



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: EDWIN MARKHAM INTERMEDIATE SCHOOL 51

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **31R051**

PRINCIPAL: **NICHOLAS MELE**

EMAIL: **NMELE2@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **ERMINIA CLAUDIO**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|--------------------|--|-----------|
| Nicholas Mele | *Principal or Designee | |
| John Troy | *UFT Chapter Leader or Designee | |
| John Kroon | *PA/PTA President or Designated Co-President | |
| Liz Humphrey | DC 37 Representative, if applicable | |
| Sheryl Peterson | Member/Parent | |
| Tiziana Russo | Member/Teacher | |
| Christopher Carney | Member/Teacher | |
| Debbie Morales | Member/Teacher | |
| Brenda Brown | Member/Parent | |
| Veronica Marcinek | Member/Parent | |
| Ernestine Nyquist | Member/Parent | |
| Cindi Gerber | Member/Parent | |
| | Member/ | |

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

Students will be required to complete at least two Assessment Projects that conclude two Units of Study in each major subject area (ELA, Social Studies, Science and Math.) In completing these tasks 450 students (45%) will score a Level 3 or higher as measured by our school wide rubric in ELA , SS and Science. In Mathematics 500 students (50%) will score a Level 3 or higher as measured by our school wide rubric. This will be completed by June 2013.

Comprehensive needs assessment

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

Last school year on the 2012 ELA Assessment 37% of all our students achieved a Level 3 or higher and in Mathematics 43% of all our students achieved a Level 3 or higher. This year we are continuing to focus on improving the ability of students to cite textual evidence to support their analysis of a text. In ELA, Social Studies and Science these skills will be the focus as we go about teaching content. We will be selecting two Units from each discipline to assess our students' progress and understanding. In Math the culminating activities for at least two units of study will focus on fluency, application and conceptual understanding.

Instructional strategies/activities

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

Activity #1

Professional Development- Teachers will be part of Learning Teams during Thursday Inquiry time. These teams are made up of teachers who are teaching the same grade and content area. These Teacher Teams will go through a seven step process in which the teachers identify a student need and then plan a lesson together. These lessons are imbedded in Units of Study that we are revamping to meet the new Common Core Standards. This process is supported by our Literacy Coach, Administrators and our Pearson Facilitator. The people responsible to provide support will engage the teachers in working collaboratively to make instructional decisions and provide guidance in selecting those strategies and approaches that will engage students and raise the level of student work.

Target Population: All Teachers

Responsible Staff Members: Assistant principals, Literacy Coach and Pearson Facilitator.

Timeline for Implementation- September 2012-June 2013

Activity #2

AIS- Over 70% of all students will be receiving one period a week of small group instruction to address the students learning gaps during the school day. During this time students will be working with teachers on the skills needed to complete the Assessment Projects. These skills are imbedded in the new Units of Study that are aligned to the new Common Core. For the other 30% of our students we offer our 37 minute program as Additional Instructional Support.

Responsible Staff Members- Administration, Literacy Coach, Classroom Teachers and AIS teacher
Teachers Role: The AIS teacher and the subject teacher will conference during common planning time to look at student work and discuss progress.
Implementation Timeline: September 2012 through June 2013

Strategies to increase parental involvement

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

Our school community has made a conscious effort to improve our communication to our families over the past three years. According to our Learning Environment Survey we have improved in this area each of the last three years. The Units of study and the work that students are required to do will be shared with parents in a variety of ways. This will enable parents to know what skills we are working on and help them help their children. The School Messenger telephone system will inform parents of school happenings on a weekly basis. These messages will also be sent home in Spanish. Our school website is updated daily to reflect important information we want our school community to have. Our site translates into 53 different languages. Parents will be trained on how to use ARIS Parent Link by scheduling an appointment with our parent coordinator. This information will be distributed to parent via our website and through translated flyers backpacked home. The school will create and distribute a parent handbook that is translated in Spanish which is our dominant language.

Budget and resources alignment

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

As a Title I School wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III, and human resources to implement this action plan from Sept 2011-June 2012 as indicated below.

- Supervisor per session (2 day Summer Workshop) Title III, FSF
- Instructional materials to support curriculum and provide AIS services- TLNYSTL

- Teacher per session (2 day Summer Workshop) Title III, FSF
- Professional Development Consultant (Pearson) Title I, TLNYSTL, FSF

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

10% of all students, which equals 99 total students divided amongst sixth, seventh and eighth graders, will improve one grade level as measured by Teachers College Reading & Writing Project Assessments. This Assessment will be administered four times throughout the year. We will compare the data from the first assessment of the year to the final assessment of the year. which will take place in early June 2013.

Comprehensive needs assessment

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

Reading Comprehension and building Academic Vocabulary have been identified as areas that need to be addressed based on our Acuity data and our item skills analysis of our 2012 ELA State Exams..

Instructional strategies/activities

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

Activity #1

Professional Development- Teachers will be part of Learning Teams during Thursday Inquiry time. These teams are made up of teachers who are teaching the same grade and content area. These Teacher Teams will go through a seven step process in which the teachers identify a student need and then plan a lesson together. These lessons are imbedded in Units of Study that we are revamping to meet the new Common Core Standards. This process is supported by our Literacy Coach, Administrators and our Pearson Facilitator. The people responsible to provide support will engage the teachers in working collaboratively to make instructional decisions and provide guidance in selecting those strategies and approaches that will engage students and raise the level of student work.

Target Population: All Teachers

Responsible Staff Members: Assistant principals, Literacy Coach and Pearson Facilitator.

Timeline for Implementation- September 2012-June 2013

Activity #2

AIS- Over 70% of all students will be receiving one period a week of small group instruction to address the students learning gaps during the school day. During this time students will be working with teachers on the skills needed to complete the Assessment Projects. These skills are imbedded in the new Units of Study that are aligned to the new Common Core. For the remaining 30% of our students we offer our 37 minute program for Additional Instructional Support.

Responsible Staff Members- Administration, Literacy Coach, Classroom Teachers and AIS teacher

Teachers Role: The AIS teacher and the subject teacher will conference during common planning time to look at student work and discuss progress.

Implementation Timeline: September 2012 through June 2013

Activity #3

Saturday Academy- All students were given the opportunity to sign up for our Saturday and After School Test Prep sessions. The students who are part of our program will be provided with an hour and a half of instruction which will deal with reading comprehension across the content areas. The focus will be on differentiating instruction for all learners to help foster the skills needed to increase ability to cite evidence from a text and literary devices.

Targeted Population- All Students

Responsible Staff Members- Supervisor and Teachers

Teachers Role: Teachers will use assessments to monitor the progress for increasing reading comprehension.

Implementation Timeline: January 2013 through May 2013

Strategies to increase parental involvement

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

The Parent Coordinator and other staff members will schedule two parent meetings during the year to share information and respond to parent questions and inquiries specifically dealing with the academic achievement of our students. At these meeting we will share information of how parents can help their children be successful. Outreach to CBO's to conduct Parent Workshops for parents in their native language and help address some of the minority issues facing our community. The School Messenger telephone system will inform parents of school happenings on a weekly basis. These messages will also be sent home in Spanish. Our school website is updated daily to reflect important information we want our school community to have. Our site translates into 53 different languages. Parents will be trained on how to use ARIS Parent Link. The school will create and distribute a parent handbook that is translated in Spanish which is our dominant language.

Budget and resources alignment

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

As a Title I School wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III, and human resources to implement this action plan from Sept 2011-June 2012 as indicated below.

- Supervisor per session (1 day a week) FSF
- Instructional materials to support curriculum and provide AIS services- TL NYSTL
- Teacher per session (1 day a week) FSF
- Professional Development Consultant (Aussie) Title I SWP

Service and program coordination

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

As a Title I School wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III, and human resources to implement this action plan from Sept 2011-June 2012 as indicated below.

- Supervisor per session (2 day Summer Workshop) Title III, FSF
- Instructional materials to support curriculum and provide AIS services- TLNYSTL
- Teacher per session (2 day Summer Workshop) Title III, FSF
- Professional Development Consultant (Pearson) Title I, TLNYSTL, FSF

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

We currently have 993 students enrolled at our school. We want 10%, which equals 99 total students divided amongst sixth, seventh and eighth graders to improve their score in Mathematics as measured by CCLS Acuity Benchmark #1 to CCLS Acuity Benchmark #2 which will be given in March

Comprehensive needs assessment

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

Our school is continuing to build upon our work from last year to address the new CCLS. In doing so our sixth and seventh grade will be focusing on the Domains of ratio and proportional relationships. In these areas on the NYS Math Exam 38% of our students were below the Target Range. In the eighth grade we will be addressing expressions and equations. In these areas 57% of our students were below the Target Range.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
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Activity #1

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Target Population: All Teachers

Responsible Staff Members: Assistant principals, Literacy Coach and Pearson Facilitator.

Timeline for Implementation- September 2012-June 2013

Activity #2

AIS- Over 70% of all students will be receiving one period a week of small group instruction to address the students learning gaps during the school day. During this time students will be working with teachers on the skills needed to complete the Assessment Projects. These skills are imbedded in the new Units of Study that are aligned to the new Common Core. For the remaining 30% of our students we offer our 37 minute program for Additional Instructional Support.

Responsible Staff Members- Administration, Literacy Coach, Classroom Teachers and AIS teacher

Teachers Role: The AIS teacher and the subject teacher will conference during common planning time to look at student work and discuss progress.

Implementation Timeline: September 2012 through June 2013

Activity #3

Saturday Academy- All students were given the opportunity to sign up for our Saturday and After School Test Prep sessions. The students who are part of our program will be provided with an hour and a half of instruction which will deal with reading comprehension across the content areas. The focus will be on differentiating instruction for all learners to help foster the skills needed to increase ability to cite evidence from a text and literary devices.

Targeted Population- All Students

Responsible Staff Members- Supervisor and Teachers

Teachers Role: Teachers will use assessments to monitor the progress for increasing reading comprehension.

Implementation Timeline: January 2013 through May 2013

Strategies to increase parental involvement

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

The Parent Coordinator and other staff members will schedule two parent meetings during the year to share information and respond to parent questions and inquiries specifically dealing with the academic achievement of our students. At these meeting we will share information of how parents can help their children be successful. Outreach to CBO's to conduct Parent Workshops for parents in their native language and help address some of the minority issues facing our community. The School Messenger telephone system will inform parents of school happenings on a weekly basis. These messages will also be sent home in Spanish. Our school website is updated daily to reflect important information we want our school community to have. Our site translates into 53 different languages. Parents will be trained on how to use ARIS Parent Link. The school will create and distribute a parent handbook that is translated in Spanish which is our dominant language.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

As a Title I School wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III, and human resources to implement this action plan from Sept 2011-June 2012 as indicated below.

Supervisor per session (1 day a week) FSF

-Instructional materials to support curriculum and provide AIS services- TL NYSTL

-Teacher per session (1 day a week) FSF

Service and program coordination

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

As a Title I School wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III, and human resources to implement this action plan from Sept 2011-June 2012 as indicated below.

- Supervisor per session (2 day Summer Workshop) Title III, FSF
- Instructional materials to support curriculum and provide AIS services- TLNYSTL
- Teacher per session (2 day Summer Workshop) Title III, FSF
- Professional Development Consultant (Pearson) Title I, TLNYSTL, FSF

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

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 | Reading Comprehension & Building Academic Vocabulary | Small Group | During the School Day |
| Mathematics | Computation | Small Group | During the School Day |
| Science | Reading Comprehension & Building Academic Vocabulary | Small Group | During the School Day |
| Social Studies | Reading Comprehension & Building Academic Vocabulary | Small Group | During the School Day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Counseling | Individual & Small Group | During the School Day |

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

We work closely with our network to identify candidates that are in excess that could be good candidates for our school. Administrative staff observes student teachers and substitute teachers to identify them for potential full time positions. The payroll secretary works closely with our network HR point person to ensure that non-HQT meet all required documentation. Continue our close relationship with the College of Staten Island and their Education Department to attract their best prospective teachers

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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 C. Groll /B. Bonner | District 31 | Borough Staten Island | School Number 051 |
| School Name Edwin Markham I.S. 51 | | | |

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

| | |
|---|--|
| Principal Nicholas Mele | Assistant Principal Diana Hayes |
| Coach Rosemarie LoMonaco | Coach |
| ESL Teacher Jolanta Orzylowska | Guidance Counselor John Romer |
| Teacher/Subject Area Nora McHale, ELA | Parent |
| Teacher/Subject Area M. Germano, Special Education | Parent Coordinator Joann Wojcik |
| Related Service Provider Rhonda Gold | Other Carla DeStefano |
| Network Leader Bill Bonner | Other Doria Gallo |

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 | 2 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 2 |
| 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 | 907 | Total Number of ELLs | 60 | ELLs as share of total student population (%) | 6.62% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

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. 

In order to ensure complete and proper identification of those students who may possibly be ELL's, the initial interview is conducted by one or both certified ESL teachers Mrs. Orzylowska or Ms. LoMonaco. Mrs. Orzylowska speaks Polish and Russian. They both are administrators of the LABR. In addition, if translation is required, an English speaking relative or a trained translator is used to ensure proper admission. The interview is extensive and complete including all necessary forms and all information needed to provide proper placement in all areas. The home language survey is filled out carefully with the assistance of one of our ESL teachers. All information is carefully examined including former report cards, progress reports, etc. The family of the new admit is taken to a separate room during this admission process for a complete and thorough orientation.

Mrs. Orzylowska is conducting Parent Orientations in our school. The interpreter is provided as needed. The Parent Orientation takes place in the first 10 days since the admission of the new student. At the orientation, including translated services when necessary, the parent or guardian is shown the DVD video in English, or the foreign language as needed, which explains the three possible programs available for ELL students. The parents are given the explanation of the three different programs available in NYC schools. The are able to ask questions about different programs. The parent or guardian is provided the selection form. After parents choose the program we inform them that we would try to accommodate their choice as soon as we have 15 students on the consecutive grades with the same program choice.

Following the initial interview the parents/guardians of the new admit attend the orientation. They are provided with the entitlement letters, Parent Survey and Program Selection forms. All our parents attend this meeting. We have never had an experience with a form that was not returned.

The placement of identified ELL students takes place at the initial interview. We have designated classes one at each grade that includes ELL students with heterogeneously grouped regular ed students. Each of these classes 633,713,833 has about 10 ELLs and 20 general ed students. If the newcomer does not test in as a result of LABR his/her class can be changed. We are monitoring the actual number choices of the ELLs. If we have 15 students on the consecutive grades with Bilingual or Dual Language choice we would open the program and notify the parents if they still would like to place their children in the program of their initial choice.

After reviewing the Parent Survey and Program Selection forms for the past few years most of our parents have chosen the Freestanding ESL program.

In addition, printed information is given to the parent or guardian in English or the necessary foreign language. The parents or guardians have all their questions answered after the video before they leave the school. All complete information is given to them including transportation, lunch forms, after school programs, extended time, SES tutoring, possible ESL tutoring after school, PTA meetings, testing and other matters. If it is not possible to have the parent orientation upon admission, the parent or guardian is seen as soon as possible within 10 days to complete the orientation process. We make all possible accommodations for the parent to attend the Parent Orientation. Most of the time the Orientation is provided on the same day of the admission, so the parent does not need to come to schools another time.

The original forms are stored in the student records in the main office, the copy is stored in the ESL room in the folder. The school is fortunate to have two certified ESL teachers both of whom have many years of extensive experience in all areas. All new students are carefully placed in the extended time program with a teacher who can best assist them. After the admission process, the student is

personally escorted to his or her class, introduced to the class and the teacher and assisted during the day and the following days to ensure a smooth transition to his or her new environment. As soon as possible after admission, usually within one or two days, the LAB-R is administered in English and, if necessary, in Spanish. If the Spanish LAB-R is required a Spanish Speaking staff member assists our ESL teacher in administering this exam. Immediately after the test is completed the initial placement of the student is reviewed and, if necessary, an adjustment is made to the student's program. During the school year, all ELL's take periodic assessment tests, receive preparation for the NYSESLAT exam, and are given all parts of the NYSESLAT exam in April and May. These students are identified using the eligibility reports in ATS. With careful monitoring and follow up the school has virtually 100 % participation every year in the NYSESLAT exam. This is done through reaching out to parents about having their child in school to take the exam and for those who have attendance problems we work with our ESL teachers schedule to ensure they can take the test as well. We are proud of our results.

Parents are informed of the program choices that are available for their child. All three program choices are addressed at the initial orientation they watch the video in English or their native language. They are given every opportunity to ask questions and fully discuss all possibilities for their child. If they are interested in a program that is not available in our school, they are informed of the option of transferring to another school having that program. They are also informed that if there are 15 parents choosing Bilingual or Dual language our school will open a bilingual or dual language class. If this is to happen parents will be informed in writing in their native language and by phone to discuss the option that has become available at our school for their child. In almost every case parents have chosen the Freestanding ESL program as their first choice. All 28 Special Education students are served per their IEP's. For the general education students 20 chose ESL 2 chose TBE and 0 chose DL on their survey.

Entitlement letters and placement letters for current ESL students are sent home to the parents via the students each year. They are given directly to the students by the ESL teachers. A copy is requested to be signed by the parent and returned to school. This copy is then placed in our ESL binder for each student as well as the students cumulative file. There is intensive follow up by the ESL teachers on a daily basis with phone calls with parents if necessary to ensure 100 % compliance.

Parents are informed within ten days of the placement of their child. Throughout the year parents are engaged in dialogue as to the progress of their child and updated if the current placement is addressing their child's needs and if changes are necessary. This happens on an ongoing basis, especially after each of our four report cards and at Parent Teacher conferences.

Students are placed in our Freestanding ESL program according to the results of the initial LAB-R exam and the NYSESLAT exam given in April and May each year. All of them are classified as beginning, intermediate or advanced or proficient (tested out). We also carefully check the IEP's of all students to make sure they are designated ESL or not. Last year all 7 parents have chosen the Freestanding ESL program as their first choice. This year we had the new comers that were transferred from the other NYC public schools. Previous years we had a few parents that have chosen Bilingual program. We didn't have 15 students to open a bilingual class. The program models offered at our school are aligned with parent requests.

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 (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | | | | | | | 3 | 3 | 1 | | | | | 7 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 1 | 0 | 0 | 0 | 0 | 7 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 60 | Newcomers (ELLs receiving service 0-3 years) | 17 | Special Education | 34 |
| SIFE | 1 | ELLs receiving service 4-6 years | 5 | Long-Term (completed 6 years) | 38 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 17 | | 1 | 5 | 1 | 4 | 38 | | 26 | 60 |
| Total | 17 | 0 | 1 | 5 | 1 | 4 | 38 | 0 | 26 | 60 |

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 |

| 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 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

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

| Dual Language (ELLs/EPs) | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--|
| 9-12 | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | | |
| | ELL | EP | |
| Spanish | | | | | | | | | 0 | 0 | |
| Chinese | | | | | | | | | 0 | 0 | |
| Russian | | | | | | | | | 0 | 0 | |
| Korean | | | | | | | | | 0 | 0 | |
| Haitian | | | | | | | | | 0 | 0 | |
| French | | | | | | | | | 0 | 0 | |
| Other | | | | | | | | | 0 | 0 | |
| TOTAL | 0 | |

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|----------|----------|----------|-----------|
| Spanish | | | | | | | 14 | 16 | 18 | | | | | 48 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | 2 | 1 | | | | | | 3 |
| Arabic | | | | | | | 1 | 2 | 2 | | | | | 5 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | 1 | | | | | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | 1 | | | | | | 1 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | 1 | | 1 | | | | | 2 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 20 | 21 | 0 | 0 | 0 | 0 | 60 |

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. a. The Freestanding English as a Second Language model is used in our school. All instruction is in English. Students receive the mandated units of instruction based on the proficiency levels of the student as determined by the LAB-R and the NYSESLAT exam. The program uses mostly push in model for following general ed classes 633, 713, 833, and special ed classes 615, 622, 725, 733 and pull out strategies depending on the proficiency of the students and scheduling system. These classes travel from class to class as a group. Beginning students, especially those brand new to the English language, are pulled out of their regular classes 360 minutes per week and

A. Programming and Scheduling Information

given intensive English and content area support instruction in small groups. Intermediate students are assisted in their language arts and math classes (sometimes science and social studies classes) using a push in model. Intermediate students also receive ESL support at least 360 minutes per week. Advanced students receive at least 180 minutes per week. In addition those advanced students who have received level one on their ELA and/or Math state exams receive up to 360 minutes per week in push in model. Most advanced students are assisted by the push in model. This year in the sixth grade all eleven general ed ELLs are in one class 633, which also contains regular education students. All four major subjects are taught by one highly experienced teachers with the support of ESL certified teacher Mrs. Orzylowska (push in). This class contains three ELLs/SETTS students. They receive extra support from Ms. DeStefano (push in). This year in the seventh grade all eight general ed ELLs are in one class 713. This class also contains regular education students. ELLs are receiving the extra support in Language Arts class by ESL certified teacher Ms. LoMonaco. There are three ELL/SETTS students with extra support of Ms. Gold. In the eighth grade all thirteen ELLs are 833 class supported by ESL teacher Mrs. Orzylowska. The six grade special education students who are also ELLs according to their IEP's are in the sixth grade class 615 and are supported by a push in model by Language Arts certified Ms. McHale (push in). Class 622 ELLs have their IEPs and they receive extra support by Mrs. Orzylowska. The seven grade ELLs are placed in 725 and 733 classes, and receive support by certified in Special Ed. Ms. Germano and Ms. McHale. The eight grade eight special education ELL students (seven are x-coded) receive ESL instruction in pull out model by Ms. Germano.

b. Many of the answers to these questions have already been covered in the above section. Students in our school are not served by an ungraded model. When appropriate students are grouped in either homogeneous or heterogeneous settings. For example, the newest beginning students are grouped together in one ungraded homogeneous group. When possible advanced students are grouped together in the same class to facilitate programming since they require 180 minutes per week. Sometimes it is necessary to place intermediate and advanced students in the same class and they are serviced accordingly. 2.

a.) The teachers that are providing ESL instruction are organized in a way that they can service those students who need 360 minutes and those who need 180 minutes. Each teacher is responsible to service students in a particular class. This enables the mandated minutes to be met. We program the teachers to push in and pull out in a way that best serves their group of students.

3. Students have 90 minute language arts and math blocks with infused ESL strategies in the content areas every day. Classroom teachers are aware of the levels of the students in their classes and work with the ESL teachers to address the students' needs. Teachers are expanding their understanding of the needs of their students and how to best help them by participating in ongoing professional development. The teachers use a variety of methods which create visual and concrete examples for their students as they teach standardized curriculum. Specially selected teachers who have worked with ELL students work closely with the ESL teachers at all times. Vocabulary and concepts are broken down to simpler terms as necessary. All teachers in other areas such as science, social studies, health, art, drama, etc. are aware of all the ELL students in their classes and the ESL teachers work with these teachers as well. The ESL students also have the opportunity to read books in their native language in their classroom on a level which encourages their reading skills and enjoyment. Student buddies work with intermediate and advanced students in small groups to provide assistance and develop vocabulary skills. Classroom teachers and ESL teachers review curriculum maps in advance so that the push in teacher can preview the lesson in advance for areas that need further clarification, development or eliciting of background knowledge. Teachers also meet to co-plan lessons, creating a variety of activities during the group and/or independent work time to differentiate instruction to accommodate the ELL students' needs.

5. a. Our one SIFE student was identified years ago and is generally equivalent in ability to their peers at this time. However, he is given closer monitoring by the ESL teachers and regular classroom teachers. He receives extra attention and help especially in the areas of reading and writing. He also has access to computer programs that he can also use at home.

b. Within the first year, for the newest beginners, there is a complete, pull out, beginning class. These students receive a pull-out instruction four periods a week and push in nine periods a week (over 360 required minutes). Students in this group receive intensive instruction and intensive use of computers, including Rosetta Stone software and Achieve3000. They also receive all the help they need with their classwork, projects, etc. Additionally, because NCLB requires ELA testing for ELLs after only one year, these students are receiving even a more rapid introduction and more attention given to reading and writing they will need to succeed on the ELA exam. They also receive extra help and attention in after school programs in ESL, SES tutoring, extended time sessions, additional homework and extra reading and writing practice. In the second and third year all these activities are continued and intensified to bring these students to the highest level possible so they can do well in classwork and standardized tests.

c. For ELLs receiving service 4 to 6 years, most of these students are usually advanced and require only 180 minutes of assistance per week. However, as previously stated, those students who have received a level one on their state tests usually are receiving 360 minutes of assistance. In addition, even though most advanced students are serviced by a push in model, those students who have been under-performing are pulled out of minor classes and given individual attention in a small group setting (pull-out 4 periods a week 180 minutes). The push-in program is scheduled for 4 periods a week (180 minutes) The ESL teachers constantly monitor the progress of these students, in particular, including their progress in their classwork, homework, projects, preparation for standardized testing, results of ongoing

A. Programming and Scheduling Information

assessment tests and other data. When necessary, the parents or guardians are contacted to ensure that the student's work is being followed up at home as well and that any outside problems are being addressed.

d. For ELLs who have completed six years the same procedures are in effect as outlined in answer c above. These students, in particular, receive even closer motivating and monitoring. Students are strongly encouraged to attend all possible extra programs, including SES tutoring in school or at home, extended time sessions, extra homework assignments. These students also are part of the special intensive reading Achieve 3000 reading program during regular class time.

e. Students with special needs are usually in a 12:1 setting. Where possible the ESL teacher pushes in to their class and works with the teacher and the students in a very small group or individual basis. When the students are indentified as SETTS students it is somewhat more difficult as the SETTS teacher pushes in and pulls out these students usually five times per week. The ESL teacher and the SETTS teacher work together to come up with a schedule and a plan to best help these students in conjunction with their regular classroom teachers.

In addition 8th grade ELLs receive 4 houers w week (once a day) ESL computer lab with certified teacher Mrs. Orzylowska where they are able to log in into school wide Achieve 3000 program. They are also ecouraged to log in this program after school. Their progress is closelly monitored by the teacher.

6 and 7 were answered above.

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

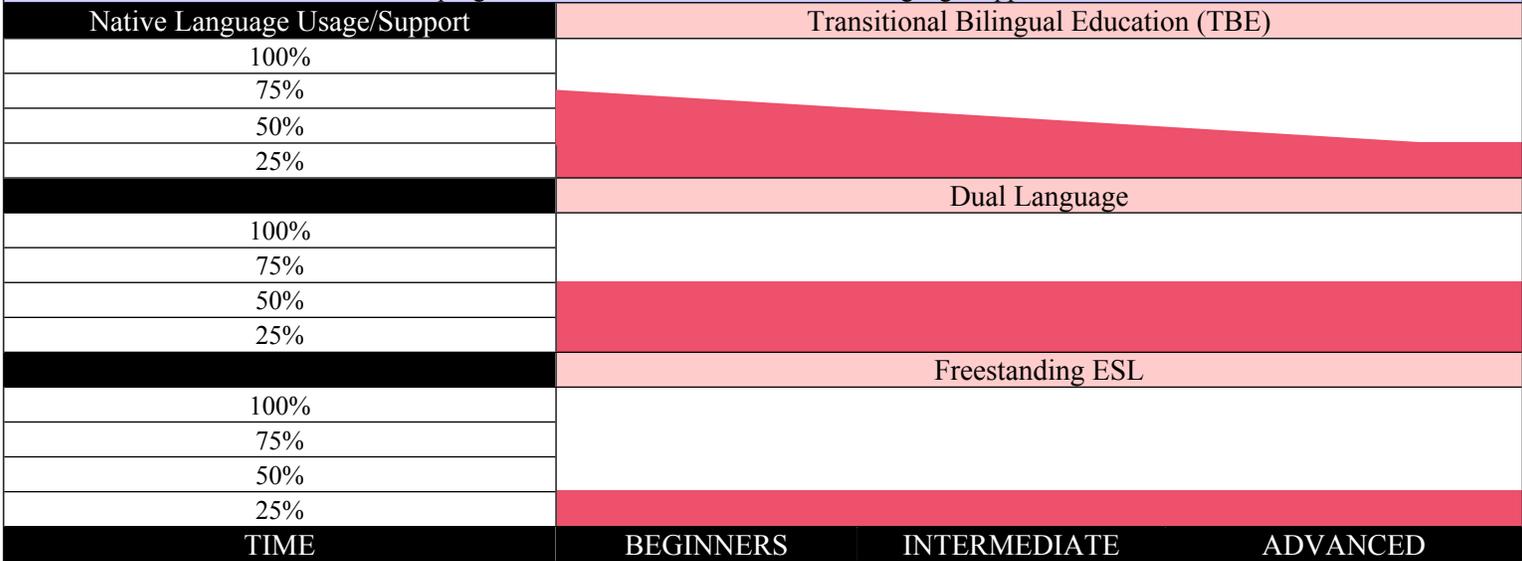
| | Beginning | Intermediate | Advanced |
|---|-------------------------|-------------------------|-------------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs 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. ESL strategies are infused into content instruction using comprehensive strategies including directed reading-thinking approach (preview, predict, read, review, summarize); writer's workshop (brainstorming, organizing, drafting, reviewing, getting feedback, revising, editing, proofreading, and publishing); teacher read-alouds; focused strategies including graphic organizers, think alouds, think-pair-share and modeling. Language structures including mini lessons of grammar in connection with the content lesson, academic vocabulary including content-related vocabulary in each lesson, semantic webs, personal word banks and scaffolding on an ongoing basis. Instruction is differentiated for ELL subgroups using the following methods to help teachers support the learning of ELL students in the mathematic, social studies and science classes: usage of visuals and manipulatives to illustrate and import ideas, usage of visual cueing, color coding and graphic organizers used as a way of focusing attention, sequencing steps, increasing ability to recall information, minimize the number of problems assigned and the amount of copying required, usage of tactile cues, capitalize on problems to promote understanding, sample problems and charts available, use of sequencing instruction in small steps with adequate provision for practice and review.

Academic language development is planned in a variety of ways. The workshop model is employed in all language arts classes as well as other content area classes. Word work, which includes vocabulary, grammar, spelling, and usage is incorporated into double blocks to address the needs demonstrated by students through ongoing assessment of both oral and written work. The ESL teachers push into classes with ESL students, working with the regular classroom teacher to address the particular needs of this population. They work with the target population to enhance their understanding of reading passages and to assist the development of written language conventions. Special attention is given to basic language skills for these students. such as phonemic awareness, conventions for word endings such as plurals, tenses and comparisons, idioms, sentence structure parts of speech and dictionary skills. Students are given time during the regular class block to work on supplementary materials that focus on these skills. ESL teachers also utilize laptop computers in the classroom. In addition, all beginner and lower intermediate students are given dictionaries to work with at home as well as in school.

For the different strands we do the following: For listening: ELA and ESL teachers do read alouds which require the students to respond to specific questions for enhanced comprehension. Books on tapes are used which students can take home or read in school. Computer programs, such as Rosetta Stone, are used which require the students to listen and respond. For speaking: Conferencing with the students on independent reading assignments and the completion of projects. Round robin reading in the pull out program. Advanced level students working with the beginner and intermediate level students to understand instructions using their native language skills. For reading: Independent reading with books on the level of expertise of the student. Sometimes, as general education students are reading a book in the ELA class the ELL student has the same book in Spanish and can read the same text. Use of the library to take home books in the native language or use books that have the native language and English on the same page. Use of non-fiction books with pictures, diagrams, cartoons and charts. For writing: The ESL teacher pushes in during the writer's workshop to explain and assist the student. Character analysis, editing, and revising strategies are taught. Differentiation of projects, homeworks and other assignments to reflect the level of expertise of the student. Participation in the extended time sessions after the regular school day. Focus on research methods to help students and to help students work independently on homeworks and projects.

9. For those ELLs who have reached proficiency on the NYSESLAT two years of continuing transitional support is provided. On all standardized testing time and a half is provided. Whenever possible, the year immediately following the proficiency achievement, the student is placed in a class with current advanced ELL students so that the ESL teacher can continue to assist him or her as needed.. Finally the ESL teachers have "office hours" available on their program schedule so that former ELL students can come to them on an as needed basis to receive whatever assistance they need for projects or any other classwork, etc.

10. The first new program this year are the "office hours" to provide additional support for former ELLs. The school is also using the reading improvement program ESL Brain-POP, Achieve 3000-Teen-Biz 3000 with many of the Ells. The ESL teachers are working on increased, intensive vocabulary study with all Ells.

11. No programs or services for ELLs are being discontinued this year for any reason.

12. Ell students are afforded equal access to all school programs. During the school day they are mainstreamed as all other students in physical education classes as well as all other minor subjects. They attend the after school extended time sessions in small groups with and without other regular education students. They have equal opportunity to join special extra curricular project programs such as the popular teen action volunteer community program. They can participate in the before school physical education program in the mornings. They can join the very popular Sports and Arts program after school hours. Finally they have equal opportunity to participate in after school drama productions and other school productions and activities throughout the school year.

13. In order to support Ells further, instructional materials (including technology) include: smart boards and computers used by many teachers for classroom instruction, laptops for student use (including Rosetta Stone for beginners), Achieve 3000-Teen Biz 3000 computer reading improvement program, leveled libraries in classrooms (including material in native languages), excellent library which is easily accessible to all well stocked with leveled materials (including large numbers of native language material and English/Spanish side-by-side books), excellent librarian providing additional support for ELL students, translated versions of many textbooks, dictionaries and glossaries to help during the year and with standardized testing, and additional support by the ESL teachers when eighth grade students are filling out high school applications.

14. To provide native language support, students are encouraged to read additional material in their native language. As previously mentioned classrooms have materials in the native language (books, magazines, dictionaries). The library has materials in the native language. Textbooks are available in the native language. Dictionaries and glossaries are provided to encourage use of both languages as well.

15. All required services support, and resources correspond to Ells ages and grade levels. Guidance is provided by counselors. All libraries are leveled to students' age, grade, interest, reading levels. The Achieve 3000-TeenBiz 3000 reading program is geared to the age and grade level of the students.

16. In recent years all newly enrolled ELL students have begun at the beginning of the school year or during the school year and all incoming procedures have already been outlined earlier in the report. Students who are transitioning from elementary school to intermediate school participate in an orientation program in the spring before they enter the school. Parents are invited to come and translators are used to help. Students get a tour of the building and get to meet an ESL teacher who will be working with them.

17. At this time we have no language electives offered to ELLS. However, as previously stated several times, all ELLs are encouraged to continue their use of their native language as much as possible.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. ESL teachers regularly attend professional development workshops throughout the year. There are many good opportunities for Professional Development throughout the city as well as within our own CFN. One of our ESL teachers attends the bi-monthly network meeting which focuses on ELL's. The dates of these meetings are 10/13, 12/1, 2/2, 3/28 and 5/1. We are constantly reviewing new materials for ELL students and the latest research available. This year, every Thursday, the ESL teachers are part of an inquiry group to attend to ESL matters and assessments and monitor even more closely student progress. In addition, there are monthly department meetings and the ESL teachers attend the ELA department meetings regularly. We are always looking for Professional development trainings for our ESL teachers. We support the teachers going to these workshops during and/or after school whenever possible. We are also creating time where the ESL and mainstream teachers collaborate with one another to look at strategies that can best benefit our students.

2. Guidance counselors with the assistance of the ESL teachers help the ELLs with their high school applications and any information they need to aid in their transition to high school. If necessary, a Spanish translated high school directory is available. If the parent has any questions about the process, they are invited to come in for a meeting. After the students have received their high school assignment, they meet with the guidance counselor and the programmer/guidance counselor from the high school they will be attending to select courses and insure that the student will continue to receive ESL services as needed. In the event they score proficient on the May NYSESLAT exam, the student is assured not to have ESL services in high school, although they will still be entitled to transitional support as needed.

3. Many teachers in the school have already received the 7.5 hours of ELL training in the recent past. Those who did not receive training and for those who need additional training it will be provided during our Professional Development time during our school day. We have allotted three periods a week in which assistant principals, classroom teachers, paraprofessionals, guidance counselors, special educators, school psychologist, occupational therapist, speech therapists, secretaries and parent coordinator could receive training on various topics. ELL training is one of the important topics that is infused into each week's topics because it is a group that needs our attention. During this time we will have our own ESL teachers turn key information they received from trainings they attended, we also utilize our Aussie consultant and the experts from the UFT Teachers center that is present in our school as resources as well. At these meetings there is a sign-in sheet and those records are kept in the general office to show proof of attendance. Those teachers who have not received

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 school has an active PTA organization which reaches out to all parents including the parents of the ELLs. Parents are encouraged to attend PTA meetings, become involved in all school activities, and be involved in the education of their children. Teachers are in constant contact with parents, with or without translation, to make sure parents are aware of the issues facing their children and to assist them if their children are having any problems of any kind. Parents come to school regularly, including open school conference time, to meet with the teacher in person to discuss their child's education. Parent Teacher Conferences are held twice a year and parents are strongly encouraged to attend as this is when they can receive their child's report card. All activities are sent out in Spanish (and other languages, as necessary) and translators are available. Parents are asked to complete a survey to indicate areas of need. The Parent Survey is reviewed by the leadership and inquiry teams to determine areas of need that can be addressed by changes in the CEP or by scheduling workshops. The Parent Coordinator does outreach to parents who have students in need of SES services. Assistance is given to complete these applications.

2. Although we do not have partnerships with other agencies at this time, the school has advertised an ESL course, with the Jewish Community Center, for adults so that parents can better communicate with the school and use English in other situations. We have purchased the Rosetta Stone program and we are looking to have parents come in to participate to learn English.

3. We distribute a Language preference sheet to all our students. This asks the parent which language they would like us to communicate with them in. This information is given to the parent coordinator. She makes arrangements to meet the needs of the family. This could be having notices translated by the DOE in their native language. It could be providing the translation hotline during parent teacher meetings or having translators made available to assist

4. As previously stated above, the school closely studies the parent surveys to further evaluate the needs of parents. The teachers, the ESL teachers, guidance counselors, assistant principals and the parent coordinator meet with parents whenever necessary. During the initial orientation of new admits the ESL teachers spend as much time as necessary explaining everything about the school and finding out the needs and concerns of the parents. We have also purchased School Messenger which allows us to send phone messages home in various languages. This system is based on the information provided in ATS so it is important that information is accurate. We also created a website that has a translation component where parents can click on over 25 different languages and our sites content translates keeping parents informed of all the happenings at our school.

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) | | | | | | | | 4 | 8 | | | | | 12 |
| Intermediate(I) | | | | | | | 10 | 8 | 9 | | | | | 27 |
| Advanced (A) | | | | | | | 9 | 8 | 4 | | | | | 21 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 20 | 21 | 0 | 0 | 0 | 0 | 60 |

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

NYSESLAT Modality Analysis

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

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 9 | 9 | | | 18 |
| 7 | 10 | 6 | | | 16 |
| 8 | 9 | 5 | | | 14 |
| 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 | 4 | | 13 | | 2 | | | | 19 |
| 7 | 5 | 1 | 8 | | 3 | 2 | | | 19 |
| 8 | 7 | 2 | 6 | 2 | 2 | 1 | | | 20 |
| 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 | 12 | 1 | 24 | | 1 | | | | 38 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

New York State Regents Exam

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

Native Language Tests

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

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

- 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?

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

1. The school uses in ELA classes a quick read exam, acuity exams, Fontas and Pinnell and TCRWP. Intermediate and advanced level ELLs, depending on their years of exposure to an English speaking curriculum, need extensive improvements in learning vocabulary, improved use of grammar, reading for better comprehension, learning how to answer particular questions, questions involving literary techniques and genres. For improvement in writing, student work is closely monitored in and out of the class with constant conferencing. Almost all ELL students are now involved in the reading improvement computer program, Achieve 3000-Teen Biz 3000 and their progress is monitored on a daily basis. Students and teachers work together to address students' individual needs at any given moment. The neediest students are carefully placed in the extended time sessions with the appropriate teacher to further address their individual weaknesses. Wherever possible these students are also encouraged to attend the SES tutoring program. When possible, students are given extra remedial work to take home to improve their skills. Earlier in this report, in response to question B.5 these concerns were addressed in the lengthy answer.

2. The data from the LAB-R and NYSESLAT exams reveal data patterns across proficiency levels that are not surprising. The strongest result is in the speaking modality. The majority of our students have been in the system for some time and have no problem expressing themselves in English. The second strongest result is in the listening modality. The ELA teachers are constantly doing read alouds and students are exposed to listening skills daily. A very small majority have some weakness in the listening modality and these students are addressed on an individual basis with small group practice to improve this skill. During the year their progress on the ongoing assessments is noted. The greatest weaknesses of the students are in reading and writing. This finding is reinforced by other assessments as previously noted.

3. As previously stated several times, the reading and writing deficiencies require more intensive vocabulary study, closer monitoring of student's individual independent reading material, more individual attention to students's comprehension strategies, closer monitoring and conferencing daily on student's progress in writing, use of specialized computer reading programs.

4. a. It is interesting that some students who have greatly improved in the NYSESLAT exam and have progressed in all areas from intermediate to advanced have recently received level one on the state ELA exam. These students are carefully monitored and given extra attention in reading and writing. As previously noted, advanced students in ESL who have scored a level one on the ELA state exam are given extra time as if they were an intermediate level student. They are seen at least eight periods a week and are taken out of minor subjects to receive closer attention in small groups.

b. and c. Periodic assessments as well as daily results from Achieve 3000-Teen Biz 3000 and any other acuity tests are constantly monitored throughout the year. Modalities and individual needs are examined to address individual weaknesses of students. All data is shared with classroom teachers and all necessary staff to address each individual child's needs. Any changes during the year, positive and negative, are noted and acted upon immediately to improve individual student performance in individual areas.

6. The evaluation of the success of programs for our ELLs is based on the results of the NYSESLAT exam in May, student grades in all subjects, individual teacher evaluations, ELL periodic assessment exams, progress in doing classwork, research, and projects independently, individual conferencing with students, meetings with parents, ELA and Math and all standardized exams, ESL teacher daily observation of students including their oral and written work in all classes, progress in Achieve 3000-TeenBiz 3000 computer reading program, future results of student performance in high school.

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: _____ | | School DBN: _____ | |
|---|------------------------------|-------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Nicholas Mele | Principal | | 10/14/11 |
| Diana Hayes | Assistant Principal | | 10/14/11 |
| Joann Wojcik | Parent Coordinator | | 10/14/11 |
| Jolanta Orzylowska | ESL Teacher | | 10/14/11 |
| | Parent | | 10/14/11 |
| Nora McHale | Teacher/Subject Area | | 10/14/11 |
| Michele Germano | Teacher/Subject Area | | 10/14/11 |
| Rosemarie Lomonaco | Coach | | 10/14/11 |
| | Coach | | |
| John Romer | Guidance Counselor | | 10/14/11 |
| Bill Bonner | Network Leader | | 10/14/11 |
| Rhonda Gold | Other <u>Related Service</u> | | 10/14/11 |
| Carla DeStefano | Other <u>Related Service</u> | | 10/14/11 |
| Doria Gallo | Other <u>Related Service</u> | | 10/14/11 |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R051 **School Name:** Edwin Markham I.S. 51

Cluster: Groll **Network:** CFN 405

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.

All parents are requested to fill out an emergency blue home contact card. On these cards there is a section that requires the parent to tell us the language that they want us to communicate with them in both written and orally. In addition to that we sent home a survey to parents that was generated by the DOE in various languages requesting which language they wish for us to communicate with them in. The parent coordinator went through each of the returned forms and began the process of providing information that is sent home to those students in their languages.

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.

Utilizing ATS data there are 233 Spanish, 15 Arabic and 14 Urdu speaking homes. This information is shared with our community so we can best serve our families.

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.

All centrally issued letters and notices are downloaded from the DOE and translated into the needed languages. All school notices are either sent out to of the building or is translated by a staff member. We have staff that is fluent in Spanish, Polish, Italian and Russian, they provide translation on various notices. Our website also allows for translation as well.

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.

When parents come up for a meeting we provide a staff members to translate. If we don't have a person who speaks the native language we utilize the translation services provided by the DOE via phone. Our school messenger system allows for students to receive the oral message to be sent home in a variety of languages. For our Spanish speaking homes we have a staff memembr send the message home in Spanish. During our Parent Teacher Conferences we provide translators for parents.

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 will provide all pertinent documents to parents in the required language by either having the Tranlation Unit or school staff translate the conversation. This includes the Bill of Parent Rights distributed to each family in their home language. We also will post at the main entrance alerting parents of our tranlation services available. This sign will be made available in Spanish, Arabic and Urdu. Oral communication will be provided in Spanish, Polish, Italian and Russian using the expertise of our staff members. All other oral communication will be done with an interpretor either via phone or in person as needed.

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: Edwin Markham I.S. 51 | DBN: 31R051 |
| Cluster Leader: Christopher Groll | Network Leader: William Bonner |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: |
| Total # of ELLs to be served: 66 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 3 |

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: We will be having Academic Intervention Services for ELL students. These services are planned to be after school and during our Saturday Academy for our students who are in the ELL Subgroup. These sessions will be available to ELL students in grades 6, 7 & 8 both in General and Special Education classes. The duration of these sessions will be for one and a half hours a week. The Language of Instruction will be English and we will be using materials that address the Common Core Learning Standards. We will be specifically targeting reading comprehension skills and acquiring academic vocabulary.

Part C: Professional Development

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

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

Begin description here: Our school has adopted Learning Teams which is a program that will serve as our Professional Development for our entire teaching staff. These teams meet every Thursday during Inquiry time. In these teams teachers discuss multiple instructional approaches to address the needs of all students including ELL's. These teams go through a six step process that allows them to collaborate to plan a lesson. They will then analyze student work to measure the strengths and weaknesses of the lesson. Our ELL teachers are an important part of this process. ELL teachers will receive support from the Literacy Coach who is an ELL licensed teacher in addressing the needs of students academic vocabulary and reading comprehension to align with our Saturday Academy and AIS goals. They are working with the subject area teachers to infuse strategies that can help our ELL population for both in the classroom and during our AIS program. Pearson who is the provider of this service provides the administration and teams with support throughout the year. They have monthly meetings with the Instructional team as well as with the group facilitators.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: Parent Coordinator and Staff will schedule two meetings after school to provide information regarding the programs that their children are involved in and answer any questions they might have. Parents will be able to be trained on the use of ARIS and our website at workshops that will be scheduled both during and after school hours. They will be notified of these meetings and other school events through School Messenger in which allows for messages to go home in English and Spanish, our school website which allows for translation into 53 different languages and finally written notices which will be made available in our English and Spanish.

Part E: Budget

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

Allocation Amount: \$11200

| 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 | 11 | |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |

Part E: Budget

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

Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
| TOTAL | | |