



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**SCHOOL NAME:** WILLIAM LLOYD GARRISON

DBN: 07X031

PRINCIPAL: JAYNE HUNNEWELL

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SUPERINTENDENT: YOLANDA TORRES

**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
Jayne Hunnewell	*Principal or Designee	
William Woodruff	*UFT Chapter Leader or Designee	
Danielle Poole	*PA/PTA President or Designated Co-President	
Mary Goff	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	
Linda Mitchell	Member/Teacher	
Rebecca Lozano	Member/Teacher	
Farah Gunraj	Member/Teacher	
Amelia Anderson	Member/Teacher	
Jackie Cherry	Member/Teacher	
Brenda Lawrence	Member/Parent	
Abigail Roman	Member/Parent	
Nina Alonso	Member/Parent	
Dusty Figueroa-Perez	Member/Parent	

\*\* 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.



leader participation in NYCDOE-sponsored professional development workshops via the TEP.

D. TIMELINE of ACTIVITIES	September-December	January	February-April	May-June
TEP Project: Faculty Knowledge Base regarding Effective Learning	The Danielson Framework for Teaching & Learning Workshops	Using student outcomes to determine student progress Mid-year conversations based on teachers' performance across the 1 <sup>st</sup> (3) observations & student outcome (emphasis on the former) Teachers and school leaders will develop 2-3 SMART goals based on Danielson's framework.	Teachers will continue to participate in differentiated professional development based on observation data, with a focus on the trends observed the first half of the school year.	School leaders and teachers will prepare for End-of year Conversations focused on teachers' performance on all 6 observations
Classroom Visits and rubric-based scoring	School leaders will conduct at least 2 partial observations and One full/formal observation.	School leaders will continue to visit classrooms, and request evidence of student outcomes at the end of the observation.	School leaders will conduct two partial observations and one formal//full period observation. School leaders will request evidence of student outcomes at the end of the observation.	School leaders will complete the second cycle of observations and begin to prepare for end of year conversations with teachers.
Teacher-Leader post-visit Professional Dialogues	School leaders will provide timely	School leaders will conduct Mid-Year	School leaders and teaches will conduct	School leaders and teachers will meet for End of year

	feedback to teachers.	Conversations with teachers based on student outcomes (work products and data)	post-observation dialogue with a focus on student outcomes.	Conversations. Teachers will reflect on their professional growth and discuss the progress their students have made based on student outcomes.
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**Budget and resource alignment**

- Indicate your school's Title I status: School Wide Program (SWP)
- 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:Priority/Focus, ARRA

**Service and program coordination**

Funds will support Professional Development focused on Danielson's Framework and the Teacher Effectiveness Pilot Program. All teachers will have several opportunities to receive professional development after school, as well as on Saturdays (approximately 1-2 Saturdays per month). Lead teachers, as well as TEP team members, will turnkey pertinent information about the Pilot program to all staff members. Costs related to per-session for teachers to receive training in developing/assessing student learning objectives is part of the TEP. (approximately 6-8 teachers bi-weekly)

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

**Major Recommendation**

NYCDOE Quality Review-December 2012, pg. 4

“Revisit the alignment of the curricula with key standards to ensure that there is coherence and consistent evidence of rigorous tasks across all content areas to promote higher order thinking for all learners”

**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, teachers will map and create Units of Study which are strongly aligned to the Common Core Learning Standards for ELA and Math.

<b>A. Research based instructional strategies and activities</b>	<b>B. Key Personnel and Resources</b>	<b>C. Targets</b>
<ul style="list-style-type: none"> <li>• The Heidi Hayes Jacobs curriculum mapping model is being utilized in math, while the NYS framework has been drawn on for ELA maps.</li> <li>• All teachers will engage in workshops and individual meetings with grade-level peers to map curriculum for their designated learning accountability areas.</li> <li>• They will also meet with the school's curriculum and assessment consultant to support the creation of comprehensive, high-quality maps of the different Units they will deliver.</li> <li>• Teachers then take responsibility for the implementation of the maps, from which they will design effective daily lesson plans, in all content areas including the arts.</li> <li>• Citywide Performance Tasks in both</li> </ul>	<ul style="list-style-type: none"> <li>• School leaders, teachers and curriculum and assessment consultant are all engaged in producing and influencing the design, resource selections and lesson tasks of the different curriculum maps.</li> <li>• Citywide Instructional Expectations, EngageNY, and DOE performance tasks</li> <li>• Payroll secretary to process per session payroll.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders and cohort teams will review the connectedness of our maps to daily lesson plans and student achievement data on a bi-monthly basis.</li> <li>• Teachers, in both individual conversations and grade-level meetings with peers and the school's curriculum and assessment consultant, will evaluate new mapping resources, reflect on the impact of the maps on lessons and student outcomes, and adjust the maps accordingly as the Unit culminates. This will be done on a bi-monthly basis.</li> </ul>

ELA and Math are incorporated into Units

<b>D. TIMELINE</b>	<b>May-June</b>	<b>Sept</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>Jan.-June</b>
<b>Mapping Frameworks, Product Monitoring</b>	Select rationale and map-design formats	Connect mapping work to upcoming SQR	Leader Review and Planning	Facilitate, Fund 8 hours of workshops	Facilitate and Fund bi-weekly curriculum mapping sessions	Continue to facilitate and fund Curriculum mapping sessions. Teacher teams will continue to meet With curriculum consultant as they Revise maps and begin to develop Maps for following year.
<b>Grade-level Math Maps</b>	Phase 1: Resource collations, Preliminary CCLS Clustering, Pacing Design, Unit Ordering	Continue Phase 1: Focusing on CCLS-based Supplementary Unit Learning and Assessing Resources	Introduce Phase 2: (Elaborations) Heidi Hayes Jacobs detailing	Phase 2: 2 x 4-hr Saturday Workshops to finalize contents through end Dec.	Mapping Review: Teachers to assess how Lesson Planning and Map connectivity	Continue: Mapping Review: Teachers to assess how Lesson Planning and Map connectivity
<b>Grade-level ELA Maps</b>	Phase 1: Determine elements of template that are space-efficient, contained, useful in supporting lesson plans	Finalize template elements based on ELA Tri-State Quality review; commence mapping tasks for Unit 1	Edit map elements, commence mapping tasks for Unit 2	Phase 2: 2 x 4-hour workshops to progress and further edit/refine Unit 1 and 2 map contents	Review impacts of maps on lesson planning and student work achievement	Continue: Review impacts of maps on lesson planning and student work achievement

**Budget and resource alignment**

- Indicate your school's Title I status: School Wide Program (SWP)
- 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: Priority/Focus and ARRA

**Service and program coordination**

Funds will allow for multiple per-session opportunities for teachers to receive ongoing professional development and one-to-one assistance as they continue to align their curriculum maps to the common core state standards. Teachers will participate in after school (three hours bi-weekly) and Saturday opportunities (1-2 times per month) with the ELA and MATH consultant. Teachers will meet in groups of 4-6 on a bi-weekly basis. In addition, some Priority Funds were allotted to fund payroll secretary processing of the per session for teachers.



data that teachers enter into the system and use in lesson-planning

<b>D. TIMELINE</b>	<b>September- October</b>	<b>November- December</b>	<b>January- February</b>	<b>March- April</b>	<b>May- June</b>
<b>Professional Development</b>	Grades 3-4 will receive initial PD about the Engrade system.	Engrade data-entry and scoring system protocol articulations for Gr 3-8	Reviewing the impact of our student and teacher feedback cycles and routines on November-December Unit data	Supporting teacher and student preparations for the State Tests	Evaluating and renewing our student data management and learner feedback systems for the 2013-2014 school year
<b>Engrade</b>	Pilot usage in Gr 6-8 classes, train-the-trainer p.d. work, familiarization with the archive's operational framework	Teachers commence working with the school's grading policy requirements and enter initial data onto the archive	Data stored on Engrade is used for second marking-period report cards. Individual student-teacher meetings re current data.	P.D. for Gr K-2 teachers with the operations of Engrade, together with feedback from Gr 3-8 teachers.	Implementation phase for data from Gr K-2 classes: all data entered during marking period 4.
<b>IXL</b>	Gr 3-8 classes register and begin navigation of this database.  Predominantly student self-selection of weekly links for each grade.	Teachers begin specific assignments of key CCSS links for weekly work with IXL.  Students continue to make individual choices as well as completing teacher-assigned links.	Sub-group and whole-class data reports are produced and teachers evaluate results in meetings with curriculum consultant. Individual student target goals are identified in follow-up meetings between sub-group students and their teacher.	Teachers and consultants review individual learner's specific goal progress toward proficiency. Identified links reflecting essential Common Core Standards are targeted leading into State tests.	Teachers and students set class-wide goals for covering the full range of grade-level Standards and core links.
<b>Read and Succeed</b>	Research various literacy based digital instructional programs that will provide timely data to teacher and parents.	Meet with a variety of State approved vendors that will provide an online Digital program that can be used during the school day, afterschool and at home.	All students in Grades 3-8 will be invited to participate in the ELT program which will take place 5 days a week, from 3:00-6:00 p.m. Gr 3-8 students will register and begin navigation of the	All students in Grades 3-8 will use the Read and Succeed program throughout the week for a minimum of three sessions of 30 minutes. Teachers will communicate the data	Read and Succeed directors will meet with school leaders to review data and student outcomes. Based on the results of the data, as well as feedback from parents, school

			<p>database. Teachers will facilitate student use of Read and Succeed during the school day within the classroom AIS providers will also use the online Read and Succeed program that focuses on vocabulary and critical thinking skills.</p>	<p>usage reports to the parents in an effort to increase participation. Incentives will be created to reward and encourage students to use the Read and Succeed program at home.</p>	<p>leaders will begin to formulate a program for the following year OR continue using Read and Succeed for the following year.</p>
<b>Teacher cohort meetings</b>	<p>2011-2012 State test Gap Analysis workshops and cohort meetings, and school-wide data discussions. Identification by teachers of areas and topics for extra emphasis in this school year.</p>	<p>Upgrading the intensity of teacher pre-meeting preparations and student work analyses, to improve the quality of the meeting's discourse, and focus more tightly on specific strategies for improvement</p>	<p>Establishing for every cohort a meeting frequency and protocol chart with the expectations of pre-meeting collaborations made clear. Adjusting our culture toward more productive action plans emerging from these meetings.</p>	<p>Continuing to implement the collaborative work analysis cycle in our teacher teams. Targeting the School Progress report opportunities in selection of students and tasks.</p>	<p>Integration analyses by each cohort of 2013 CEP goals, mapping, lesson preparations and planning, student response to tasks, oral and written data, and Engrade-evidenced progress. Prioritizing 2013-2014 school year actions and routines.</p>
<b>I-Ready Diagnostic and Instruction</b>			<p>Teachers will receive Professional development from Curriculum Associates consultant. Teachers will be trained to administer the online diagnostic interim assessment, as well as tailor instruction to individual student needs based on the diagnostic results.</p>	<p>Teachers in grades 3-8 will administer a Diagnostic Interim Assessment in both ELA and MATH. Results of diagnostic assessment and feedback will be distributed to parents and students. Teachers will tailor specific instructional components of I-Ready based on the diagnostic results.</p>	<p>Final Diagnostic assessment will be administered mid-June in order to determine progress as well as next steps for the following year.</p>

**Budget and resource alignment**

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

- 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: Priority/Focus

**Service and program coordination**

- Funds were used to purchase a school-wide license/Expanded Learning Time for the online digital learning program, *Read and Succeed*. Students will use the program before, during, and after school, a minimum of 120 minutes per week, which equals (4) 30 minute sessions. The program will be facilitated by classroom teachers as well as five educational consultants from Read and Succeed. Students enrolled in our Extended Learning Time program provided by Read and Succeed will use the program for approximately 45-60 minutes, 3:30- 4:30, Monday-Thursday for a minimum of 160 minutes per week. Facilitator/ student ration will be 1:15. Title 1Priority/Focus SWP funds were used to purchase I-Ready software. Classroom teachers will administer three interim diagnostic assessments during the course of the year. I-Ready also provides an instructional component, which teachers will use regularly throughout the year to tailor instruction to students based on the diagnostic results.

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

**Major Recommendation**

Learning Environment Survey, pg 11, 4.8: 93% of middle school students stated “adults at my school yell at students ( 51% some of the time, 19% most of the time, 23% all of the time.

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

***By June 2013, a positive school culture will be created through professional development opportunities for teachers in order to prevent student disciplinary problems, minimize student disruptions, thereby creating a learning environment conducive to academic success as well as supporting the social and emotional developmental health for all students. This will be measured by decreasing the number of students who responded “Adults yell at my school some of the time to 30%, most of the time 8% and all of the time 5% for a total decrease of 50%.***

<b>A. Research based instructional strategies and activities</b>	<b>B. Key Personnel and Resources</b>	<b>C. Targets</b>
<ul style="list-style-type: none"> <li>• Teachers and staff encourage the PBIS Matrix of Positive Behavior throughout the school day and beyond (be respectful, be safe, be responsible).</li> <li>• TAC-D: Network Professional Development to support Dean and reduce suspensions and implement intervention strategies for special education population and black and Latino males</li> <li>• Recognize students on a monthly basis via awards, pins and activities targeting attendance improvement and academic achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Network staff</li> <li>• Dean</li> <li>• School Leaders</li> <li>• SLT team members</li> <li>• Student Government and Faculty advisors</li> <li>• PTA</li> <li>• School Based Support Team; Guidance Counselor, School Psychologist, Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>• SLT will meet monthly to discuss the progress, effectiveness and impact of the strategies and activities.</li> <li>• Dean and Guidance Counselor will review anecdotal and Suspension Reports in an effort to monitor the intervention strategies as listed in discipline code</li> <li>• Dean will turnkey PD to faculty during teacher Team meetings</li> <li>• Student government will meet monthly with Dean and school leaders to discuss the progress, effectiveness and impact of the strategies and activities.</li> </ul>

<ul style="list-style-type: none"> <li>• Host monthly character education assemblies hosted by alternating grades/classes.</li> <li>• School Messenger alerts system is used to notify parents with timely important information.</li> <li>• Creation of a Middle School Student government</li> </ul>		
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**D. TIMELINE**

<p style="text-align: center;"><b>September-December</b></p> <ul style="list-style-type: none"> <li>• <b>Development of a school consultation committee that includes staff members representative of different grade levels</b></li> <li>• <b>Review prior year data during Cabinet and SLT meetings</b></li> <li>• <b>Formation of Student Government; meetings once a month</b></li> <li>• <b>Dean attends two Network PD workshops (TAC-D)</b></li> <li>• <b>Development of a school character values program; monthly character values</b></li> </ul>	<p style="text-align: center;"><b>January-May</b></p> <ul style="list-style-type: none"> <li>• <b>SLT will meet monthly</b></li> <li>• <b>Student government will continue to meet monthly</b></li> <li>• <b>Dean will attend 1 PD workshop</b></li> <li>• <b>Continuation of character values program</b></li> <li>• <b>Parents, Teachers and Middle School students will complete Learning Environment Survey</b></li> <li>• <b>Network will sponsor the PBIS program</b></li> </ul>	<p style="text-align: center;"><b>June</b></p> <ul style="list-style-type: none"> <li>• <b>Consultation committee will meet with school leaders to plan for following year</b></li> <li>• <b>SLT will plan for following school year</b></li> <li>• <b>Faculty and students will complete an evaluation of the PBIS program</b></li> </ul>
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**Budget and resource alignment**

**No Priority/Focus SWP funds were used.**

- Indicate your school's Title I status: School Wide Program (SWP)
- 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: Network sponsored,

**Service and program coordination**

PBIS and Dean workshops will be funded by the Network. The School Messenger Alert system is paid by Title 1 funds.



		<p>assessment results on a timely basis</p> <ul style="list-style-type: none"> <li>• Teachers will communicate with parents on a bi-weekly basis, as to the progress and program usage of Read and Succeed.</li> <li>• Parent workshops will be held that will introduce parents to both IXL and Read and Succeed.</li> </ul>
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**TIMELINE**

<p><b>Sept.-Nov.</b></p> <ul style="list-style-type: none"> <li>• Parents will receive initial assessment report (Mid-Semester progress Report) on October 19, 2012.</li> <li>• Parents will receive Mid-Year Progress report on January 24, 2013.</li> <li>• School calendar template development</li> <li>• School website development</li> <li>• Parent Workshops to inform about Common Core, grading system, and State Exams</li> <li>• School leaders and SLT will discuss and research online literacy programs that can be used before, during and after school.</li> <li>• Parents communicated a desire for an online literacy program that can be used at home as well as in the school.</li> </ul>	<p><b>Dec.-March</b></p> <ul style="list-style-type: none"> <li>• Parents will receive a Mid-Year progress report on January 24, 2013. This will include results of Benchmark Interim Assessment, promotion in Doubt Status and Action Plan for failing student.</li> <li>• Parents, students and teachers will continue to access Engrade and ARIS to monitor student progress</li> <li>• School leaders will meet with parents of Lowest Third population students who are not making progress in order to discuss an Action plan for success. Parents of these students will have the opportunity to send their children to a Saturday Academy.</li> <li>• Parent Workshops</li> </ul>	<p><b>April-June</b></p> <ul style="list-style-type: none"> <li>• Parents will receive notification of exam results</li> <li>• Parent Workshops for following year</li> <li>• Parents will receive expectation for 2013-2014 school year.</li> <li>• PTA will meet to review the current ELT vendor and to discuss plans for following year based on parent and student surveys.</li> <li>• Parent Workshops</li> </ul>

**Budget and resource alignment**

- Indicate your school's Title I status: School Wide Program (SWP)
- 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: Priority/Focus

**Service and program coordination**

1% of Priority/Focus funds were set aside for parent engagement workshops. The PTA coordinates various workshops that are focused on fostering a partnership between school and home, providing parents with strategies and necessary supports to assist their child at home. The PTA and SLT also elected to purchase some hardware which will enhance the Parent Association room, allowing parents to come into the school and access data and information. The Saturday Academy will allow parents of our lowest third population of students to attend the Saturday Success program for 10, 3.5 hour sessions. Tax levy funds will pay teacher per session for the Saturday Academy.

### 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	<b>MATERIAL:</b> <ul style="list-style-type: none"> <li>• Reading Strategies, Comprehension Matters</li> <li>• Reading Triumphs</li> <li>• Wilson/Fundations</li> <li>• SuccessMaker</li> <li>• Acuity</li> <li>• Read and Succeed</li> </ul> <b>Strategies:</b> <ul style="list-style-type: none"> <li>• Guided Reading, repeated reading, modeled thinking, modeled writing, interactive writing</li> </ul>	* Small group, One-to conferences	-During 0 period, daily out-of-classroom personnel (clusters, program and AIS teachers) push into classrooms to provide ELA tutoring to small groups of students -ELLs and students at-risk will be invited to attend the Saturday Academy Program -Students in our Lowest Third of School population in grades 3-8 will be invited to Saturday Academy
Mathematics	<b>MATERIAL:</b> <ul style="list-style-type: none"> <li>• Math Navigator</li> <li>• IXL MATH</li> <li>• Acuity</li> </ul>	Small group, One-to conferences	
Science and Social Studies	<ul style="list-style-type: none"> <li>• Text on tape</li> <li>• Mutlimedia presentation of text</li> <li>• Modeled and guided reading</li> </ul>	Small group/one to one	During the school day
At-risk services Guidance Counselor and Social Worker	Peer Mediation, Bereavement Counseling, Anti-Bullying, Stress Mgmt, Values	One-to One, and small group	During the school day

	Clarification, Referral to outside providers, Socialization skills		
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### **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.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- 94% of our teachers are Highly Qualified.
- Teachers who are not already Highly Qualified are working to become highly qualified by taking appropriate coursework and exams.
- Pupil Personnel Secretary works closely with the Network to follow up in ensuring that non-HQT meet all required documentation and assessment deadlines.
- Any new hires are being screened for these qualifications.
- Mentors and buddy teachers are assigned to teachers that are not highly qualified.
- On-going PD for all teachers.

## **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.

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### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with

disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

**I. School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Roxan Marks</b>	District <b>07</b>	Borough <b>Bronx</b>	School Number <b>031</b>
School Name <b>William Lloyd Garrison</b>			

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

Principal <b>Liza Diaz</b>	Assistant Principal <b>Katina Yesnick</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Pilar Rivera</b>	Guidance Counselor <b>Yvette Davis</b>
Teacher/Subject Area <b>Lindsey Bininger, Math and Sci</b>	Parent <b>Danielle Poole</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Persida Rosa</b>
Related Service Provider <b>Karen Robinson</b>	Other <b>type here</b>
Network Leader <b>Roxan Marks</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>646</b>	Total Number of ELLs	<b>80</b>	ELLs as share of total student population (%)	<b>12.38%</b>
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## Part II: ELL Identification Process

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

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

1. At enrollment, a trained pedagogue (certified ESL providers, Pilar River and Ivonne Padilla or Assistant Principal, Katina Yesnick) administers a Home Language Identification survey that is translated in the parents language, to determine what language the child reads at home. This process also includes an interview in the parent's home language, if the parent's home language is Spanish. If necessary, translation services are requested for those parent's whose language is other than Spanish.

Once the HLIS is completed and it is determined that a language other than English is spoken in a child's home, the certified ESL teacher administers a Language Assessment Battery-Revised (LAB-R) within ten days of enrollment. Students that score below proficiency on the LAB-R become eligible for state mandated services for ELLs.

Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance.

ELLs are evaluated annually using the New York State English as a Second Language Achievement. This test is administered to every ELL student in the spring. Coordination of the test is handled by the Bilingual Coordinator, Testing Coordinator and ESL teacher. The RLAT (ATS report) provides a list of students that eligible to take the NYSESLAT. In addition, the new admits that did not pass the LAB-R, also take the NYSESLAT during their first Spring in attendance. The RNMR (ATS report) provides the proficiency of each area tested (Listening and Speaking, Reading and Writing). Tests are administered by the Bilingual Coordinator (Katina Yesnick, Assistant Principal) along with the ESL teachers, Pilar Rivera and Ivonne Padilla. Both ESL providers attend the annual NYCDOE NYSESLAT testing meeting, during which they are provided with a calendar of testing, that indicates which components need to be tested during a specific time frame. Together, the Assistant Principal/Bilingual Coordinator, Katina Yesnick, meets with the two ESL providers to develop a schedule for testing to ensure that all students are tested in accordance with the NYCDOE timeframes. The Assistant Principal and ESL providers (Pilar Rivera and Ivonne Padilla) review the NYSESLAT test data in order to determine groups and student proficiency levels. Together, the ESL team analyzes the test data to determine student progress as well as areas of strength and areas of need.

2. Once the LAB-R is conducted, the parent is notified of their child's LAB-R results and their eligibility for ELL services. If the child is eligible for services they are notified within ten days of enrollment as to which programs are available at the school. If a student is eligible the parent receives an Entitlement Letter, Parent Survey and Program Selection Form, and Placement Letter. In addition, these parents also receive an invitation to attend the group parent orientation in order to watch the EPIC DVD and receive information about their options. During this orientation, the parent meets with the Bilingual Coordinator, Parent Coordinator and ESL provider, to discuss their three program options. Translated materials, DVD's, brochures and letters are available in the parent's native language. Translation services are also offered by the Translation and Interpretation Unit if necessary. Every effort is made to ensure that all new ELL parents attend the orientation. For those parents that do not attend the group orientation, the ESL provider call the home to speak with parent or in many cases they meet with the parent as they arrive in the morning or at dismissal. Should a new admit arrive after this

orientation is held, the Bilingual Coordinator or ESL teacher, conducts individual meetings with parents to provide them with information regarding program options. If a parent selects a program such as TBE or DL that is not offered in the building, and if that program becomes available, we would make every effort to contact that parent so that they can place their child in their desired program. The Bilingual Coordinator would work with the Parent Coordinator to reach these parents if a program becomes available.

3. The school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned before students are placed into a program. Letters are sent home with the student and another copy is mailed to the home. If the child does not return the form, parent outreach is made by the Bilingual Coordinator and Parent Coordinator. For those parents that do not attend the orientation, individual meetings are coordinated with parent and ESL coordinator. In the event a parent does not respond to outreach attempts, the parent is met by ESL provider or Assistant Principal during morning arrival or dismissal. In the event a parent cannot attend a meeting, phone conferences are held between Parent Coordinator, parent and ESL coordinator.

4. All consultation and communication activities with parents are conducted in the parents native language. The Bilingual Coordinator utilizes the parent related documents in the ELL Parent Information Case. Parents' choice, coupled with program availability, determines program placement for ELLs. Individual meetings and the group orientation provide the parent with information about parent choices.

5. The following is the trend in program choices that parents have requested:

- According to the Parent Survey and Program Selection forms, most parents prefer the ESL pull-out program.

Year	# of ESL Students	# of Students in TBE
2008-2009	71	27
2009-2010	65	23
2010-2011	92	15
2011-2012	80	0

Of the 4 new ELL students recently admitted to the school, 4 parents requested mono-lingual classes with ESL services. Most parents are selecting mono-lingual with ESL services rather than TBE.

6. Programs offered by the school are aligned with parent request. After the parent orientation, parents can move their child into a bilingual class, or opt out of bilingual instruction in favor of ESL services and a monolingual class. Should a parent request a TBE and we do not offer that class, they have the option to find a school that offers the TBE at that grade level. Fewer parents are selecting TBE and therefore we are offering fewer TBE classes. This year we have not received any requests for transfer based on this option. Therefore, there is an alignment between parent choice and parent offerings. As an increasing number of parents are selecting ESL services rather than TBE, we are working with current Bilingual certified teachers to become certified in ESL. Due to the decreasing number of parents requesting TBE, we have a greater demand for ESL certified teachers and the services they provide

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1	1	1	1	2	2	2	1	1					12
<b>Push-In</b>	1	1	1	1	2	2	2	1	1					12
<b>Total</b>	2	2	2	2	4	4	4	2	2	0	0	0	0	24

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	79	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	16
SIFE	3	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	14

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	36	3		29			14			79
<b>Total</b>	<b>36</b>	<b>3</b>	<b>0</b>	<b>29</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>79</b>

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

### C. Home Language Breakdown and ELL Programs

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

**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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

**Number of ELLs by Grade in Each Language Group**

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

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

### Freestanding English as a Second Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	8	2	4	5	15	12	14	7					69
Chinese		1												1
Russian														0
Bengali						1								1
Urdu														0
Arabic			1											1
Haitian														0
French	1								1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1				1	1	2						5
<b>TOTAL</b>	<b>3</b>	<b>10</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>17</b>	<b>13</b>	<b>16</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>79</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

1a. This year, PS/MS 31 offers push-in and pull out ESL classes.

1 b. ESL push in classes are organized by grade and class. Students are grouped by proficiency level. For most pull-out classes students are homogenous and grouped by grade and proficiency level. In some cases, groups are heterogenous and across two grade levels. This year, ESL push-in classes take place in the upper elementary and middle school grades (5-8)

2. Staff is organized in order to ensure that all students receive their mandated instructional time. All students receive the mandated number of instructional minutes based on their proficiency level as detailed by CR Part 154.

a. Time allotments are based on CR Part 154 Language requirements and are determined by student proficiency levels. Students that are at the Beginner and Intermediate levels of proficiency receive 8, 45 minute periods of ESL instruction for a total of 360 minutes of ESL instruction per week. Those students that are at an Advanced level of proficiency receive 4, 45 minute periods of ESL instruction for a total of 180 minutes per week.

Students in the ESL program receive instruction from a certified ESL teacher. Some ESL groups are currently serviced by our former TBE teacher, who is in the process of receiving New York State ESL certification. In the absence of the certified ESL teacher the Bilingual certified teacher is available to provide services. Students are provided with the mandated unit of study based on the LAB-R and NYSESLAT scores and as determined by CR Part 154. Beginner and Intermediate level students receive 360 minutes of ESL instruction per week. Advanced level students receive 180 minutes of ESL instruction. All students are fully accommodated at the school.

In order to ensure that ESL pull out students do not miss classroom instruction and in an effort to maximize English language acquisition for ELLs, the ESL teacher and classroom teacher work closely together to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. ESL teachers offer language development and support for content instruction in the native language when same language grouping is possible. Native language supports-such as using bilingual dictionaries, native language classroom libraries, technology enrichments in the native language and the buddy system are implemented within the ESL program.

3. The content areas are delivered in each program model in the following way:

- ESL students in the monolingual class receive content area instruction as well as ESL instruction in English. Materials include Success Maker, Milestones and On Our Way To English, and Treasure Chest which is directly aligned with classroom ELA instruction.

4. The school ensures that ELL's are appropriately evaluated in their native language.

5. Differentiated instruction for ELL groups:

a. We currently have five SIFE students. These students are all at the Beginner proficiency level. One Sife student receives pull-out ESL services. In addition he participates in our afterschool and Saturday ELL programs. The school has provided a laptop to this student so that he can access all technology based intervention programs. Four SIFE students are currently in our TBE class. These students also participate in our Afterschool and Saturday Title 3, ELL programs.

b. The following is the plan for ELLs in US schools less than three years (newcomers):

Newcomer ELLs- based on LAB-R students are placed in either the TBE or ESL programs and provided with appropriate instruction.

- o Instructional Plan- Successmaker- technology based
- o Milestones- Standards-based skills and strategies, research based literacy program –Components: diagnostic and placement assessment, integrated progress monitoring
- o Phonemic Awareness, phonics, fluency, reading comprehension (Focuses on 4 modalities of NYSESLAT)
- o Day program- small group pull-out program based on NYSESLAT proficiency levels (AIS)
- o After School- Title III- Supplemental ESL program
- o Liberty Learning, Binet Inc. and NYC Learning Academy

c. The following is the plan for ELLs receiving service 4 to 6 years.:

- Small group instruction in ESL during day school- AIS - ongoing data review to monitor progress using technology, 100 book challenge and Renzulli.

## A. Programming and Scheduling Information

- After School and Saturday- Title III- Supplemental ESL program
- d. The following is the plan for Long-Term ELLs (completed 6 years):
  - Small group instruction by AIS providers in day school
  - After School- Title III- Supplemental ESL program
  - Saturday Academy
  - Summer Remediation program
- e. The following is the plan for ELLs identified as having special needs:
  - Serviced as per IEP with related services, SETTS/Speech
  - AIS day school program provides small group instruction
  - After School- Title III- Supplemental ESL program
  - ASPIRA
  - Champion- provides individual home tutoring
  - Saturday Academy
  - Summer Remediation

6. Content area material pertaining to each grade is modified for each child’s instructional level. ELL students receive support in vocabulary instruction and context clues in order to develop their own strategies for reading comprehension. ESL teachers push in to the classroom in order to support the student with grade level material, offering support in vocabulary instruction, grammar and writing. Classroom teachers have provided English-spanish glossaries and in some cases parents have received a Spanish Edition of content area material in order to assist their child at home.

7. English Language Learners and Students with Disabilities have very diverse learning needs. We use curricular, scheduling, and instructional flexibility to meet the needs of these learners. All students are assessed to determine their instructional level in specific subject areas. Over the past two years, we have tried to accommodate more push-in opportunities as opposed to pull out. We have developed a schedule and organized classes so that push in can be accommodated. The push in model allows the ESL teacher to work inside the classroom, with the classroom teacher, rather than place the students in a more restrictive, pull-out class. When pushing into a classroom, the teacher is able to support the student with curriculum material, offering ESL strategies in order for the students to achieve independence when working with grade level content. The ESL teacher’s schedule was based around the student’s schedules and needs.

### Courses Taught in Languages Other than English ⓘ

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

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

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

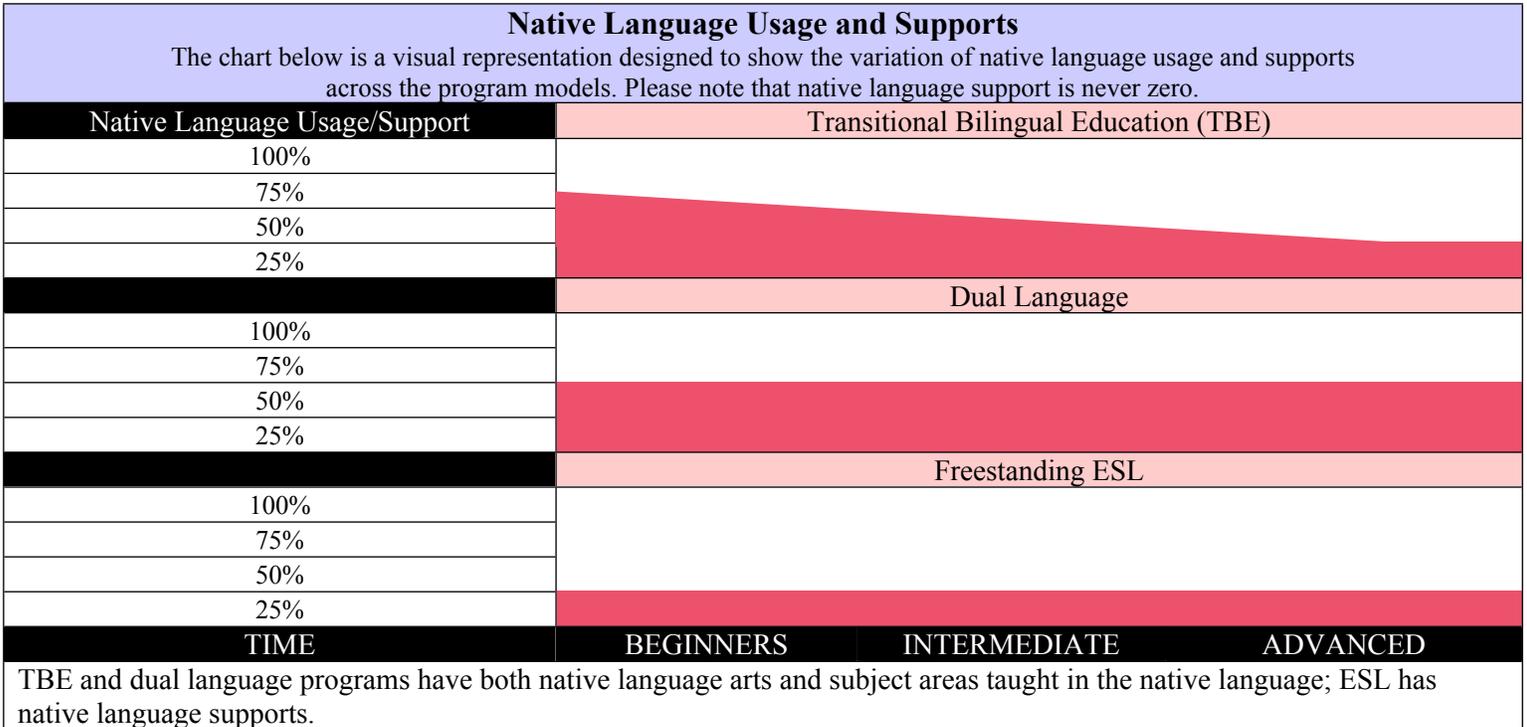
Class/Content Area	Language(s) of Instruction

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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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

8. Targeted intervention program for ELLs in ELA, math and other content areas:

- Based on analysis of NYSESLAT, there was a great need for small group instruction in the modality of writing.
- o Day school services focus on interventions for this target population.
- o Math- AIS- Students targeted for remediation in Math participate in Math AIS using ESL methodologies.
- o Extended morning program

9. The following is the plan for continuing transitional support (2 years) for ELLs reaching proficiency on NYSESLAT:

- Intensive ESL instruction in the Pull-Out program- Milestones is used with a focus on writing
- Classroom teachers have been given information on ESL strategies to better address the needs of the ELL population in the monolingual classrooms.

Former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT.

10. The following are the new programs or improvements will be considered for the upcoming school year:

- Use of Success Maker in September 2010 (This year the program was introduced in Feb. 2010)
- Increase the number of ELL students participating in after school programs (i.e. Liberty Learning, Binet Inc., NYC Learning Academy, OST, ASPIRA), Saturday Academy, 100 Book Challenge, Renzulli. Digital learning tools/software such as Planet Turtle designed specifically for ELL students.

11. There is no need to discontinue our programs/services for ELLs . Students are making progress with those programs in place.

12. a. ELLs are afforded equal access to all day school programs (i.e. AIS). Informational material is sent home to parents in their home language. In addition, we also have a phone system which calls parents in their native language to inform them of afterschool, SES, or Saturday school programs. The percentage of ELLs participating in extracurricular activities is relative to the number of ELL students in our overall school population.

b. After school programs include: Global Learning, UFT Voyager, ASPIRA and Urban Dove/Hi Risers. Supplemental programs include Title III. Afterschool schedules are thoughtfully developed in order to ensure students can participate in all programs. Therefore, every measure is taken to avoid conflicts in schedules which would impede ELL students from being in able to participate in only one program. For example, Title III program taking place on Saturday since most ELL students had already committed to an SES program that takes place during the week. Every effort is made to ensure that parents receive afterschool information in their native language. Posters around the building advertising services available reflect multiple languages.

These programs are CBO's that provide a combination of academic support, homework assistance and sports and arts activities. Global Learning provides students with a technology, web based reading program that they can utilize both in the school and at home. These programs are three hours in length, five days a week. Supplemental Education Services programs include Global Learning, A1 Academic Tutors., and UFT Voyager. ELL students are offered approximately 50 hours of these small SES services. In addition, a four hour Title III program is held on Saturdays. Beginning in March, the program will also be available on two days during the week.

13. The following instructional materials, including technology are used to support ELLs:

- Success Maker
- Everyday Mathematics- textbooks, workbooks, assessments, manipulatives
- FOSS kits are used in Science
- Milestones for ELL
- \* Treasure Chest for ELL
- Writing units of study
- Glossaries/Dictionaries

14. Native language support is delivered in the following ways:

- TBE- Guided Reading, Leveled readers, On Our Way To English
- ESL- Success Maker- reading and writing through technology
- Milestones
- On Our Way To English

15. Services support are provided based on students' age, grade level, and proficiency levels in NLA and ESL. Once we have determined our ELL population, we form our instructional groups based on proficiency level and age. For those ELLs in the middle school grades, we ensure that material is engaging and appropriate for their age and grade level. This means we have high interest material that may be at a lower level to meet their individual needs. Vice versa, we deliver grade level content at their independent instructional levels.

16. Parents that have preregistered for Kindergarten, and have indicated a home language other than English, are flagged to be contacted prior to the beginning of the new school year. In August, we conduct mailings to inform parents of the Kindergarten registration process as well as the ELL Parent Choice process.

17. All students in grades 5- 8 (including ELLs) are programmed for Spanish language instruction.

### **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.

### Professional Development and Support for School Staff

1. Teachers are provided with professional support on NLA and ESL strategies in house and through outside agencies. ( See Professional Development in CEP.) At this time, we are registering for PD opportunities as they are offered through OELL. We are in contact with BETAC to determine upcoming PD events but have not yet received a calendar of dates available. Classroom teachers are directed to take online ELL PD webinars offered through our online PD program, PD360. ESL providers have attended onsite training from the NYCDOE, pertaining to Aris, Acuity and ELL Interim Assessments.

2. Professional development is provided to help all staff, including teachers, administrators, counselors, coordinators, and paraprofessionals to understand the needs of the students as they go through the transitional periods. ESL providers attend common planning sessions. Guidance counselors meet with both ESL providers and classroom teachers to discuss the ELL students transition from one level to another.

3. The following is the way that the minimum 7.5 hours of ELL training for all staff is provided:

- Teachers are provided with information and attend ESL training on different topics geared to better support the ELL population, including language methodology for teaching ELL's, academic language and vocabulary development.

\* ESL, Bilingual and classroom teachers attend numerous workshops provided by BETAC. Teachers have attended workshops pertaining to strategies for ELL's as well as workshops pertaining to the new common core standards for ELL's. Teachers have also received on site training from NYCDOE trainers in regards to the new ELL Interim Assessments (review and analysis of data). Teachers attended workshops provided by the NYCDOE Office of ELLs.

ESL providers and the Assistant Principal, maintain records of PD sessions they have attended.

## 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?

The following describes the parent involvement policy which includes parents of ELLs:

- A key element in the success of PS/MS 31 is the development of an educational community. Parents have a significant and long-lasting effect on their children's growth and development as leaders and learners.

Components of PS/MS 31's parent/ community involvement include the following:

- o parent orientation meeting in the fall (to discuss newly enrolled ELLs, instructional programs, assessments)
- o parent orientation in the spring (to discuss implications of testing, promotion policy, NYSESLAT, child's programming options).
- o On-going workshops are scheduled by the Parent Coordinator. Ongoing workshops and guest speakers are scheduled to address topics such as: available community outreach programs (i.e. Learn To Read), obtaining a G.E.D., citizenship, adult education, parenting skills and lending library. Literacy and mathematics coaches provide hands-on workshops to strengthen parents' knowledge of skills and strategies to support their children. (Hostos, Lincoln Hospital)
- o On-going grade appropriate workshops facilitated by the Literacy coach and lead teachers
- o Workshops to educate all parents about city-wide standards of discipline, and academic intervention measures
- o Meetings to explain grade appropriate curriculum, forms of assessment used to measure children's progress and proficiency levels students are expected to meet
- o Encourage parents to become members of the PTA and the School Leadership Team
- o Provide outreach for all parents to increase their own level of literacy by using programs such as Learn to Read and Opening The Door to Learning-Literacy is a Family Affair
- o Use of Power Point presentations with voice-overs to benefit bilingual parents
- o Encourage all parents to become volunteers and attend their children's class trips, celebrations, assemblies, etc.
- o Sharing information with all parents by providing flyers, letters, and brochures in English and Spanish
- o Creating a lending library for parents to support strategies and skills shared at workshops

2. The school partners with the following agencies or Community Based Organizations to provide workshops or services to ELL parents:

- ASPIRA, Lincoln Hospital, Hostos Community College

The school has partnered with The We Are New York Community Leadership Project in conjunction with the Mayor's office and CUNY to help adults in the community practice English in community based conversation groups. The English Conversation Group at 31 participants are provided with valuable information about healthcare, domestic violence, education, money management, and living in New York City.

3. The school evaluates the needs of parents by using:

- NYCDOE Learning Environment Survey
- Questionnaires
- Meetings- parent groups, individual parents
- Parent Coordinator speaks with parents and provides ongoing feedback to administrators

4. Parental involvement activities address the needs of the parents as:

- Topics are selected based on the needs of the community- i.e. E.L.I.S. organized training for parents of ELL students to provide strategies to better help their children with educational issues.

Workshops are provided to familiarize all parents with the New York State Testing program and NYS Standards. Strategies are presented to parents to facilitate helping their children with homework assignments.

## 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)	3	6	2	1	0	1	0	1	0					14
Intermediate(I)	0	0	1	1	1	2	3	5	2					15
Advanced (A)	0	4	0	2	4	13	11	10	6					50
Total	3	10	3	4	5	16	14	16	8	0	0	0	0	79

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B	3	2	0	0	0	0	0	0	0				
	I	0	1	2	0	0	1	0	1	0				
	A	0	5	0	2	3	2	6	6	0				
	P	0	2	1	2	2	14	7	8	8				
READING / WRITING	B	3	6	2	1	0	1	0	1	0				
	I	0	0	1	1	1	3	3	5	2				
	A	0	4	0	2	4	13	10	8	6				
	P	0	0	0	0	0	0	1	2	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	4	0	0	5
4	4	9	3	0	16
5	2	10	1	0	13
6	10	6	0	0	16
7	0	8	0	0	8
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			2	2	1				5
4	2		4	5	4	2			17
5	2		8		3				13
6	4		11		1				16

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7	1		7						8
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	2		3	5	4		2		16
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				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)		4	6	0				
Chinese Reading Test								

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

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

1. The following tools are being used to assess early literacy skills of ELLs:

- o ECLAS-2 (Kindergarten, First, Second and Third grades
- \* Independent Reading Level Assessment (IRLA) Grades 2-8
- o TCRWP Running Records using Fountas and Pinnell levels
- \*

• This information is helpful to:

- o Assess individual strengths and weaknesses
- o Redirect individual and small group instruction
- o Set short term and long term goals
- o Track progress and mastery
- o Remediate/reteach if necessary

2. Data patterns across proficiency levels on NYSESLAT reveal: (See chart below)

Grade	Listening/Speaking	Reading/Writing Need/Needs
1	75%-Advanced	75%-Beginner Increase proficiency levels in reading and writing
2	42% Advanced	56%-Advanced Increase proficiency levels in both modalities
3	50%- Advanced 50%-Proficient	72%-Intermediate Increase proficiency in Reading/Writing
4	45%-Advanced 50%-Proficient	70%-Advanced Increase proficiency levels in both modalities
5	94%-Proficient	72%-Advanced Increase proficiency in reading and writing
6	40%-Advanced 50% -Proficient	40%-Intermediate 50%-Advanced Increase proficiency levels in both modalities
7	75%-Advanced 25%-Proficient	25%-Intermediate 75%-Advanced Increase proficiency levels in both modalities
8	33%-Advanced 66%-Proficient	33%-Intermediate 66%-Advanced Increase proficiency levels in both modalities

3. Patterns help to see areas where there is a need to redirect instruction for individual students as well as small groups and the whole class

- There may be a need to order different programs for specific grades to increase skills in particular modalities (research-based materials).

4. For each program, answer the following:

a. Using ECLAS-2 Benchmark results for a grade three TBE class, we can see that the many of the students are below in Phonics-Spelling, Reading and Oral Expression- Vocabulary Listening Comprehension, and Writing Expression and Development.

- The Acuity Predictive Test (February, '10) showed the percent of answers correct ranging from 30%- 78%. (80% below 78%)

- b. The school leadership and teachers use the results to note individual strengths and weaknesses of individuals and plan for small groups and classes

- The Inquiry Team uses data to study the progress of individual students

- Leadership notes which teachers have to redirect instruction and provide additional materials for instruction.

c. The school is learning the following:

- There is still a need to provide instruction to increase the scores of the ELLs on periodic assessments. Native language is used to provide explanations and as a scaffolding technique to strengthen understanding.

5. Dual Language Program- N/A

6. Evaluation of the success of our program for ELLs. includes the following tools:

- \* Pearson ELL Interim Assessments administered in October and March.

- Milestones diagnostic placement assessment, integrated informal progress monitoring, integrated formal assessment, and final assessment to evaluate mastery of standard-based skills and strategies.

- NYSESLAT results are evaluated to note growth and assess needs/strengths based n analysis of modalities

- New York State Test Scores and Item Analysis

- Reportcards

- Informal tests and observations

- Periodic Assessments: Acuity

- NYC Progress Resport - growth percentiles

- Review of student work folders

### **Additional Information**

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

Paste additional information here

## **Part VI: LAP Assurances**

**School Name:** \_\_\_\_\_ **School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	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:** 07x031      **School Name:** William Lloyd Garrison PS/MS 31

**Cluster:** \_\_\_\_\_      **Network:** 401

**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**

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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.

- Home Language Surveys (completed within 30 days of a student's enrollment)
- Initial visits to school (Parent Coordinator, Family Workers, Assistant Principals) assist in the identification of written translation and oral translation needs.
- Interpreters and document translations are provided to parents based upon need/ request.

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.

- Since 69.8% of the students are Hispanic or Latino, there is a need to translate all written communications sent home to parents into Spanish.
- The school's written and oral interpretation needs (English-Spanish) are shared with parents and community through translated newsletters in parents' native language.

## Part B: Strategies and Activities

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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.

- Translation services are provided in-house by school staff.
- Timely provision of translated documents to parents is ensured through the services of the school's staff-teachers, Family Workers.

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

- Oral translation services are provided by teachers and other staff as needed and upon parent request.
- Oral translation services are provided at Parent Teacher Conferences, class meetings, SBST Meetings, and meetings with Family Workers , ESL teachers, AIS providers, Family Worker and the school staff-teachers.

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>.

- Parents will be provided translation services as per Bill of Parent Rights and Responsibilities.
- Within 30 days of a student's enrollment, parents will complete the Home Survey upon which time the primary parent language will be noted.
- Translation services by in-house staff will be available at group/one-to-one meetings, as well as by telephone.



## 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: William Lloyd Garrison	DBN: 07X031
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input 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: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers:

## 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: Direct instruction will take place during a Saturday Academy, as well as an after school program beginning in March 2012. The program will serve 30 students who range from Beginner to Advanced levels based on NYSESLAT results. We have decided to place an intense focus on sixth grade since that grade contains the majority of our ELL students, many of whom entered the school this year from a bilingual program.

The Saturday Program is scheduled for 22 sessions. The program will begin at 8:30 a.m. and end at 12:30 p.m. The first session will take place on December 3, 2012, and continue every Saturday until March 16, 2012 (excluding holiday weekends). It includes a breakfast and lunch to be served at the school. Students will have 3 hours of direct instruction. All students participating in this year's Saturday Academy speak Spanish. The program will be taught by one certified ESL teacher. They will use a variety of resources which include but are not limited to , Treasures Chest ELL program (aligned with ELA program), Successmaker (digital program), Dimension U (online digital Math), and IXL (online digital math). All programs address the needs of english language learners and provide multiple modalities for learning.

The Afterschool program will be an extension of the Saturday program in the sense that the students will use the same digital programs described for the Saturday program. Teacher will work with small group of students, while other groups rotate on digital programs. Teacher will use this time to conduct individual conferences in order to assess and address individual student needs.

Afterschool program: Service Provider will be one certified ESL teacher.

Due to the fact that this ESL Saturday program is the only program in the building on Saturdays, the Assistant Principal has been designated the supervisor of the program in order to ensure the safety and well being of the students in the building should any problems arise. In addition, the supervisor is directly involved with the students and actively participates in the activities and delivery of instruction.

SATURDAY PROGRAM(including 3 days during Spring Recess)

Dec. 1,8,15

Jan. 5,12,19,26

Feb. 2,9,16,23

Mar. 2,9,16,23,30

April 11, 18, 25 (during Spring Break: April 2,3,4)

### Part B: Direct Instruction Supplemental Program Information

Total number of sessions: 22

AFTERSCHOOL PROGRAM (beginning week of January 7th)

Tuesdays and Thursdays: 3:00 p.m. - 5:30 p.m, 5 hours week for 6 weeks total of 30 hours

Jan. 8,10,15,17,22,24,29,31

Feb. 5,7,12,14

After-School Program: 12 sessions/ 2.5 hours/ 1 ESL @ \$50.19 = \$1,506

☐ Saturday Academy: 22 sessions/ 3 hours/ 1 ESL @ \$50.19 = \$3,313

☐ Saturday Academy: 22 sessions/ 3.5 hours/ 1 Supvs @ \$52.52 = \$4,044

### 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: eachers for Title III programs/ESL teachers,Pilar Rivera and Ivonne Padill, will receive professional development, provided by Successmaker, in order to assist with implementation of the Successmaker program. The PD will cover topics such as analyzing data, and developing programs based on the needs of the ELL students. This professional development will ensure successful implementation of the Successmaker program. In addition, teachers will participate in two sessions of PD for IXL (online digital math). The sessions are scheduled for December 15, 2012 and February 19, 2013. Both sessions will begin at 8:30 a.m. and end at 1:00 p.m.

### 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

**Part D: Parental Engagement Activities**

Begin description here: Teachers Parent engagement activities are schedule throughout the school year. ESL teachers, Parent Coordinator Persida Rosa , PTA members and Assistant Principal, Katina Yesnick, meet frequently in an effort to coordinate activites/workshops for parents. Activities include informative parent workshops pertaining to State exams as well as informative workshops about ARIS/Acuity, Successmaker that assist parents in obtaining test info and data about their child's literacy progress and language development.

Our school always has a translator, usually part of the school stqaff, available at our parent venues. If the language is other than Spanish, we are contact the Translation Unit to translate any material that will be disseminated at the parent venue.

**Part E: Budget**

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

Allocation Amount: \$0

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

