



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: PUBLIC SCHOOL 21

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X021

PRINCIPAL: MS. JOYCE COLEMAN

EMAIL: JCOLEMA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. ELIZABETH WHITE

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
Joyce Coleman	*Principal or Designee	
Nicole Manning	*UFT Chapter Leader or Designee	
Germaine Buchanan	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Harold Isaacs	Member/Parent	
Arelys Henriquez	Member/Parent	
Sharon Aldrich	Member/Parent	
Aja Cannon	Member/Parent	
Yela Noboa	Member/Parent	
Luisa Medrano	Member/Parent	
Tina Connolly	Member/Teacher	
Ronald Parker	Member/Teacher	
Kimberly Sheehan	Member/Teacher	
Virginia Kulls	Member/Teacher	

** 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

School leaders should seek expert advice and training in the monitoring of student achievement, school systems and supports, and teaching quality and implement procedures and protocols that are robust and consistently applied based on the recommendations on last year's progress report.

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

By June 2013, through a clear and focused vision, we will implement a plan of action that increases student achievement in ELA and Math by 3-5%

Instructional strategies/activities

Elmore's (2000) five principles of distributive leadership will be the research based model used to guide our leadership work. Elmore believes that distributed leadership plays a role in generating instructional improvement (Lashway 2003). Distributive leadership maintains that instructional improvement is now the measure of leadership success. The instructional process must be guided, rather than controlled by administrators. All the leadership must be organized around a common task and shared common values. Creating this unity is the principal's core responsibility. Thus, the research based instructional activities that will be used to support our goal have been selected based on the premise that when school leaders focus strategic and shared efforts around student outcomes and create an environment that allows all students to achieve.

Professional Learning Communities (PLC's) (DuFour & Eaker, 1998) will further bolster and guide leadership efforts. Creating a collaborative community of learners requires school leaders to leverage both human and financial resources that serve all students. These strategies and activities will include:

-Principal goal setting and a data based plan of action using all forms of data that aligns with school needs (August, January, June) including organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.

-Principal and Asst. Principal Study Groups (September-June, ongoing)

-Identification and development of staff for shared leadership roles (ongoing)

-PLC model implementation used to analyze and identify problems, devise solutions, develop improvements in practice

-Planning with school leaders and teachers in student goal setting using data, teacher effectiveness, and curriculum

-Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, materials, etc.), opportunities for professional development, extended learning for students, and a program that includes core areas as well as arts, physical education, and a range activities that appeal to all learners.

-Transparency; sharing information, problem solving, celebrations that include all stakeholders

- Principal and Asst. Principal and Extended Cabinet weekly meetings (August thru June)
 - Monthly School Leadership Meetings (SLT) (September-June)
 - Newsletters, calendars, distribution and displays of data (monthly, ongoing)
 - Fall and Spring calendars for staff (September/February)
 - Providing opportunities for stakeholder voice including staff, parents, and students; Monthly: SLT, PTA, Student Council, community meetings with school leadership (Fall, Spring).
 - Collaborative planning and implementation of a well coordinated instructional program and a safe and secure facility
- August thru June :
- Monthly purposeful evaluation of use of resources by the principal and school leaders
 - Coordination of resources and support from community stakeholders, external providers, and grant funding
 - First grade afternoon academy two days a week
 - Saturday Academy for grades 2-5

Key personnel and other resources utilized for implementation will include the Principal, Asst. Principals, the School Leadership Team (SLT), instructional lead teachers, coaches, data specialist guidance staff, paraprofessionals. External support staff includes the Network specialists and CFN support team.

Targets to evaluate our progress, effectiveness, and impact will include setting mid-year benchmarks and utilization of end year evaluative tools. By January 2013 the following assessments will assist in monitoring our progress: a full day instructional walk through performed by our Network specialists in collaboration with the Principal and the school team, review of our mid-year Compliance Review, in-house surveys, and review of teacher observations, balanced budget, inventory review.

By June 2013 we will use the following assessment tools to measure progress and plan next goals: use of principal evaluation tools such as Quality Review, final Compliance Report, Arts Survey, Principal's Performance Review, the Learning Environment Survey, feedback from Network Leader and Superintendent, and collaborative self evaluation conducted by school leadership.

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 Other-describe here: _____

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)

-SAPIS worker allocation

-Supplies/Materials to support instruction

-Purchased Services include:

First grade afternoon academy – per session - 1 supervisor x 2 days x 1 hr per day x 14 weeks

Per session - 4 teachers x 2 days x 1 hr per day x 14 weeks

Saturday Academy – per session - 1 supervisor x 1 day a week x 5hrs a day x 10 weeks

Per session - 8 teachers x 1 day a week x 5 hrs. a day x 10 weeks

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

- Increase rigor in all content areas
- Develop curriculum and lesson plans implementing CCLS
- Increase student engagement and address the needs of all learners – recommendation was made from progress report

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- 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.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

By June 2013, we will design and implement an engaging, rigorous, and coherent curricula for a variety of learners that is aligned to key state standards

Instructional strategies/activities

The Common Core Learning Standards will be the foundation of our curriculum development. According to the New York State Education Department, the main goals of CCLS are to provide a “common core of standards that are internationally benchmarked, aligned with work and post-secondary education expectations, and inclusive of the higher order skills that students need” (NYSED, 2012).

The research based instructional activities that will be used to support the goal have been selected based on the premise that all learners, Pre-k thru 12, must be prepared for college and professional life. These strategies and activities will include:

- Implementation of the Common Core Learning Standards approved by the NYS Board of Regents (2011).
- Implementation of the New York City DOE Instructional Expectations and Shifts
- Development of units of study and multiple entry points
- A systemic approach of refining units of study
- Embedded formative and summative common assessments

Undergirding this work will be the following activities: the use of trends and historical data, that identification of subgroups and key data that informs planning for diverse learners, curriculum mapping, scope and sequence, the use of CCLS rubrics, unit planning, creation of benchmarks and a measurement processes that enable us to assess the efficacy of our work.

Research based Instructional Strategies (RBIS) identified by Marzano, Pickering and Pollock (2001) will be embedded in lesson plans. These strategies include: setting objectives and providing feedback, cooperative learning, higher order questioning, and reinforcing effort and providing recognition. Experiential and constructivist learning principles will be the foundation of classroom instruction. Teachers of Students with Disabilities will receive training in co teaching strategies, modeling and IEP for NYC DOE SpEd reform.

The strategies and activities will be implemented via Teacher Teams as it is our belief that communities of teacher led work allow teachers to share and practice new strategies and analyze results. Teacher Teams will engage in Looking at Student Work (LASW)

protocols, use of UDL checklists, and the Inquiry Process that has been developed and built upon. School leaders will support teachers in the development of lesson plans and provide feedback via the observation process.

An additional research based approach to providing instruction and targeted intervention to improve student outcomes is Response to Intervention (RTI)(Swanson & Deshler, 2003). RTI is a schoolwide initiative that has as its ultimate goal school improvement across the K-12 spectrum.

Sheltered Instruction Observation Protocols (SIOP) will guide our work with ELL students. This model is designed to make grade level academic content understandable for English Language Learners (ELL's).

Key personnel and other resources utilized for implementation will include school leadership staff, instructional lead teachers, coaches, data specialists, content specialists, departmental leads. External support staff includes the Network personnel and external providers such as My Math, ARC, etc.

Targets and to evaluate the our progress, effectiveness, and impact will include:

-Completion of lesson plans and units of study using CCLS and support Instructional Shifts -beginning August thru June 6-8 week cycles: development of units of study

-beginning August thru June Monthly Professional Development (including Saturday offerings)

-Completion of cycles of mini observations that reflect implementation of this work

By January, 2013 our Network will complete a full day instructional walk with the school leaders

-By January, 2013 completion of 3-mini-observation cycles, By June 2013, 6 mini observations will be completed

-By January 2013 1 Formal observations

-By June 2013 2 formals observations

-Completion of Performance Tasks

-RTI training and implementation facilitated by our Network support specialists September thru June including development of a "core" RTI team

-Benchmarks and targets that demonstrate increase in student progress and performance

In order to involve teachers in decision-making regarding the use of assessments we will further the work of the Teacher Teams to develop their understanding of the assessment process, designing valuable assessments, and LASW protocols.

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

Other-describe here: _____

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

-Teacher/Para/School Aide per session for extended day learning and Saturday programs

- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction

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

- Extend the range of instructional strategies
- Provide opportunities for students to collaborate and work independently
- Engage students, increase rigor, and use data to inform practice

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

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, Public School 21 will continue to adopt and implement Danielson’s framework for teacher effectiveness for 100% of our teachers as part of their individualized professional development plans with a focus on 1e, 3b, 3c, and 3d; as evidenced by several cycles of mini observations, improved by pedagogy, enhanced questioning/discussion strategies of student engagement, and highly developed teacher teams. This will ensure an increase of 75% of Highly Effective Teachers in the classroom.

Instructional strategies/activities

The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for the rigors of college work which are a focus of the Common Core Learning Standards (CCLS).

High quality teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. Thus, Danielson (2007), will serve as our research based model. Danielson states: “ The framework for teaching is based on important assumptions about what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism”(2007). In support of the work of teachers, our strategies and activities with timelines will include:

-PLC around the framework which includes norming, calibrating, professional reading/resources both internal and external, etc.
(September thru June, ongoing)

-A tiered professional development plan that provides for whole school and individual teacher support (August thru June, ongoing)

-Preparing teachers in the use of data to inform instruction and understand the progress of all learners/subgroups
(September rollout of data initiative and teacher conferencing, January check-in for progress evaluation, June assessment, reflection and next steps).

-Preparing teachers in CCLS’s and Instructional Expectations (ongoing)

-Preparing teachers in the use of RBI’s

-Formal and informal observations using a feedback and tracking progress

(September through June, 4 to 6 week cycles)

- Identification of points, coaches, lead facilitators and opportunities for their support
- Principal and Asst. Principal Study Groups
 - Key personnel and other resources will include school leadership, network support, instructional leads, and external consultants.
 - Targets to evaluate the our progress, effectiveness, and impact will include:
- By January, 2013 our Network will complete a full day instructional walk with the school leaders
- By January, 2013 completion of 3 mini-observation cycles, By June 2013 6 mini-observation cycles will be completed
- By January 2013 1 Formal observation/ By June 2013 2 formals observations
- Teacher baseline, mid-year, end-year evaluations and self –evaluation
- October thru June, ongoing) Teacher feedback sessions
- October thru June, ongoing) Looking at Student Work protocol implementation
- January (analysis of mid-year student periodic assessment data)
- June through September: Analysis of state assessment data

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 Other-describe here: _____

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para per session for professional development, and data specialist
- Supplies/Materials to support instruction

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

- Extend the range of social and emotional supports
- Provide all students with individualized supports – recommendation is from Learning Environment Survey

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

X

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

By June 2013, we will provide all students with social and emotional support that meets their needs and ensures success in their academic performance and preparation for next steps in school and college.

Instructional strategies/activities

Our approach to culture building and social-emotional support is informed by a theory of action. **Positive Behavioral Interventions and supports (PBIS)** (Bambara, Dunlap, & Schwartz, 2004) is the research based model that will support our work. Strategies and activities will include:

- Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
- Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in afterschool programs and activities are key indicators that will guide our youth development work.
- Effective use of school counselors to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence, lateness and use in the ASCA standards.
- Training for all staff in classroom management and behavioral interventions
- Opportunities for student voice and student choice
- Transitional supports (elementary to middle, middle to high school, high school to college, career readiness)
- Middle school night for families
- Trips to colleges and universities for students
- Student activities/community involvement/afterschool opportunities (August-September, ongoing)
- Attendance plan (September-June)
- Guidance and crisis intervention plan (September-June)
- Establishment of student personal goals and future plans (September-June)
- Monthly parental opportunities (workshops, breakfasts, evening events)
- Student recognition events and celebrations (January and June)
- Identification of community service and volunteer opportunities
- Identify external supports, community based organizations (CBO's)

Key personnel and other resources will include school leadership, teachers, guidance, college counselor, paraprofessional, attendance team, network support, SAPIS worker, crisis paraprofessional, instructional leads, and external consultants.

Targets to evaluate the our progress, effectiveness, and impact will include:

- Increase in student attendance (daily monitoring, mid-year, final attendance rate)
- Decrease in student lateness
- Reduction in classroom management issues
- Reduction in student suspensions
- Increase in activities and afterschool participation
- Increase in academic achievement

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 Other-describe here: _____

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction

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

- Increase parent engagement and involvement
- Provide parents with the information and training needed to become involved in planning and decision making in support of the education of their children – Recommendation came from our Learning Environment Survey

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.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

By June 2013, we will increase parent involvement by 3% and outline how parents will share responsibility for improved academic achievement

Strategies to increase parental involvement and engagement

Response to Intervention (RTI)(Swanson & Deshler, 2003), a research based model, maintains that when families, schools, and communities work together, children are more successful in school and schools improve. Family, School and Community Partnering Across the Tiers consists of the following: effective partnerships including parents, families, students, community members and educators. Indicators of an effective partnership include 1) sharing information, 2) problem-solving, and 3) celebrating student successes. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.

We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive. Our strategies to increase parent involvement will include the following:

- Utilization of current data to identify subgroups and analyze needs of individual students
- Planning and implementation of a Family outreach plan (August-June, ongoing)
- New Parent Orientation/Family Night/Open House for Parents (Fall, Spring)
- Retention of a full time Parent Coordinator and allocation of space for a Parent Resource Center/office
- Identification of funding and resources to engage parents in their child’s education (workshops, events, celebrations) August-September
- Monthly implementation of parental offerings (workshops, breakfasts, evening events)
- Student recognition events (January and June)

Key staff that will support this work includes school leadership, parent coordinator, pupil accounting secretary, data specialist, guidance staff, community supports and our network support.

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 Other-describe here: _____

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction

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	K- Awards Reading Program – Tier 2 Foundations – Tier 3 (18 students) 1- Awards Reading Program – Tier 2 Foundations – Tier 3 (18 students) 2- Awards Reading Program – Tier 2 Foundations – Tier 3 (16 students) 3- Awards Reading Program – Tier 2 Wilsons Reading Program – Tier 3 (23 students) 4- Awards Reading Program – Tier 2 Wilsons Reading Program – Tier 3 (16 students) 5- Awards Reading Program – Tier 2 Wilsons reading Program – Tier 3 (9 students)	Small group – pull-out for all Tier 2 interventions One-on-one pull out for all tier 3 interventions	During the school day
Mathematics	Primary focus is on building basic number sense and operations, comprehension and speed. Students use support programs to reinforce their understanding while minimizing their frustration with limiting needed literacy skills. We have math small group instruction in grades 3, 4, & 5. We're using the program Triumphs and My Math online games portion to reinforce skills. This is a pull-out program. (35 students)	Small group – pull-out for all Tier 2 interventions One-on-one pull out for all tier 3 interventions	During the school day
Science	A focus on reading non-fiction in the content area of science will be supported by non-fiction classroom libraries and the 100 book challenge. The Science teachers will integrate literacy and mathematics in their planning and delivery of instruction using science content to engage in comprehension of informational texts. (13 students)	Small group push-in model	During the school day

<p>Social Studies</p>	<p>A focus on reading non-fiction in the content area of social studies will be supported by non-fiction classroom libraries and the 100 book challenge. The Social Studies teachers will integrate literacy and social studies in their planning and delivery of instruction using social studies content to engage in comprehension of informational texts. (5 students)</p>	<p>Small group push-in model</p>	<p>During the school day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Individual counseling for students transitioning from pre-k program to a community school (6 students)</p>	<p>Small group pull-out model</p>	<p>During the school day</p>

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.

- ✓ **School coaches will be involved in professional conversations and professional development supported by the Network's Teacher Center initiative which will allow them to better support their teachers in clarifying expectations.**
- ✓ **Administration will develop an observation protocol which clarifies expectations, incorporates teacher effectiveness, and addresses individually identified teacher goals and school goals.**
- ✓ **School Coaches and administration will conduct professional development activities designed to develop a clear and shared understanding of what effective teaching should look like in the area/s of focus, build on the practice observed in classrooms, and arrange for collaborative investigation of practice – Learning Walks, inter-visitations, teacher meetings, and specific protocols (fishbowls) with consultants.**
- ✓ **Principal will participate in the Network Study Group, which will focus on “staging and phasing” the Danielson work in Network schools.**
- ✓ **School Coaches and administrators will engage in network professional development opportunities focusing in on teacher effectiveness, the Danielson work in network schools.**
- ✓ **Assistant Principals will attend teacher recruiting fairs in August and throughout the year as necessary to fill vacancies.**
- ✓ **Provide mentors for newly hired teachers in order to help with retention**

**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)

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

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 with 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 promptly 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 Maldonado, Debra/ Waxman, Ben/	District 11	Borough Bronx	School Number 021
School Name The Philip Sheridan School			

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

Principal Joyce B. Coleman	Assistant Principal Mr. R German
Coach Ms J Burkoff, ELA coach	Coach type here
ESL Teacher Mr. M Chaston	Guidance Counselor Ms R. McKenna
Teacher/Subject Area Ms M Whalen, ELA Intervention	Parent Ms Aya Cannon
Teacher/Subject Area Ms Martin (1st grade)	Parent Coordinator Ms N. Salgado
Related Service Provider Ms L Bryant, Speech provider	Other type here
Network Leader	Other Ms K Schneider SETTS/UFT leade

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

D. School Demographics

Total number of students in school	869	Total Number of ELLs	44	ELLs as share of total student population (%)	5.06%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

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

1. At registration, parents or guardians of children who enter a New York City Public School must first complete Home Language Identification Survey (HLIS), and an oral interview is given in English or the native language. If the child is transferring from another public school, their testing history and transfer folder are viewed. The ESL Teacher, Matthew Chaston, who speaks English and some Spanish, reviews the HLIS. Ms Vasquez(secretary) Nilsa Salgado(parent teacher coordinator translate in Spanish when needed. If questions 1-4 and any two responses to questions 5-7 indicate a language other than English is used at home, children are flagged. The ESL teacher then administers the Language Assessment Battery Exam (LAB-R) within ten days of registration. The ESL teacher, with the assistance of our school's bilingual parent coordinator, NilsaSalgado, also conduct an informal oral interview in English and in the Native Language, to determine if the child is eligible for the LAB-Rassessment. If the student is unable to understand more than three question is English, the English Lab-R is stopped and the Lab-R is then administered in Spanish. The Lab-R is scored and reviewed and students who score below the grade specific benchmark are identified to be ELLs. The Language Allocation Team at P.S. 21 then works together to determine the correct placement for each individual student. In the spring, ELL students are given New York State English as a Second Language Achievement Test (NYSESLAT). We cross reference the ATS reports ,RLAT, RLER,RNMR, and RPEX, to ensure that all eligible students are administered the NYSESLAT. Eligible students who are absent for the initial test are allowed to make up within the specified timeframe. In September the language allocation team, Mr German, our Assistant Principal and our ESL teacher, Mr. Chaston, work together to realign our ESL program to meet the needs of our English language learners.

2. If the student is identified as an ELL, parents/ guardians are notified in writing, in their native language. Each parent receives a "Parent Entitlement letter" and is invited to attend a Parent Orientation session. The ESL Teacher, Matthew Chaston, along with Ms Salgado, Parent Teacher Coordinator, who speaks Spanish, conduct the Parent Orientation. In September parents/ guardians attend the orientation session, where they view the orientation video and receive information on the different program options that are available. The parent orientation and materials are provided in their native language. At the orientation, all three programs, Transitional Bilingual, Dual Language, and Freestanding ESL, are explained orally and in writing to the parents/ guardians. Support programs available for ELLs; after school, Saturday school and summer school, are also discussed at the orientation. The Parent Survey and Program Selection Form are completed and returned to the school after the parent/guardian attends the Parent Orientation. Therefore, we have an immediate response. Parents/Guardian who didn't attend the Parent Orientation are spoken to at dismissal or an appointment is made. For students who are admitted during the school year, an appointment is made with that parent/guardian and the same process is repeated.

3. Parents/ guardians, who didn't attend the parent orientation and/or haven't completed the Parent Survey and Program Selection Form, are notified in writing. Papers are sent home with their child, with an explanation of the three programs in their native language. If parent/ guardian still hasn't returned the Parent Survey and Program Selection Form after three days, a phone call is made and the parent/ guardian is asked to come into school. As a last resort, if the parent/ guardian still hasn't responded the child is placed in our Freestanding ESL Program and a letter is sent home. Once Parent Survey and Parent Selection Forms are returned the ESL Teacher, they are kept on file. Transitional bilingual education program is the default program if parents do not attend an orientation and complete a selection form.

4. An ELL is entitled to placement in a bilingual program if there are enough entitled ELL's with the same native language, in the same

grade(s) in the school. The options to select a dual language program, a transitional bilingual class or a freestanding English as a Second Language program are discussed during the orientation, in a parent’s native language. Historically, more than 90% of parents at PS 21 select a freestanding ESL program. For those that prefer a bilingual program, they are given the option of transferring to a nearby elementary school that offers a bilingual program. We keep a tally of requests for a transitional bilingual program or a dual language program so that classes can be created if enough interest is generated. Mr Chaston and Ms Salgado, who speaks Spanish, explain this at the Parent Orientation session.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, parent surveys indicate that the overwhelming majority of parents select Freestanding English as a Second Language program , rather than dual language or bilingual transitional programs,as their first choice.Last year, two parents requested bilingual and the one requested dual language programs. Parents are aware that they are given a choice, and are notified about the various programs available throughout the city. This year, of our nine new ELLs, seven requested ESL as the first choice, one chose bilingual, and one chose dual language.

6. The program models offered at P.S. 21 are aligned with parent requests. Currently at P.S. 21, all ELL students are placed in Freestanding English as a Second Language Program. Since 2005 parents have overwhelmingly seen the benefit of ESL pull-out services.

The standardized test results continually support theses choices. In order to build alignment between parent choice and program offerings

we keep a tally or requests for a transitional bilingual program or a dual language program so that classes can be created if enough interest is generated.

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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input 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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	14
SIFE	1	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	0

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	32	1	10	10		3				42
Total	32	1	10	10	0	3	0	0	0	42

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	1	4	8	7	3								30
Chinese	1	1		1										3
Russian														0
Bengali														0
Urdu														0
Arabic		1				1								2
Haitian														0
French		1		1	2									4
Korean														0

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
Punjabi														0
Polish														0
Albanian														0
Other			1		2	0								3
TOTAL	8	4	5	10	11	4	0	42						

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?

1a. The pull-out ESL program is organized to service ELLs in groups respective of their grade level. This organization facilitates the plan for academic language development, as the strategies being taught in the grade level classroom will be reinforced by the pull-out ESL teacher within our balanced literacy instructional model. While working within the construct of this model, the ESL teacher utilizes methodologies and approaches recommended for our language learners such as, total physical response and the sheltered instruction approach. These approaches are supported with a variety of technological approaches (computers, personal audio recorders etc...).

1b. P.S. 21 has heterogeneously grouped classes in grades K-5. However, our ESL groups are arranged according to proficiency level and grade level, as best as possible within scheduling constraints. The student's proficiency levels are based on the LAB-R and NYSESLAT results.

The ESL teacher pulls students from various classes for 45-50-minute periods everyday. The E.S.L. teacher works with the classroom teacher to focus on specific skills or topics the child may be having difficulty with. This includes aspects writer's workshop, and it may also be scheduled around specific units in social studies and science. Teachers work with students in guided lessons, introducing vocabulary, building background knowledge, exploring words and word solving strategies and developing fluency and comprehension.

A. Programming and Scheduling Information

2a. In order to meet the linguistic needs of our ELLs, parental choice and part 154 mandates, P.S.21's language allocation policy will consist of an ESL program in which beginners and intermediate level students will receive 360 minutes of ESL instruction and those students

who tested at the advanced level of proficiency will receive 180 minutes of both ESL and ELA instruction separately. In addition, intervention staff works with targeted groups of English language learners to support their work in reading, writing and word study. Each Teacher has a set program to appropriately provide the quantity and highest quality of instruction.

3. The ESL Teacher, Classroom Teachers, and Intervention Teachers plan together. ESL Teachers support vocabulary, sentence structure, word study, and phonemic awareness in the appropriate daily lessons. This provides focused consistency of learning. Because content area instruction is so interwoven into our English Language Arts program, the strategies that will be used are part of the balanced literacy effective teaching practices. These practices include: individual assessment through conferencing, scaffolding, multi-cultural and literature rich

classroom libraries in English (with texts available in the native language as well), lending libraries for home, audio/listening centers, word wall (with visual aids), flow of the day, charts modeling correct language use, and strategy charts reflective of current units of study in reading, writing and math, science and social studies. In the ESL program Native language support is provided by the ESL teacher. By translating and explaining key content words in context when necessary, and the use of Spanish math text books and a bilingual library, the ESL teacher can scaffold student learning. The ESL teacher has basic skills in Spanish and French and enlists the help of other staff members with further fluency when needed. In the cases of more obscure languages such as Wolof we use outside interpretation services to assist with communication. Our math program Everyday Math has a Spanish component, including workbooks, homelinks, and reference books in Spanish. We also use the SuccessMaker software program which has a Spanish math component.

4. At the beginning of each school year, each teacher receives a list of their English Language learners, which designates their level of language acquisition (beginner, intermediate and advanced).

5a. Our plan for students with interrupted Formal Education (SIFEs), provides after school and Saturday intervention programs to support additional academic enrichment.

5b Like SIFE students, newcomers receive daily instruction using approaches such as Total Physical Response. A wide range of materials will be used to support students.

5c Long term ELLs are identified according to their specific needs. Individual Education Plans are tailored to focus on academic success. In recent years our long term ELLs have shown that reading and writing are the areas in need of most support. Therefore we focus on the following skills:

- Vocabulary development, including the use of cognates, suffixes, and prefixes.
- Text organization
- Use of context clues to support comprehension
- Integrating Language skills with subject content matter

5d At this time we do not have any ELLs who have completed 6 years. Should that be the case we would identify the student's needs according to classroom assessments, including IRLA, School Pace, and Standard Meeting rubrics. Instruction is then differentiated through the use of high context materials, small groups, and pull out interventions.

6. Teachers of ELLs differentiate instruction for ELLs, through small group instruction, high context and academically rigorous texts (of Common Core Libraries), and technology. Teachers of SWDs use the Triumph Learning series Write It Out and WorkOut. Many classrooms have Smartboards and several computers have SuccessMaker software. SuccessMaker includes programs in Spanish, as well as the Discover English program for newcomers. The school ensures that ELL-SWDs whose IEP mandates bilingual instruction are assigned an alternate placement para professional.

7. We maximize the time spent with students by coordinating with the prep schedule and other service providers. The pacing of the curriculum is adjusted to suit the needs of the students.

Courses Taught in Languages Other than English

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

- classes that are taught in English using books in the native language
- heritage classes

- foreign language (LOTE) classes

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

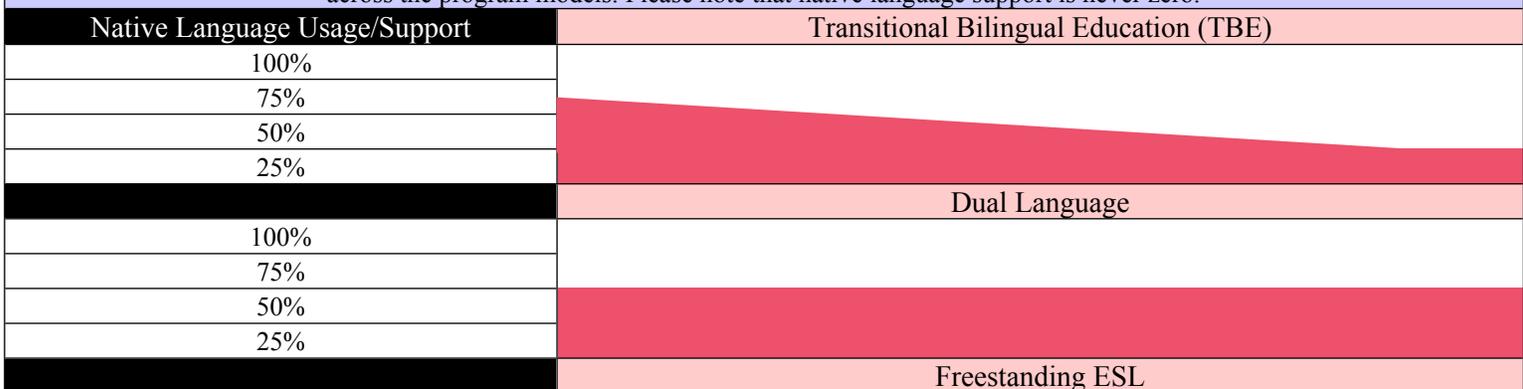
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. Targeted intervention for ELLs is offered in math and English Language Arts. For ELA Ms Whalen takes students in small groups of up to five for one 45min period five times a week. She uses the Intervention Works program and focuses on literacy skills. Areas of focus include comprehension skills, characterization, and academic vocabulary. For math, Ms Connolly takes students in groups of up to six for AIS math, for one 45min period, four times per week.

9. Students who have reached proficiency will receive test modifications (separate location, time and a half, directions read aloud three times for listening passages. They are also invited to participate in before and after school Title III programs. In recent years we have offered a film making club where students create, perform, and edit their own short movies.

10. This year we are planning to have an after school program for ELL students in grades two through five. Twenty nine current ELLs and four former ELLs are eligible. This program is also targeting former ELLs. Students will attend three times per week for one hour. They will focus on the four modalities, speaking, listening, reading, and writing.

11. Owing to reduced allotment of Title III funds, and, depending on our investment in Imagine Learning, it may not be possible to continue the film club as well as adult ESL program.

12. ELLs are encouraged to participate in all extracurricular and after school programs. This includes our after school film making club. Students write, film, perform and edit their own short films. Mr. Chaston, the E.S.L. teacher, is also the P.S.21 Cheetahs track and field coach, and gives ELLs special priority when selecting the team. Last year The Cheetahs were the Bronx Champions and six members of the team were ELLs.

13. The school has purchased Smart boards for most of the classrooms, which are used to supplement content area instruction by adding video and audio support. Several Classrooms, including the E.S.L classroom, use the SuccessMaker program. The program monitors and adapts to the students strengths and weaknesses. It also gives some content instruction in Spanish.

14. The E.S.L. program provides native language support is by using a Spanish and bilingual library. The SuccessMaker software program also provides content area in Spanish. Many of our faculty members, including, administrators, teachers, paraprofessionals, and school aides, are fluent Spanish speakers. Ms Martin, a first grade teacher has a bilingual license. Newcomers in first grade are placed in Ms Martin's class. The E.S.L. teacher, Mr. Chaston uses basic Spanish and French to communicate and scaffold learning where appropriate. We encourage parents to continue to nurture the home language to broaden conceptual knowledge thereby assisting language acquisition.

15. ELLs are grouped according to grade and proficiency levels. Ms Whelan and Ms Connolly implement The RTI program for grades 3,4, and 5, while Ms Sheehan works with the lower grades. The RTI math program comprises of a baseline assessment administered by the classroom teacher. Low performing students are then administered an item skills analysis using Ladders to Success, which is grade specific. After a 6-8 week period, should students require further intervention, they receive instruction with grade specific materials in groups of 2-3. For ELA, students are initially assessed using IRLA. If interventions are required Ms Whelan uses the grade specific Intervention Works materials for a 6-8 week period. If further interventions are still required, students receive Wilson, which is primarily a phonics program.

16. This year we offered a summer program (Literacy Enrichment through the Arts) to introduce newly arrived students to the school. The program ran for six weeks, parallel to summer school, and was run by one teacher from our school (Ms Jones) and another teacher

17. n/a

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. All ELL personnel are encouraged to participate in professional development offered by the Office of English Language Learners. This year all teachers, guidance counselors, paraprofessionals, and administrative staff will be participating in Response to Intervention (RTI) professional development. This program aims at addressing the imbalance in the number of ELLs referred to Special Ed. This year we will offer QTEL to our teachers of ELLs and administrators. Mr Chaston, our ESL teacher, will turnkey information from specific professional development sessions to the rest of our faculty.

2. Ms R. McKenna, guidance counselor begins meeting with all students moving to middle school individually in September. She briefs the students of their options and notifies them of the middle school fair. In November Ms McKenna holds parent workshops and explains the various school types and options (zoned schools vs. choice schools, charters etc.) This year Ms McKenna will hold a separate meeting for parents of ELLs, which will be co-hosted by at least one Spanish speaking teacher or administrator. She then guides students through the auditions and appeals process when applicable. Ms McKenna also creates and distributes a brochure to further assist students and parents in making their best choice.

3. The administration reviews all teachers licenses to ensure that all teachers have this minimum requirement.

E. Parental Involvement

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

1. In recent years we have initiated trips specifically for ELLs and their parents to the Big Apple Circus, Rockerfeller Ice Skating Rink, Macys Christmas Show, and Jones Beach. In general, parental involvement is increasing with a more active role for the PTA. We have had a great response from parents with regard to starting the new adult ESL class. The class will take place again this year, twice weekly after school and will be taught by Ms Hazen. Ms Hazen is an experienced ESL teacher of adults, having taught not only in our school but community college, also. The school also has various other community building activities such as the father/daughter dance, Saturday movie matinee and Bring-a-Dish day. For the past two years the school has held a PBIS fair with a select group of parents volunteering to help. This year we plan to continue and expand on this successful endeavor.

2. The school works closely with the Mosholu Montefiore Organization to implement our after school program.

3. The needs of parents are assessed using a parent survey created by Mr German, our assistant principal. The survey is distributed by Ms Salgado, our parent teacher coordinator, in English and Spanish. It is a two page survey and focuses on instruction, communication, and school environment. Further parent feedback is mainly during parent/teacher conferences and community activities instigated by the parent/teacher coordinator and the PTA.

4. This year we plan to continue the adult ESL program taught by Ms Hazen. As many of our parents of ELLs are ELLs themselves, this will help parents understand the work their children are being assigned in the classroom and for homework. Encouraging parents to participate in events that highlight their own culture builds confidence and stronger bonds with the school.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	1	2	2	5									16
Intermediate(I)		2	2	4	1									9
Advanced (A)	2	1	1	4	5	4								17
Total	8	4	5	10	11	4	0	0	0	0	0	0	0	42

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A		1	1	4	5	3							
	P													

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	9		2						11
5	2		1						3
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

New York State Regents Exam

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

Native Language Tests

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

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

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.

1. The 100 Book Challenge has been found to be a successful assessment tool for early literacy skills in reading and has now been

implemented school- wide, IRLA, and SchoolPace (online).

2. The data pattern across proficiency levels on the NYSESLAT indicate a general shift toward proficiency as children reach the fifth grade, with most students making a gain of at least one proficiency level per year. Last year six students tested out of the program. Of our eight ELLs who were administered the LAB-R this year, six were beginners and two scored at the advanced level. Seven of the eight were kindergartners and one was a fifth grader.

3. In past years, the reading and writing modalities have proven to be the biggest challenges for our ELLs. Even our absolute newcomers have progressed significantly in the listening and speaking modalities. Instruction in reading and writing is therefore emphasized. Instruction is scaffolded, through the use of the native language, realia, visual representations. Children learn how to sequence, draft, and edit a narrative. The hundred Book Challenge allows ELLs to find their correct reading level so that reading becomes fun and easy. Newcomers are allowed to add books from the bilingual library to their book selections. All the members of our LAP team, including the principal, assistant principal, guidance counselors, teachers of ELLs, and the parent coordinator are involved in the decision making process with regard to instruction.

4a(1) Overall there is a shift towards proficiency in all modalities as students progress through the grades. Last year we had three students in first grade and one in third grade reach proficiency. Reading and writing are clearly the areas that ELLs find most challenging and our students have made significant progress in these areas. We have fourteen students at advanced levels, six at intermediate, and ten at beginning levels. Ms Sheehan is responsible for assisting the lowest performing ELLs in the lower grades, and Ms Whelan works with the upper grades.(2)We do not have native language assessments apart from the Spanish LAB which is administered once upon entering the school system for the first time.

4b At P.S. 21 we use DY0 assessment system and therefore do not use periodic assessments. DY0 is administered in English.

4c Native language is used to scaffold vocabulary development and comprehension when appropriate. Spanish speaking students are also administered the Spanish LAB upon entering the school system . Students are given a percentile score which helps in determining and highlighting learning disabilities.

5 n/a

6. The success of the ELL program is measured both quantitatively and qualitatively. This ranges from the formal assessments administered by the State to parent discourse that is passed on through the Parent teacher Association. By analysing monthly assessment data, and NYSESLAT, ELA, and content area test results, we are able to determine the academic success of our ELLs.Since last year one class per grade(2-) is designated as an enrichment class.Two of our ELLs are in such classes.

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

For the third year in a row The PS. 21 Cheetahs were the Bronx Elementary School Champions in the DOE developmental track and Field Series. Six members of the team were ELLS.Last year a group our ELLs performed a short play based on the folk tale Two Golden Eggs, in front of the whole school. Two of the cast members were newcomers to the country at the beginning of the school year.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11X021 **School Name:** The Philip H.Sheridan School

Cluster: 5 **Network:** 534

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.

Upon registration parents complete The Home Language Survey(HLIS). This survey indicates the language most frequently used in the home and the language in which the parents/guardians wish to communicate with the staff at P.S.21.

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.

The information regarding Home Language is determined using ATS.The parent coordinator also disseminates a parents needs survey at the beginning of the year.
Over 90% of parents at P.S.21 choose to communicate in English, 4% Spanish, 1% French,1% Mandarin. At P.S.21 we have many educators, para professionals, and administrators who speak Spanish(including our Assistant principal and the parent coordinator). We also have two staff members able to communicate in French. For standard documentation we use DOE translation forms. In the case of Mandarin speakers we use the DOE interpretation services

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The School will provide Spanish bilingual versions of all parent letters and flyers . Translation services will be provided in-house by school staff for parents who require Spanish . Outside services will be used, as required, for other languages(Mandarin, Fulani Wolof).

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.

Spanish and French, and Wolof oral interpretation services will be provided, when required, at all parent-teacher conferences, parent meetings, workshops, orientations, and PA meetings.They will be provided in-house by school staff. Low incidence languages will be provided by outside services or parent volunteers.

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>.

Written and oral interpretation services will be provided at all parent meetings, workshops, Parent/Teacher conferences, and curriculum nights. P.S.21 staff will ensure that parents are given a Parents' Bill of Rights and Responsibilities in their appropriate language when possible.The Parent,s Bill of Rights and Responsibilities is posted in the main office and the PA noticeboard.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Philip Sheridan School	DBN: 11X021
Cluster Leader: Deborah Maldonado	Network Leader: Ben Waxman
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

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:

PS 21 is an elementary school located in the Williamsbridge neighborhood in the Bronx. It is a Kindergarten through fifth grade school with a student population of eight hundred and sixteen students.

Based on parent choice, all entitled ELLs receive Freestanding ESL services. Based on the NYSESLAT results and AMAO data analysis, our students need additional supplementary support in the areas of reading, listening and writing skills.

Grade K: 7 students

Grade 1: 7 students

Grade 2: 2 students

Grade 3: 3 students

Grade 4: 10 students

Grade 5: 5 students

This year we will be focusing on technology in our Title III with an After School program for ELLs from grades K-5.

The program will run from November 2012 till April 2013. Students will receive instruction twice a week, on Tuesdays and Wednesdays for one hour. One fully certified E.S.L. teacher and one common branch teacher (with TESOL credits) will provide instruction for the after school Imagine Learning technology program. Students will be grouped according to grade level.

The afterschool program will use Imagine Learning Software. The program uses Internet based multimedia to teach students to speak and read English. Students initially receive instruction on how to use the program, and then continue to practice the five essential components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension, independently. Teachers are responsible for monitoring, assisting, and providing feedback to the students. When needed the program also provides strategic first language support in 13 languages. Students will receive one to one instruction to address their linguistic and cognitive needs. Teachers will keep records of students' progress and shared with classroom teachers to ensure continuity. Parents will also be provided with reports in their language explaining their child's progress and how they can provide home support

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:

Teachers involved with the after school program need to be trained in how to implement the Imagine Learning program to best suit the needs of our students.

There will be two training sessions, lasting four hours each. Training sessions will take place on December 4th and March 5th. They will be attended by the Assistant Principal applicable to the grade, the E.S.L. Teacher, and Ms Coleman, the principal.

Mr. Chaston (the E.S.L. teacher), and Ms Hazen(a third grade classroom teacher with E.S.L teaching credits and experience), will receive training. The training will provide the teachers with the skills needed to implement the program and monitor the progress of students. Hands-on experience with the software and a tutorial of the program's scope and sequence give instructors the necessary skills to tailor the program and differentiate in order to meet the needs of individual students. The content of the PD is: Overview of Imagine Learning - this will be an in depth overview of what Imagine learning offers to teachers and students. The main topics of this segment will be activity overview, Imagine Manager Training - administrators will learn how to use the activity menu, set up student licenses, learn what the pre-assessment looks like, and the Imagine Rewards program for teachers, and Q and A.

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:

Parents will be invited to the Imagine Learning workshop at the beginning of the year, where they will have the opportunity to use the program themselves, alongside their children. Also, at the beginning of the year, parents receive a letter (in their preferred language) outlining the goals, methods, and requirements of the program. The letter will identify ways in which parents can assist in their child's educational goals. Parents will receive Imagine Learning progress reports from the school at least 3 times a year. Reports include assessment data and home connections. The program provides individual student data reports and differentiated supplemental activities in English and Spanish, as well as the other most common first languages of our students.

Part E: Budget

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

Allocation Amount: \$

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