



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X020

PRINCIPAL: JOAN RILEY

EMAIL: JRILEY3@SCHOOLS.NYC.GOV

SUPERINTENDENT: MELODIE MASHEL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Joan Riley	*Principal or Designee	
Michelle Edelson	*UFT Chapter Leader or Designee	
Blanche Cuevas	CSA member, AP	
MaryEllen Devitt	UFT member	
Wilfred Cadiz	UFT member	
Alison Plati	UFT member	
Sufia Begum	*PA/PTA President or Designated Co-President	
Rosa Rosado	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Shahnaz Islam	Parent Member	
Zulema Rosales	Parent Member – Title 1	
Sabia Begum	Parent Member	
Sandra Hidalgo	Parent Member – Title 1	
Omarys Romero	Parent Member	
Samirah Albadani	Parent Member	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation – SQR Nov 2011, (page 5)

- Sharpen the school wide goal setting process by including benchmarks for short and long-term measurable outcomes in order to monitor progress and narrow the achievement gap between general education and students with disabilities.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

____ 2.2 School leader’s vision

✓ 2.4 School leader’s use of resources

____ 2.3 Systems and structures for school development

✓ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Reduce the percentage of students in self-contained special education settings through the use of flexible programs to support students in a less restrictive environment by 50%.

Instructional strategies/activities:

Strategy: Develop flexible programs to support students’ individualized programs; create an AIS team to support small group learning environments for struggling students; grade level Inquiry Teams will identify targeted students for increased academic support; and expand goal setting at the grade, teacher and student levels.

Activity: Teachers and school leaders will analyze student data, review student work product and set goals during the weekly common prep meetings and UFT collaborative sessions. Based on the review of data, short term goals will be identified for students in flexible groups. Reading specialists will evaluate reading levels and set short-term and long-term learning goals for individual special education students. Inquiry Teams on grade level will meet bi-monthly to review student progress. Professional development opportunities will be provided to special education teachers on assessing students, identifying learning goals and differentiating tasks. Instructional materials to support differentiation, progress monitoring and assessment will be vetted and purchased. Teams will analyze and evaluate libraries, collections and author study sets in order to determine how best to differentiate for special populations through the vector of instructional materials. Materials (libraries, collections etc.) will be purchased for use by special populations.

Achieve3000, an online literacy software program, will be implemented as a way to differentiate instruction to improve fluency, comprehension, vocabulary, writing and critical thinking.

Key Personnel: Teacher teams, AIS teachers, reading specialists, principal and Aps

Timeline: Through progress monitoring, students’ levels will be identified as benchmark, intensive and strategic. Students will be assessed through the use of end-of-unit assessments, Acuity, formative and summative assessments, performance tasks, DRA, DIBELS 3D, Achieve3000, Wilson

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Title 1 Priority / Focus SWP

Service and program coordination

- Funding for support of the goal is provided from Title 1 SWP Focus and Priority allocation. Per session has been identified for professional development, curriculum writing and extended day and Saturday programs for students. Funding has been allocated to purchase an online reading program, Achieve3000
- Supplement literacy material through the textbook allocation. (GL Group Science Collection, Grade 8 Collection, Social Studies Collection; Rosen collections: Fluency, CCLS Reading Strands Mastery, Scientific Inquiry. Rigby: Leveled Readers).
- Professional Development per session: (*8 teachers x 2 hrs. per month x 9 months*) (supervisor per session: 2 administrators 3 hrs. per month x 9 months)

Title 1 Priority / Focus SWP

Service and program coordination

- Funding for support of the goal is provided from Title 1 SWP Focus and Priority allocation. Per session has been identified for professional development, curriculum writing, and extended day and Saturday programs for students. Per session: (20 teachers x 1 hr. per week x 25 weeks) for professional development (18 teachers x 6 hrs. per week x 13 weeks; 1 supervisor x 6 hours x 13 weeks) for extended and Saturday programs. OTPS has been allocated for materials including a math and literacy program with online resources.

The textbook allocation will fund consumable workbooks and nuanced grade specific literature collections and content specific informational text collections to support academic intervention during the school day and during extended day and week programs as well as leveled text for use in assessment.

The supply allocation will fund publishing materials and enrichment materials.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation - SQR Nov 2011, page 5

- Develop consistency in teaching strategies to ensure that questions and routines are differentiated to enable all students, including ELLs and students with disabilities to produce meaningful work products.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Supervisors will conduct 5 to 6 informal and formal observations for each teacher using selected components of Danielson’s research based rubric.

Instructional strategies/activities

Strategy: Improve teacher effectiveness by developing a shared understanding of instructional excellence using a research based rubric (Danielson).

Activity: Identified teachers will participate in a series of professional development sessions with the Network ESL Instructional Specialist including but not limited to understanding language acquisition, vocabulary development, review of student product and modeling. All early childhood teachers will self-select an area of improvement growth, and/or progress as indicated by one area of competency on the Danielson rubric. Network Special Education Instructional Specialist will work with selected special education teachers in self-contained classes to develop differentiated instruction and provide differing entry points for students in these classes. Teachers will have opportunities to observe best practices that illuminate the art of questioning and lesson plans that integrate grade level expectations with differing tasks. Middle school literacy teachers will participate in a literacy retreat facilitated by the NYC Leadership Academy. Professional learning will integrate PBIS components at all levels.

Key Personnel: Teachers, APs, Principal, Network ESL Instructional Specialist, Network Special Education Instructional Specialist

Timeline: Periodic teacher observations with feedback; teacher self-assessments on progress regarding professional goals; classroom modeling on how to identify language entry points for ELL students. Instructional supervisors will provide feedback and facilitate discussions around teacher effective competencies in the Danielson framework.

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Title 1 Priority / Focus SWP

Service and program coordination

- Funding for support of the goal is provided from Title 1 SWP Focus and Priority allocation. Per session has been identified for professional development and curriculum writing. Per session (12 teachers x 12 hrs. x 42 per hr. and 2 administrators x 12 hrs.)

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation – Learning Survey pages 10 and 11

- Develop a shared sense of security for students which translates into them feeling physically and emotionally secure

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- To improve communications with students and all members of the PS/MS 20 community and to develop confidence and competence in both social and academic performance as measured by the Learning Environment Survey.

Instructional strategies/activities

Strategy: Introduce PBIS which emphasize positive adult /students interactions to the school community.

Activity: All staff will receive professional development in understanding the framework of PBIS. 60 % of the faculty will be trained in TCI and RTI techniques. Create a Core PBIS committee which represents the Pre K – 8 populations. Develop a culture that supports accountability, responsibility, respect and safety. Develop a PBIS school-wide behavioral matrix of expectations and rules. Develop an acknowledgement plan to reinforce positive behaviors in all settings. Establish a transparent system that enables all students to understand how to meet identified goals. Supplies will be purchased to support the implementation of PBIS; cameras for documentation and photo-journalism, games for team building, incentives for celebrations.

Key Personnel: All staff and students will participate in the PBIS accountability program.

Timeline: The **School-Wide Information System (SWIS)** is used to collect and summarize discipline referrals. Acknowledgements will be made to students, classes and grades who meet school-wide expectations. A rubric/ matrix will be used to acknowledge student behavior

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Title 1 Priority / Focus SWP

Service and program coordination

- Funding for support of the goal is provided from Title 1 SWP Focus and Priority allocation. Per session has been identified for professional development and for the Core team to implement the program. (8 teachers x 2.5 hrs. per month x 9 months; 1 administrator x 3 hrs. x 9 months) Funding for Supplies, such as paper, folders, certificates, awards, games, etc. for various incentives, is allocated to support the acknowledgement program.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation - SQR Nov 2011, page 5

- Deepen and expand communication and collaboration with parents to increase their capacity to understand their child’s strengths and areas of growth in order to assist in the learning and enable them to track progress towards learning goals.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- | | |
|---|---|
| <input checked="" type="checkbox"/> 6.2 Welcoming environment | <input checked="" type="checkbox"/> 6.4 Partnerships and responsibility |
| <input type="checkbox"/> 6.3 Reciprocal communication | <input type="checkbox"/> 6.5. Use of data and families |

Annual Goal #5

- Increase the number of families who respond to the School Survey by 30% and increase the results of the Learning Environment Survey report from an average of 7.5 to 8.0.

Strategies to increase parental involvement and engagement

Strategy: Improve communication with parents and increase participation for parent involvement with the goal of building parental capacity.

Activity: Grade level parent meetings with the principal to inform about school standings, student progress, and accessing information in ARIS. Parent meetings Regularly schedule parent meetings including monthly SLT meetings, Title 1 parent meetings, curriculum night, parent teacher conference, parent meetings to discuss progress, four student progress reports in addition to report cards, parent workshops on helping students improve reading, writing and math, updates on testing and how to help their child. School will implement School Messenger, an automated phone system to communicate updates to families. Principal will communicate in writing and through conferences with parents of at-risk students. Use school surveys to increase parent involvement to guide decision making and the development of activities based on parental input. Work with the Parent Association to provide workshops based on parent input. Foster a partnership between the families and the Parent Coordinator. Professional development to improve staff members’ capacity to work effectively with parents.

Key Personnel: Teachers, APs, Principal, Parent Coordinator, Parent Association

Timeline: Calendar of scheduled parent meetings and workshops. Survey results for parent input.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Title 1 Priority / Focus SWP

Service and program coordination

- Non-contractual services/parent involvement funding for support of the goal is provided from Title 1 SWP Focus and Priority allocation and the 1% parent allocation. Per session has been identified for professional development, to support family workshops, and activities for parents and students. Per session (10 workshops x 2 hours x 2 teachers). OTPS will support supplies and materials for parent workshops, etc.

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	Teachers work with students to build vocabulary, comprehension and writing skills. Online program Achieve3000 supplements student programs.	Services are delivered through within-class staffing that reduces student-teacher ratios; Teachers instruct in Small group, or One-to-one	During the day in AIS identified periods; during UFT 50 minute periods; extended and Saturday programs.
Mathematics	The programs are designed to strengthen basic math skills with close supervision from a teacher. Students work on problem-solving strategies and how to respond to extended response questions.	Services are delivered through within-class staffing that reduces student-teacher ratios; Teachers instruct in Small group, or One-to-one	During the day in AIS identified periods; during UFT 50 minute periods; extended and Saturday programs.
Science	At-risk students in grades 4 and 8 receive extra support in understanding science concepts and strengthening science vocabulary.	Services are delivered through within-class staffing that reduces student-teacher ratios; Teachers instruct in Small group, or One-to-one	During the day in AIS identified periods; during UFT 50 minute periods
Social Studies	Support in understanding social studies concepts and strengthening vocabulary.	Services are delivered through within-class staffing that reduces student-teacher ratios; Teachers instruct in Small group, or One-to-one	During the day in AIS identified periods; during UFT 50 minute periods
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Strategies include social skills, anger management, workshops on interacting in groups, hyperactivity group play	Students work in small and large groups	During the day in class and in sessions.

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.

Although our teacher retention rate is very high, the administration continues to recruit new staff through hiring fairs sponsored by the New York City Department of Education, through the use of the Open Market System, and through referral from staff and other colleagues.

New teachers, untenured teachers and teachers who are identified for needed support participate in our New Teacher Cohort and receive mentoring from seasoned teachers.

The school has a long-term professional development plan that aligns to state standards, assessments and curriculum. Ongoing, compensated professional development is offered to teachers to improve teacher knowledge and increase skills in methods to improve student behavior, differentiating instruction for at-risk students, and aligning CCLS to content area curriculum maps and performance tasks. The administration also supports teacher opportunities to receive professional development through outside sources. As a professional development school, PS/MS 20 seeks to provide its faculty and staff with opportunities that encourage collegiality through scheduled common planning time, on grade level teams, and working vertically throughout the grades. Each year teachers have the opportunity to apply to be a Teacher Leader, AIS provider, and a mentor, all opportunities that support their own growth.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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
MAY 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 Bob Cohen	District 10	Borough Bronx	School Number 020
School Name PS/MS 20 Police Officer George Werdann			

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

Principal Carol Carlsen	Assistant Principal Juan Flores A.P.
Coach None	Coach None
ESL Teacher Irmi Sarkar	Guidance Counselor John Scanlon
Teacher/Subject Area Lisa Lopez ESL/Literacy	Parent Miguel Agostini
Teacher/Subject Area George Lynch ESL/Math	Parent Coordinator None
Related Service Provider Elaine Rivera	Other ESL Teacher, Lissette Torres
Network Leader Bob Cohen	Other ESL Teacher, Lea Daley

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	8	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3		

D. School Demographics

Total number of students in school	1082	Total Number of ELLs	274	ELLs as share of total student population (%)	25.32%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. Initial identification of ELLs:

Every year starting in March during K registration we start the initial process of identifying students who come from homes where a second language is spoken. This is part of our intake, an informal interview process conducted by licensed pedagogues. We conduct parent orientations, show the parent orientation video, and provide parents with information regarding program options in the event that their child qualifies for LAB-R testing and is found to be entitled. In September students and parents are interviewed using the HLIS and identified students are administered the LAB –R by Ms. Sarkar(K-4) and or Ms. Daley (5-8) our ESL teacher specialists. Students of all other grades are similarly interviewed and then administered the HLIS. Students are administered the LAB-R if they are identified as ELLS based on parents HLIS responses. This process occurs on an ongoing basis throughout the year at the time of registration of all students new to the system. 67.4% of our students are from Spanish speaking families. Students are interviewed with their parents in English and or in Spanish. Students of other lower incidence languages are interviewed in English and or Bengali or Albanian, and Urdu through interpretations done by teachers or educational assistants who speak the native language of the parent in the presence of a licensed ESL teacher.

Once ELLs are identified and students are officially enrolled in September LAB Rs are administered by Ms. Sarkar, Ms. Daley 2 of our licensed ESL teachers. Spanish LABs are administered by Mr. Flores A.P. All LAB-Rs are hand scored and students are placed within the first 10 days of their registration school based on parents' program selection forms throughout the year. Entitlement, non-entitlement, and continuation of service letters are mailed out in the fall. Copies of all ELL related documents: HLIS, Program Selection Forms, letters to parents related to ELLs entitlement are kept on file in Mr. Flores, the A.P.'s office in room 215.

We have 8 fully licensed ESL teachers on staff. During the NYSESLAT administration period the NYSESLAT is administered by ESL teachers K-8 according to NYSESLAT testing regulations. NYSESLAT eligibility is determined based on the RLER report from ATS and by keeping records of recent arrivals who are identified as ELLs based on the HLIS and the handscoring of the LAB-R. NYSESLAT testing is conducted as per window dates provided by New York State. ELLs in self contained ESL classes and easily be administered each of the test components due to fact that they have already been grouped.

2. Parent Program Choice:

In order to ensure that parents understand program options offered by the BOE, the following structures have been put in place:

Parent orientation meetings are held starting in September for parents of all entering K students. The identification of ELLs process begins with interviews conducted by our myself and by our out of classroom ESL teachers.

Parent orientation meetings are repeated in September for parents of all incoming K students until we are satisfied that all parents have attended an orientation session and have had the opportunity to understand the programs that serve ELLs available in the DOE.

Parent orientation and program options information is provided on an ongoing basis for the parents of ELLs that arrive throughout the school year K-8.

Orientation meetings include the presentation of the parent orientation video, which describes the program options available throughout the system. All program options are fully described and parents have the opportunity to ask questions. Our translators on staff include

speakers of Hindi, Bengali, Albanian, Spanish, French. These staff members are made available so that parents can ask any and all questions in their native language. Parents receive copies of the parent guide in English, as well as, in their native languages available through the DOE. Parent outreach is done by our family worker for those parents who according to our school data have failed to attend an orientation meeting and or who need to fill out missing paperwork on an ongoing and as needed basis. To date the numbers of parents choosing TBE or Dual Language programs has not been significant enough to support the opening of a TBE or Dual Language program.

3. Ensuring the return of Entitlement Letters and Program Selection Form:

Parents are asked to fill out program selection forms upon completion of the parent orientation.

Parents who cannot attend a group orientation session are invited to one on one meetings to watch the parent orientation video at a time that is convenient for them and are asked to fill out program selection forms upon completion of their one on one meetings.

Parents who still fail to come to the school to choose a program are contacted by the family worker by phone or in person and are asked to come in for the program description, to watch the video, and to fill out the program selection form.

To ensure that all required forms are completed and kept on file, our family worker stays in contact with the parents of all entitled ELLs. All required forms are completed, copied, and kept on file. Originals are placed in the students' cumulative record folder and copies are filed in Mr. Flores' office.

4. Placement of Students:

HLIS LAB-R identified students are administered the LAB –R. LAB-Rs are hand scored and student is placed in a program according to the LAB-R results. Parents are informed regarding LAB-R results and the entitlement or non-entitlement of their children in their native language. All ELL related forms, HLIS, Program Selection forms, and entitlement letters are copied and kept on file in Mr. Flores, A.P.'s office room 215. Every effort is made to communicate with the parents in their native language, Spanish, Hindi, Bengali, Albanian, French. so that parents fully understand the identification, placement process, and program options.

5. Parent Surveys and Program selection forms:

Parent survey and program selection forms are distributed and reviewed for program preferences upon collection.

Upon review of the Parent Survey and Program Selection Forms for the past three years, it is evident that a larger majority of our Spanish parents prefer ESL programs for their children over bilingual and dual language programs.

Case in point, for ELLs entering K in 2011: parents expressed their preference for ESL (64), 4 for TBE, and 8 for Dual Language. A review of program selection forms for all other grades revealed a similar preference for ESL in years past. Program selection data for all other grades including Special Education revealed the following program preferences: 135 ESL, 4 TBE, and 1 Dual Language cited as parent preferences.

6. Program alignment:

At this point our programs are in alignment with parents' program selection preferences. Parents' preferences are monitored on an annual and ongoing basis starting from the date of K students' first enrollment.

Part III: ELL Demographics

A. ELL Programs

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

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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	1	1	1	1									5
Push-In						1	1	1	1					4
Total	1	1	1	1	1	1	1	1	1	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	274	Newcomers (ELLs receiving service 0-3 years)	211	Special Education	35
SIFE	14	ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	17

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	211	13	11	46	1	7	17		17	274
Total	211	13	11	46	1	7	17	0	17	274

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	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	37	44	24	23	26	9	9	12	12					196
Chinese				1			1							2
Russian														0
Bengali	6	8	8			4	2	2	4					34
Urdu	1	3	1		1		3							9
Arabic	3		2	1	1				2					9
Haitian		1												1
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian	1	2	3	2	2		2	1	1					14
Other	1	2		1	1		2	1						8
TOTAL	49	60	38	28	31	13	19	16	20	0	0	0	0	274

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A: Programming and Scheduling Information:

1. How instruction is delivered:

- 1a. P.S. M.S. 20 has established self-contained ESL classes in grades K to 4. In grades 5, 6, 7, and 8 due to students'

A. Programming and Scheduling Information

departmentalized schedules; one ESL teacher has been hired to serve ELL students in 6th, 7th and in 8th grades by pushing into content area classes to support groups of ELLs. Altogether we have hired 8 fully licensed and certified ESL teachers to serve our population of 276 ELLs. Recent arrivals, as well as, SIFE receive additional ESL support in small groups provided by our out of classroom ESL teachers. 2 out of the 8 ESL teachers are out of our self-contained ESL classrooms. These ESL teachers provide ELL students with support by either pushing in to help students with content being presented, pulling out and reinforcing and/or addressing areas of identified needs, and by providing additional supports according to the ELL students' needs in terms of English language proficiency level.

2. Organization of staff:

Students in grades K to 4 receive instruction through ESL methodologies from a licensed ESL teacher in their self-contained classes. In this way, we are assured that our students at all levels of proficiency are receiving the required periods of ESL instruction on a daily basis. Guided native language instruction is provided in Spanish, in Bengali, and or in Albanian by teachers and or educational assistants working with our ESL teachers and who are native speakers of these languages.

7th and 8th grade ELLs are served during the literacy period, as well as, in the content area periods, math, science, social studies, in order to support ELL students at different levels of English proficiency. Students are grouped according to English proficiency levels in order to ensure that beginner and intermediate level students are grouped so as to ensure that they are receiving the required 360 minutes of ESL support services. Similarly, Advanced levels are grouped in order to ensure that they are provided 180 minutes of support services in their content area classes. ESL services for students in Special Education who have ESL services mandated as part of their IEPs are called in for start dates as required and attendance of service minutes is kept up to date by the ESL teachers providing the services in the CSIS system.

Out of classroom ESL use the chart provided by the Part 154 regulations to form their schedules so as to provide students who are not in self contained classes with the mandated number of minutes according to their level of proficiency.

3. How content areas are delivered:

Content area classes are delivered in English using ESL based teaching and learning strategies, use of visuals, hands on activities, workshop model, and cooperative learning to promote positive interdependence, simplified English, paraphrasing, scaffolded language and content learning activities, leveled libraries, high interest lower difficulty texts, picture books, bilingual dictionaries and glossaries, different grouping structures, pairings, peer and buddy learning, and alternate assessment systems for social interaction, language learning, and content reinforcement. Native language materials are used for guided instruction with recent arrival students.

4. Ensuring that students are evaluated in their native language: If students do not pass the LAB-R and they are Hispanic we administer the Spanish LAB. ESL teachers use native language to assess understanding in Spanish, Albanian, Bengali, and Urdu. For state testing purposes native language tests are ordered in advance if tests are available in the home languages of our recent arrivals. Staff members who speak the above languages provide native language support and or interpretation services on an as needed basis for students and for parents of ELLs.

5. How we differentiate instruction for ELL subgroups:

a. There are 14 students at our school currently identified as SIFE. These students are enrolled in the extended day program, as well as, the Title III ESL after school program. ESL teachers target SIFE students for small group instruction within their self contained classes and our out of classroom ESL teachers provide them with additional small group and one on one instruction time during the day. Rosetta Stone internet based log ins are provided so that these students can work both during the school day and at home on their letter recognition, letter sound relationships, sight word vocabulary, and other English language basics. Students are also invited to attend our Saturday ESL academy from 9am to 12. Special attention is paid to aligning assessments to the linguistic proficiency of students in order to appropriately monitor students' English language development as well as their acquisition of content area knowledge.

b. Similarly ESL students, new comers, are targeted for small group instruction within their self-contained classes. Differentiated lessons are adapted to address the needs of these students in terms of their proficiency levels in English with some guided native language instructed provided whenever possible by the classroom teachers. We will also purchase the Newcomers Program by Harcourt that will address students' needs not so much by grade level but by language proficiency level in their second language.

c. For ELLs of 4 to 6 years we have designed an enrichment program that is focused on experiential learning and writing. Students and their parents are enrolled in our Saturday Academies. These students are engaged in field trips to museums, the Bronx Zoo, and the Bronx Botanical Garden in order to develop experiential based background knowledge to enhance vocabulary and support writing development. During the school day teachers focus on developing content area reading strategies, higher order thinking skills, task specific assessments, varied participation techniques, scaffolding of language development, and on specific content learning strategies.

A. Programming and Scheduling Information

- d. ELL students beyond 6 years are also invited to participate in our math enrichment program with a focus on writing. They are also provided with additional test prep materials specifically tailored to the NYSESLAT. In this way targeted instruction includes NYSESLAT formats.
- e. Additional materials include but are not limited to the following: Depending on the grade and on the proficiency level needs of students-
- The New York Empire State NYSESLAT Finish Line for ELLs: English Proficiency (Continental Press)
 - Content Connections-Social Studies/Science (Benchmark Education)
 - Into English
 - Harcourt: Trophies ELL Intervention Program
 - Rosetta Stone Language Immersion Program
6. ELL students with special needs are provided services as per their IEP criteria. Our out of classroom ESL teachers push in to the Special Education classes to provide these students with ESL services and submit start dates, group size, and frequency information in SESIS.
- ESL teachers in partnership with Special Education teachers create specifically designed instruction for each special education ELL student according to the specific disabilities indicated in the student's IEP. This includes research based differentiated and intervention strategies along with specific accommodations and modifications of content. Strategies included are as follows: Repetition, Simplifying input (verbal or written instructions), Scaffolding, Total Physical Response (TPR), Extended Time, Teaching one concept at a time and allowing sufficient processing time, categorizing activities, Sharing instructional methods with parents for home practice, use of drawing, photographs, and common objects, use of technology, use of sensory feedback techniques (tactile letters), clear and explicit instructions and expectations. Instructional strategies for ELLs in self contained ESL similarly include: Simplifying the input (verbal and written instructions), scaffolding of information through the use of graphic organizers, Total Physical Response and Role Play, Connections to primary language and cultures through guided native language and through cultural based activities, sufficient "wait time" "think time", sufficient practice and reinforcement activities, ongoing comprehension checks (both oral and written), use of contextual clues, frequent checks for understanding, learning that is learner centered and content driven, accessing students' prior knowledge, building background knowledge, using drawings, photographs, and common objects, categorizing activities, addressing listening, speaking, reading, and writing skills throughout instruction. repetition, and developing parent partnerships through home school communication of skills in need of additional practice.
7. Students with IEPs in special education classes are provided ESL support in their self contained classes. In addition ELL's in special education are pulled out to receive services from our out of classroom ESL teachers so as to provide these students with exposure time to other ESL students in a less restrictive environment. Flexibility is built into the programming through the programming of our out of classroom ESL specialists.

Courses Taught in Languages Other than English ⓘ

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

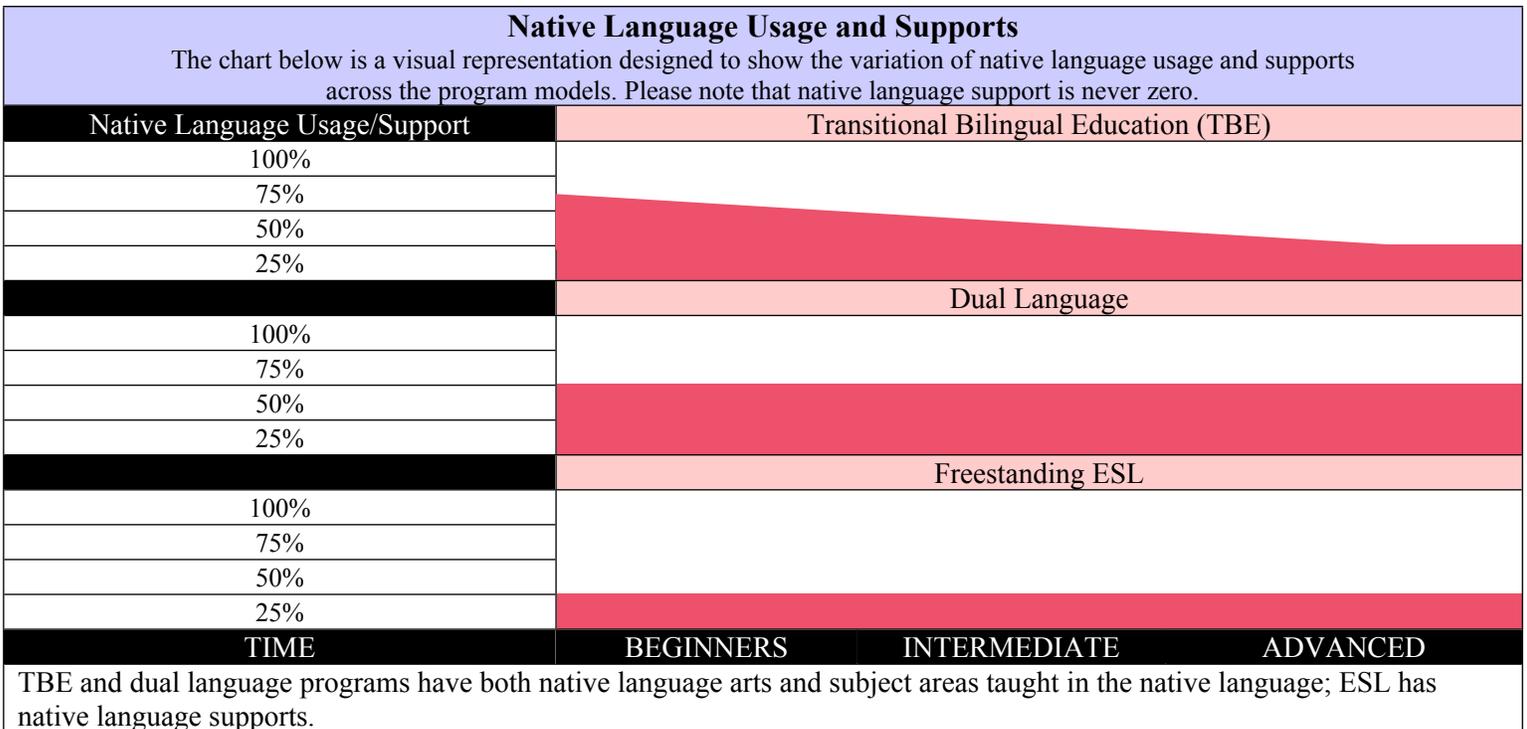
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction

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

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



B. Programming and Scheduling Information--Continued

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

8. Targeted intervention programs for ELLs ELA, Math, and other content areas: Teachers administer benchmark assessment and formative assessments every 4 to 5 weeks. Teachers analyze data results for areas of needed improvement. Teachers form target groups for specific skills that need to be improved upon and focus on re-teaching and on progress monitoring in literacy and in math. Content areas, Social Studies and Science are similarly addressed. Students identified as first time testers in ELA are provided additional support through our extended day program and through our test prep Saturday academies. Targeted recent arrival (0-2 years of service) students are invited to participate in the Title III program for additional math support. Social studies skills for intermediate and advanced NYSESLAT students are addressed through classroom instruction and practice on Document Based Questions and through interdisciplinary units that focus on developing students' ability to read increasingly complex texts and through writing tasks that develop students' critical thinking skills. Targeted 1st and 2nd year ELLs facility in the area of science is supported depending on the grade level through Science Labs or through partnerships between the science teachers and our ESL specialists. We have speakers of Spanish, Albanian, Hindi, Urdu, Bengali on staff. Guided native language instruction is provided by teachers in self contained ESL classes by ESL teachers or by push in or pull out ESL specialists, additional support for teachers in terms of providing guided native language instruction in Albanian is provided by educational assistants who can assist teachers in providing comprehensible instruction for students who are Albanian speakers.

9. Plan for continuing transitional support:

For the most part, if at all possible and with parent's permission, we maintain our proficient students in self contained ESL classes for 1 year beyond their passing the NYSESLAT if class size permits. ELLs who pass NYSESLAT are entitled to extended time on all state tests. This transitional support is provided for one year after passage of the NYSESLAT. ELLs who are transitioned to general education classes in there 2nd year of being not entitled are closely monitored and are supported through target group and small group differentiated instruction by their classroom teachers and by the push in ESL teachers.

10. Program improvement for this year: Focus will be on getting better at data analysis and progress monitoring of ELL students by modality and growth from one year to the next in each of the modalities. In addition we are looking closely at alignment of assessment tasks to the CCLS and the linguistic level of each of the students. We are looking to match the assessments to the English language level of the students in order to support learning across the content areas.

11. Programs we will discontinue: None at this time.

12. Equal Access to programs:

All ELLs are eligible and entitled to participate in our self contained ESL program. ELLs with additional needs are invited to attend both the extended day program from 2:20pm to 3:10 pm and our math enrichment after school program, from 3:15 pm to 4:15 pm on Wednesdays and Thursdays. ELL students are also invited to our Saturday academy for ELA and Math test prep. Finally, we schedule field trips to help build background knowledge and to support writing development based on real life experiences. ELLs are encouraged to participate in our music program (lower school and middle school chorus) and in all our middle school sports programs including cheerleading.

12b. Supplementary services at this time include: Title III Math Enrichment Program paid through Title III. Partnership with Mosholu Community Center Program for Immigrant Families tutoring program for middle school students and their parents. Funding source grant from federal government. The goal of the Title III math enrichment program is to better prepare students for the New York State

Mathematics test. Special attention is paid to students who are recent arrivals and who are required to take the math test. The goal of the Immigrant Families program is to help middle school students and their families through homework help and content area tutoring and to provide ESL, GED, and citizenship classes for the parents of our middle school students.

13. Instructional Materials:

- ELLs are provided with all of the same materials as our general education students. In addition, we use Harcourt Into English, Highpoint, Rosetta Stone, The New York Empire State NYSESLAT Finish Line for ELLs: English Proficiency (Continental Press)
 - Content Connections-Social Studies/Science (Benchmark Education)
 - Smart Boards with interactive programs
 - Newcomers Program by Harcourt
 - Leveled libraries, bilingual dictionaries and glossaries, thesauruses.
- * multicultural books, and native language content area books in Spanish, Bengali, and Mandarin are purchased for our ESL classroom libraries for students to use during independent reading and for learning content in their native language.

14. Native Language Support:

We have hired teachers and or educational assistants who are speakers of Bengali, Hindi, Urdu, Albanian, and Spanish. Students receive guided native language instruction within our self contained ESL program. Native language materials are used as forms of multicultural enrichment and as content learning resources.

15. Resources correspond to age and grade levels:

Each of our ESL self contained classes is provided with grade level and age appropriate materials: These include Trophies (Harcourt) Literacy program for ELLs, Into English, Highpoint, depending on the age and grade level.

16. Description of activities to assist newly enrolled ELL students:

Most of our newly enrolled students are K students. Starting in March of the previous school year all students including our to be identified and enrolled ELLs are administered a basic literacy assessment ,as well as, a battery of physical assessments by our OT PT specialists. Parents are provided with information as to what students should know and be able to do before they enter school in September. In this way parents can work with their students from March to September.

17. None at this time.

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)?

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff:

As the Assistant Principal and ESL Program Coordinator, I attend monthly professional development meetings provided by our network. Upon my return to the school I provide turnkey professional development to the principal and to the other APs. As a community we are involved in a differentiated teaching and learning professional development initiative. We have ESL teachers working at every grade level K-8 who serve as specialists in providing their common branch colleagues professional develop in terms of addressing the needs of ELLs. ESL teachers meet with the ESL coordinator once a month for professional development in order to serves as liaisons and advocates for our ELLs. We are currently working on the writing of tasks that align both with the CCLS and the New York State standards that are differentiated according to the content and linguistic level of our ELLs. Guidance counselors meet with me weekly during academic intervention services meetings during which we discuss the needs of ELLs in general, as well as, discuss the particular interventions needed by specific ELL students. At the beginning of the year our secretaries in our front office receive professional development on the rights and the procedures of our ELL parents and students before start of the registration process. Professional development is provided at the beginning of every year in order to revisit with our OT PT and speech therapists the rights and the needs our ELLs that they service in light of each specialist creating a schedule that will meet the needs of our ELLs.

1. ESL teachers are provided with professional development in the following areas:

- Understanding the NYSESLAT: Focusing on Writing Exemplars and Test Format at each grade level.
 - Using Assessment to Differentiate Instruction
- * Differentiating Teaching and Learning for ELLs K -8
* Writing Interdisciplinary Curriculum
* Writing assessment tasks that are aligned to the CCLS, the New York State standards, and that are differentiate to the linguistic level of the ELL students that are to be assessed.

2.

We are a K to 8 school. Our ESL teachers in K-4 are self -contained. Our 5th grade ELLs are grouped so that the ESL teachers can push in and provide needed ESL services. Starting in 6th grade we begin introducing our ELL students to content area specialist with the ESL teacher pulling students out to support and reinforce content area learning. In this way ELLs are supported in transitioning to middle school grades in 7 and 8 and to content area specialists.

3. 7.5 Jose P. training for other staff members.

7.5 hours of Jose P. training is scheduled annually for new teachers and is part of our new teachers training cohort work.

Sessions include the following:

Session 1: Overview of ELLs, ELL identification, Programs, and Rights: Language and Literacy

Session 2: Review of Research on Language and Literacy

Session 3: Teaching and Learning of Language Arts

Session 4: Formal and Informal Assessment of ELLs.

Session 5: Applications and Practices that Support ELLs

Session 6: Learning Experiences and ELLs

Session 7: Parent and Family Involvement

Agendas and sign in sheets are generated and kept on file in Mr. Flores' office, 215.

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?

Paste response to questions 1-4 here Paste response to questions 1-4 here

Parent Involvement:

1. Parents are invited to attend orientation meetings, curriculum night, parent teacher conferences, and parent workshops on how to help students with homework. In addition, parents of ELLs are invited to attend field trips with ELL students as part of our enrichment and interdisciplinary writing program. Translations services are provided on an ongoing and as needed basis in Spanish, Bengali, Albanian, and Urdu.

Finally, we will redouble our efforts to invite parents in during the instructional day to observe their children's' classes and to participate in interactive learning activities and learning celebrations.

2. CBO partnerships

Our school has a partnership with the Mosholu Community Center. This CBO provides parents of ELLs with childcare until 6pm. In addition, this CBO engages students in arts, activities, and provides homework help in English and in native language.

Translation services are provided by staff members on an as needed basis in Spanish, Bengali, Albanian, and Urdu.

Immigrant Families Grant for Middle School students and their families. This year in partnership with Montifiore Community Center with the goal of helping our middle school students with their homework by providing tutors. Parents are invited to attend ESL, GED, and citizenship classes.

Evaluation of parent needs:

Our survey forms ask parents for information regarding their needs, goals and expectations for our ELLs and program preferences. In this way every year surveys are conducted to assess ELL parents' needs, expectations, and program preferences. Based on survey results from last year we entered into a partnership grant with Montifiore Mosholu Community Center and were able to get federal funds to start a middle school tutoring program and ESL, GED, and citizenship classes for immigrant parents.

3. How our parental involvement activities address parent needs:

Our parent involvement activities address parents' needs in the following ways:

- Adult classes from 6pm to 9pm on Tuesdays and Thursdays for GED and ESL.
- Parent workshops on academic standards, grade level expectations, and homework help.
- Referrals to mental health clinics and other social service agencies.
- * Financial Planning Workshops for Parents

Translation services are provided in Spanish, Bengali, Albanian at all workshops for parents by staff members who are speakers of these languages.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	9	4	5	3	1	2	4	6					39
Intermediate(I)	5	30	8	8	11	3	5	0	9					79

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	0	19	26	13	16	9	12	12	5					112
Total	10	58	38	26	30	13	19	16	20	0	0	0	0	230

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	2	2	2	4	1	1	1	1				
	I	4	8	6	0	2	1	3	3	5				
	A	4	30	22	12	7	4	9	10	8				
	P	1	18	8	12	17	7	6	2	6				
READING/ WRITING	B	5	10	4	5	5	1	2	4	6				
	I	5	28	7	8	10	2	6	0	10				
	A	0	13	18	13	15	10	8	8	4				
	P	0	7	9	0	0	0	3	4	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	12	10	0	26
4	3	14	6	0	23
5	3	13	2	0	18
6	3	22	0	0	25
7	8	9	0	0	17
8	4	5	1	0	10
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	5		17		6		0		28
4	3		11		9		2		25
5	3		13		5		1		22
6	1		15		10		0		26
7	11		8		2		0		21
8	2		4		4		0		10
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		11		11		1		25
8	3		8		1		0		12
NYSAA Bilingual Spe Ed									0

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

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-3 here:

B. Upon reviewing and analyzing the assessment data:

1. What is revealed by the data patterns: All K students are administered Dibels as an early literacy skills assessment. Dibels data show that our ELLs in K and 1 are significantly challenged to meet the end of K benchmarks which have to do mostly with letter recognition and letter sound relationships and decoding. Additional, ESL push in support is provided in these grades in order to address this challenge. In addition, our lower school out of classroom ESL teacher pushes in to our 1st grade ESL class last period of every day and stays to work with a group of students during extended day on Wednesdays and Thursdays on letter recognition and letter to sound relationships with students who according to our data need intensive intervention and additional supports and opportunities to demonstrate mastery level performance.

2. LAB-R data indicate the following: Of the 71 students that we tested 23 students scored at the beginning level, 20 students scored at the advanced level, and 28 students tested out. 65 out of 71 students tested are in K. 2 students came into 1st grade, 1 student in each grade 2nd to 5th. 25 of our entitled K students are served in our self-contained ESL K. The remaining 18 entitled K students are served by our out of classroom ESL teacher by either pushing in or pulling students out depending on the particular of their particular needs in terms of their English language skills.

In the NYSESLAT of the 230 students tested across all grades students scored at the beginner level in Reading and Writing to a greater degree 18.2% as compared to 6.5% who scored at the beginning level in Listening and speaking. This data demonstrates the need for us to focus on Reading and Writing development given that the research on second language learning tells us that listening and speaking develop significantly more rapidly than reading and writing in the second language. The data also suggests that across all grades 40.8 ELL students score at the advanced level in Reading and writing, however, this is still a smaller percentage than the percentage of ELLs that score at the advanced level in listening and in speaking, 46% out of 230 students tested. The largest number of advanced level students are in the 1st grade in listening and speaking and the largest number of advanced level in reading and writing are in 2nd grade. This is due in part to the complexity level of the NYSESLAT in K-1 compared to the test given in 2-4 but also is indicative of the longer length of time that students in 2nd have in learning to read and write in English. Finally, the percentage of students who passed the listening and speaking tests 33.4% is significantly greater than the percentage of students who passed the reading and writing tests, 10%. This data reinforces the need for us to focus our instruction in the areas of reading and writing.

3. How these patterns will affect instructional decisions: We will focus our instruction in the areas of reading and writing in order to support students development in these modalities. We will focus on strategies that scaffold students' understanding of NYSESLAT question format in terms of the thinking that is required in order to successfully answer questions. Will place instructional emphasis on the thinking required behind the different questions in each of the 4 modalities. In this way focusing not only on the criteria included in a good responses but more so on what the thinking process is behind the formulation of a good response that makes sense. We will focus on developing interdisciplinary units of study that are aligned to the CCLS and the New York State standards. We will develop formative and summative tasks that are aligned to the CCLS and the New York State standards but that also are differentiated to the linguistic development level of our beginners, intermediate, and advanced ELLs. We will closely monitor our students' language development as they also acquire content area knowledge paying particular attention to the linguistically appropriate measurement tools that we use.

The following ESL teachers will be involved in writing practice tasks and in choosing instructional strategies for ESL classes: Ms. Sarkar,

Ms. Daley, Ms. Torres, Ms. Lopez, and Mr. Flores. All of the aforementioned are fully licensed in ESL and are involved year to year in the data analysis process for the purposes of program improvement and instructional alignment in light of the needs of our ELL students.

4.a. Examining student results:

15.9% of our ELL students in testing grades score at level 3 on the ELA. We have noticed that this percentage has remained unchanged from the year before. It is in light of this lack of increase in level 3 performance that we are rethinking the focus of our programs and looking to research based strategies and are in the process of creating interdisciplinary units with tasks that are differentiated to the linguistic levels of our ELLs in order to assess both their English language development and their content area mastery.

In mathematics 29.5% of the 132 students tested scored at level 3 or 4. Eventhough significantly more ELL students score at or above grade level in mathematics and this has been the pattern in our school for sometime, we have decided to continue to support ELL students through our Title III mathematics enrichment program. The rationale for this is twofold, to support our most recent arrivals who will have to take the mathematics test and to continue to increase our students' achievement in the area of the math and sciences.

In Science 48% of ELL students who took the 4th grade science test scored at level 3 or 4. Our 4th grade ELL students have traditionally done well on the 4th grade science performance test due in part to the hands on nature of the test. We will continue to provide our ELLs with science lab as one way of continuing to support our ELLs achievement in Science. Our goal is to work with our current science lab teacher on research based strategies and on strategies related to groupwork focusing on positive interdependence so that we can make sure that all of our students are learning science content and have maximum opportunities to negotiate their learning through interactions with their peers, as well as, with their teacher.

In terms of our 8th ELLs in science, our data shows that only 1 student out of 12 demonstrated grade level performance. Our ELLs in 8th grade have not done well on the 8th grade science tests in the past due in part to the complexity of the text and the reading level of the test. We will be working with our 8th grade science teacher to modify the textbook complexity for our ELL students but also by teaching our student to use research based strategies that will help them bridge English language development with content area learning. For example: Scaffolding of information, and using graphic organizers and flow charts as visual representations of concepts in science.

With reference to students' achievement on native language tests, the number of students who took the math and science tests is so small that it would not be statistically valid comparison to ELLs that took the test in English. Only 2 students took the math test in Spanish and only 2 students took the science test in Spanish.

The following ESL teachers were involved in the data analysis process: Ms. Sarkar, Ms. Daley, Ms. Torres, Ms. Lopez, and Mr. Flores

To my knowledge none of our students took tests in Native language in 2011.

b. Use of periodic and formative assessments:

Teachers meet on grade level teams to review tests and analyze data. Teachers plan intervention packets and identify target group students. Teachers differentiate instruction in order to address the particular needs of the ELL students. Native language is used for guided instruction and for purposes of enrichment within our ESL program.

6. How we evaluate the success of our programs for ELLs:

We review and monitor the following:

- a. Participation rates
- b. Passing NYSESLAT and or proficiency rates.
- c. Through progress monitoring
- d. Through formative assessments and data analysis.
- e. Through designing our own assessments closely linking items and tasks with the thinking required to successfully answer all types of test items.
- f. Percentage of ELLs scoring level 3 on ELA, Math, Science exams.

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: PS/MS 20

School DBN: 020

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carol Carlsen	Principal		11/23/11
Juan Flores	Assistant Principal		11/23/11
NA	Parent Coordinator		
Urmi Sarkar	ESL Teacher		11/23/11
Miguel Agostini	Parent		11/23/11
Lisa Lopez	Teacher/Subject Area		11/23/11
George Lynch	Teacher/Subject Area		11/23/11
NA	Coach		
NA	Coach		
John Scanlon	Guidance Counselor		11/23/11
Bob Cohen	Network Leader		11/23/11
Lissette Torres	Other <u>ESL Teacher</u>		11/23/11
Lea Daley	Other <u>ESL Teacher</u>		11/23/11
Elaine Rivera	Other <u>Bilingual Speech</u>		11/23/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **10X** School Name: **020**

Cluster: _____ Network: **104**

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.

Based on our RHLA ATS report we determine the numbers of speakers of different languages in our school. We know that our higher incidence languages can be covered by staff members who speak these languages. These include: Spanish, Bengali, Albanian, and Urdu. Other lower incidence language groups are served on an as needed basis when these parents need translation services so that these parents understand programs that they are selecting for their children or understand other important information regarding the progress of their children.

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.

According to the RHLA, Spanish is the highest incidence language, then Bengali, and finally Albanian. This information was communicated to the entire staff at one of our faculty conferences. In addition, the staff was informed of the translation services available to parents from other staff members. Finally, the services of the translation unit were describe to the staff.

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.

Written translation services are provided by staff members who are speakers of the following languages: Spanish, Bengali, Albanian, and Urdu. Information regarding school events, parent conferences, and report card distribution is sent out in English and Spanish. Printed materials are provided to parents from resources for parents from the DOE website.

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.

Staff members are available to provide oral interpretation services in Spanish, Bengali, Albanian, and Urdu. For lower incidence languages the services of the interpretation and translation services unit will be sought out on an as needed basis.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Signs will be placed at the entrance to the school informing parents that they are entitled to translation services and that they should request them in order to be fully informed and fully understand the responses to any questions that they may have.

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: PS/MS 20	DBN: 10X020
Cluster Leader: Douglas Knecht	Network Leader: Bob Cohen
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 193 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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: 10 # of certified ESL/Bilingual teachers: 7 # 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:

The Title III program this year will focus on literacy development and the skills necessary to meet proficiency on NYS assessments. The program aims to develop the competencies necessary for learning on par with English speaking peers in standard curriculum instruction. The program will emphasize the affective skills necessary for reading and writing academic success in the classroom and on standardized tests.

ELL students in grades K through 8th are targeted for participation.

Program days are Wednesdays and Thursdays from 3:15 to 4:15pm.

Students in some of our testing grades will be invited to our ESL Saturday Academy from 9 am to 12 noon.

Field Trips will be scheduled once a month to build on real world experiences. Parents will be invited to attend these field trips in order to build a parent and school partnership.

The language of instruction will be English with guided native language instruction in Spanish, Bengali, and Urdu.

The program will be supported by 7 certified ESL teachers. Three content-area teachers will co-teach with our ESL teachers.

Materials to include:

English Now and English Now Writing

Getting Ready for the NYSESLAT

Getting Ready for ELA Assessment

Leveled Classroom Libraries

Earobics

Trade Books/ELL Library

Part C: Professional Development

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: Rationale: The focus of our professional development is to develop teachers capacities in supporting both language development and content area learning on the part of our ELL students. Participating ESL teachers will be invited to attend the following monthly workshops on the 2nd Mondays of the every month from 2:30 pm to 4 pm from Dec. 2012 to May 2013.

1. Assessing and Teaching Reading to ESL Students
2. Assessing and Teaching Writing to ESL Students
3. Strategies and On-Going Support for Teaching ESL Students At-Risk
4. Aligning Instruction to CCLS and Linguistic Proficiency Levels
5. Collaboration between Content Area Teachers and ESL Teachers

Workshops will be provided by Mr. Flores, ESL coordinator in partnership with ESL teachers: Ms. Torres, Ms. Padilla, Ms. Kazcmarek, Ms. Cohen, Ms. Diaz. Reading and writing specialty teachers will collaborate in the professional development session. A study group will be formed to focus on practical strategies to make reading skills transparent and accessible to struggling readers. The book for the group is When Kids Can't Read—What Teachers Can Do by Kyleene Beers.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parent workshops will be scheduled to build parents' capacity to support their child's development in reading and writing. Workshops will focus on a variety of topics including "Tips on How to Help Your Child Succeed in School", "How to use Rosetta Stone", Understanding the NYS Assessments and Understanding the Outcomes."

Workshops will be conducted on Saturdays from 9am to 11am once a month starting in Dec. 2012 to

Part D: Parental Engagement Activities

May 2013.

Workshops will be presented by ESL teachers, content-area teachers, and other appropriate staff.

Parents will be notified through flyers and through phone calls made by our Family Worker, Ms. Diaz. All flyers and notices to parents regarding workshops and/or meetings will be translated into our most common languages which are Spanish, Arabic and Bengali. We also provide translators at our meetings and workshops through the use of either staff or parent association members.

Part E: Budget

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

Allocation Amount: \$32,546

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

