL's with the opportunity to develop language speaking skills in a social setting and to explore other talents and interests. These include basketball, soccer, baseball, mouse squad, national junior honors society and recycling club.

13. A variety of instructional resources are utilized during the school day. Bilingual dictionaries and glossaries are used to support native language instruction. Multicultural literature representative of the various cultures are used inside the classroom. Manipulatives and visual aids are used to scaffold instruction for ELL's.

14. Native language support is delivered in our ESL program through independent reading. Students may chose books from the school library and their classroom libraries to read in their native language. Our students have the opportunity in social settings such as lunch and physical education to speak in their native language. Additional support is given through the use of buddy learning partners as well as our paraprofessional who speak many of the same native languages as or ELL students.

15. Services support and resources correspond to ELL's ages and grade levels. Classroom libraries are age and grade appropriated and leveled by literacy needs. Content pacing calendars and units correspond to other grade wide pacing calendars and units based on our Magnet theme and CCSS. Teachers scaffold instruction to promote academic language use.

16. To assist newly enrolled ELL students before the beginning of the school year, we hold an orientation day. During this day,

parents and students are invited to the school to meet the teachers and administration. Students take a tour of the building and learn about the programs we offer. During the summer months we offer a two week Magnet camp to all of our incoming sixth graders. Students who enroll in the camp are provided with the opportunity to meet other incoming sixth graders as well as develop their language skills in a social and more relaxed academic setting.

17. All of our students receive Spanish for one school year.

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)?

Currently we do not have a dual language program.

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. Contractual staff development hours and days are utilized to provide all staff with the necessary ELL professional development. These workshops include but are not limited to Charlotte Danielson's "Framework for Teaching" and Norman Webb's "Depth of Knowledge". Often, teachers are sent to various professional development workshops offered by the Office of English Language Learners, which include Common Core Learning Standards in the Mathematics Classroom, and teaching ELL students with disabilities. These staff members then turn key to the rest of the staff.

Professional Development Calendar 2011-2012

September 2011: Planning time during professional development days before the opening of the school year.

Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

October 2011: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.

ARIS Lunch and Learn

November 2011: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.

Election day professional development: Danielson's Framework for Teaching and Webb's Depth of Knowledge

ACUITY Lunch and Learn

December 2011: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.

ESL Lunch and Learn

January 2012: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.

February 2012: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.

March 2012: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.

April 2012: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.

May 2012: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.

ESL Lunch and Learn

June 2012: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.

Evaluation of ESL push in/pull out program

Setting program goals for the 2012-2013 school year

2. Our school assists incoming ELL students in the transition from elementary to middle school by opening our doors for an open house/orientation. Our school also invites elementary students to participate in a summer Magnet program. In order to support the ELL student's transition from middle school to high school, the guidance department offers High School open houses, interschool visitations, information meetings, and small group counseling.

3. New teachers are provided the mandated 7.5 hours of professional ELL development through our network support staff. The staff participates in outside professional development opportunities which are shared with the staff during weekly/monthly meetings. The ESL coordinator also conducts lunch and learns that specifically concentrate on training teachers to effectively differentiate for ESL students. Sign in sheets and agendas are kept to maintain records. All staff participates in PD 360, an online professional development website. Teachers go online to view professional development tutorials. After each tutorial they must answer questions about what was viewed and try something from the video in their classroom. After they must follow up online commenting on how the professional development worked. The principal and assistant principals can view what each staff member has viewed and what they are currently working on.

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. The parent coordinator of IS 204 conducts weekly parent workshops that target the needs of all students. These workshops include but are not limited to, the high school application process, ARIS Parent Link, Special Education services, ELL services. Translation is available at every meeting. We conduct monthly Parent Teacher Association meetings. Notices and letters are translated to keep parents informed of school events and educational programs.

2. Through the Beacon Program our ELL parents/guardians can register in English classes at night.

3. Parent needs are determined through surveys, personal requests, PTA, SLT, meetings, phone calls and e-mails.

4. All activities are directed to meet the needs of the parents. Computer workshops enable parents to stay connected with their child's progress through ARIS. Translation services are available at all activities through IS 204 staff members. As well, our parents can obtain all school information through our school's website.

We also keep our parents informed by:

IS 204 website

Back packed notices

Monthly Calendar

Monthly newsletter

Parent Coordinator webpage

PTA

SLT meetings

Telephone Message System

School Sign

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) | | | | | | | 1 | 3 | 10 | | | | | 14 |
| Intermediate(I) | | | | | | | 6 | 3 | 11 | | | | | 20 |
| Advanced (A) | | | | | | | 33 | 15 | 12 | | | | | 60 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 21 | 33 | 0 | 0 | 0 | 0 | 94 |

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

NYSESLAT Modality Analysis

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

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 12 | 22 | 3 | | 37 |
| 7 | 10 | 8 | 1 | | 19 |
| 8 | 17 | 9 | | | 26 |
| 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 | 6 | | 26 | | 8 | | | | 40 |
| 7 | 7 | | 11 | | 3 | | | | 21 |
| 8 | 8 | | 15 | | 5 | | 1 | | 29 |
| 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 | | | | | | | | | 0 |
| 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 | | | | |

New York State Regents Exam

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

Native Language Tests

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

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

- 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. Data gathered through standardized exams, interim assessments, conferencing and other informal assessments demonstrates a need for ELL's on the area of reading and vocabulary comprehension. ELL students struggle expressing their ideas both orally and in writing. Students tend to answer literal questions and struggle to expand on questions that require critical thinking skills. Using this data the ELA/ESL department has developed a curriculum using a balanced literacy approach to address these needs.
2. Of the four students who were administered the Lab-R this school year, one tested proficient, two tested highly advanced, and one beginner. This information shows that the majority of students entering our school are at an advanced level. An analysis of the NYSESLAT scores show that Beginning level students who are in special education class score advanced or proficient in listening and speaking and beginning in reading and writing.
3. During monthly ESL common planning meetings, the ESL department teachers along with the assistant principal meets to discuss how patterns in the NYSESLAT will affect classroom instruction. An analysis of the NYSESLAT scores indicates the majority of all ELL students are deficient in reading and writing. As a result of this students receive targeted instruction in reading and writing with an emphasis on writing in their daily classroom instruction across all content areas.
4. During monthly ESL common planning meetings, the ESL department teachers along with the assistant principal meets to discuss how patterns in the NYSESLAT will affect classroom instruction. 96% of all ELL students scored a level 1 or 2 on the NYSELA exam. This is in part due to the increase in scale scores by the state. Unfortunately, our ELL population does not farewell on standardized tests taken in English. In mathematics 57% of all ELL students scored a level 2 on the NYS Math test. Unfortunately, our ELL population does not farewell on standardized tests taken in English. As a result we are focusing some of our inquiry work around performance of ELL students as well as asking for additional assistance from our network leaders. The ELL periodic assessment guides teacher trainings and instructional decisions. The data is analyzed by the ESL department at monthly common meetings and the results are used to appropriately group students, and provide targeted assistance. The periodic assessments are not extremely useful to assess true beginners. We understand that they are new to the country and therefore expect poor results on all modalities. Students who are performing at the intermediate or advanced levels are able to answer enough on the assessments to create a better picture for us because we can more readily see where they need assistance or intervention. From the NYSESLAT, NYS ELA exam and periodic assessments the school has determined that our ELL students struggle with reading and writing. In order to ensure that our ELL students become proficient readers and writers we focus on implementing strategies that address and incorporate innovative and interactive technological activities that address language acquisition, comprehension, content and learning style. From our baseline assessments and AUCITY our ELA/ESL teachers has determined that many of our ELL students have difficulty with inferencing, using context clues, spelling and grammar. Teachers are including strategies and activities to address these weaknesses. Native language is being supported in classroom instruction through content specific bilingual glossaries, bilingual glossaries and classroom buddies.
5. Currently we do not have a dual language program at our school
6. In September an analysis of the NYSESLAT scores is conducted to determine whether instructional strategies in place for ELL students resulted in student progress. Ongoing informal assessments are conducted by ESL and classroom teachers throughout the school year to track student progress.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

| School Name: <u>Oliver Wendell Holmes</u> | | School DBN: <u>30Q204</u> | |
|------------------------------------------------------------------------------------------|----------------------|----------------------------------|------------------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Yvonne Leimsider | Principal | | 10/28/11 |
| Amanda Lazerson | Assistant Principal | | 10/28/11 |
| Latisha Kornegay | Parent Coordinator | | 10/28/11 |
| Sophia Nikolidakis | ESL Teacher | | 10/28/11 |
| | Parent | | 10/28/11 |
| Kerri Norton | Teacher/Subject Area | | 10/28/11 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 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: 30Q204 **School Name:** Oliver Wendell Holmes

Cluster: _____ **Network:** CFN 410

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

Part A: Needs Assessment Findings

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

The school uses several sources of data. We use ATS Home Language reports from ATS, We use feedback from parents and we use anecdotal data. Our parent coordinator and guidance counselors are our point people for making arrangements for translations, parent workshops, parent information nights and award ceremonies. The Assistant Principal and ESL coordinator studied the ATS report called the Home Language Report (RHLA) to determine the languages spoken by the families of the students. For new admits to the school, the pupil accounting secretary surveys the parent during registration to determine translation needs.

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 determined that 9 different languages are spoken by students of IS 204 and their families. Sixty-seven percent speak Spanish, eighteen percent speak Bengali, seven percent speak Arabic and the remaining eight percent speak a mixture of languages such as Korean and Chinese. It was determined that several areas of translation were needed. It was determined that oral translation services were needed when incidents occur that require parents to come to school to discuss academic or discipline concerns. It was also determined that parents need translation of documents that get sent some via student backpacks.

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.

In house staff will translate written documents such as the monthly newsletter. Free web-based translation solutions are also used. Google web page translation services are used for written communication that is not critical information regarding student news.

NYCDOE translation services will be utilized when documents are deemed critical or sensitive.

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.

In house staff translate oral person-to-person or phone conferences with parents on a regular basis.

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>.

The school provides a copy of the Bill of Parent Rights to each parent, whose primary language is a covered language or who requires language assistance. A link is provided on the school website for parents to access. A sign in each of the covered languages is posted in the main lobby. The school safety plan contains a provision and a procedure for parents in need of language assistance to be able to communicate with the administrative offices.

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: IS 204 | DBN: 30Q204 |
| Cluster Leader: | Network Leader: Alta Gracia Santana |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: 20 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: 2 # of certified ESL/Bilingual teachers: 2 # 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: The English Language Learner morning class provides ESL services to ELLs from 7:15 to 8:00 a.m. four mornings a week beginning in November and running through May for a total of 23 weeks for a total of 92 sessions of 45 minutes each. The two classes target long term English Language Learners as well as SIFE students. The instruction is provided by two licensed ESL teachers. Instruction focuses on literacy development, academic language, and content area skills through ESL strategies and methodologies. Using ELA content specific workbooks (ie. inferencing skills, identifying main idea, etc.) the teachers create small groups of students whose needs in ELA and ESL are similar and provides instruction based upon the skill. The morning program is designed to hold up to 20 at risk students from across all grade levels. The assessment tools being used are Achieve 3000, the NYCDOE ELA and Math Baseline and Interim Assessment as well as teacher created assessments and daily low inferencing tools.

A rich program of after-school activities take place five days a week (Monday-Friday). These services are provided by the school, City Year After School Heros Program and Beacon. These programs range from academically oriented to sports oriented. ELL's are encouraged to participate at all levels and many take advantage of these programs.

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: To assist the title III teacher's with monitoring the progress of the students in the title III program, the ELL leadership team meets every Wednesday to look at student data and plan for the instruction of their ELL's, which includes differentiation, grouping, writing interventions for ELL's and NYSESLAT Test Preparation. Additionally, teachers use common planning (once a week) built into their programs to share best practices and to plan collaboratively.

Professional development workshops are conducted by the CUNY NYSIEB through the school year. Topics include but are not limited to, Translanguaging, the ESL Classroom, Building Academic Vocabulary for English Language Learners, Cooperative Learning Classrooms, Setting Student Goals and Differentiating Instruction to reach all ELL's. All teachers are invited to attend.

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:

1. The parent coordinator conducts weekly meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any suggestions as soon as possible.
2. The ESL coordinator conducts parent workshops for ELL parents regarding standards based instructional activities.
3. Translators are provided at all meetings to help parents in their native language.
4. Parents are notified through backpacked flyers, monthly calendars and the school phone message system.
5. ESL classes are offered to parents at night through the after school BEACON program.

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • 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, | | |

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. |
|----------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------|
| instructional materials. <ul style="list-style-type: none">• Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |