



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** FRANZ SIGEL

**DBN:** 09X035

**PRINCIPAL:** GRACIELA NAVARRO

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**SUPERINTENDENT:** DOLORES ESPOSITO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Graciela Navarro	*Principal or Designee	
Alicia Grace	*UFT Chapter Leader or Designee	
Halimatou Sowe	*PA/PTA President or Designated Co-President	
Macielle Donohue	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	
Debra Elliott	Member/teacher	
Maria Bello	Member/educational assistant	
Desiree Machicote	Member/parent	
Kristina Tucker	Member/parent	
Maria Yamilet Bonilla	Member/parent	
Rosa Jimenez	Member/parent	
	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

*Goal 1: By April 2013 student progress will increase by 3% points in ELA and Mathematics for grades 3, 4 and 5 as measured by the New York State Exams.*

*SCHOOL SCORES 2012                      ELA 59%      MATH 69%*

*PROJECTED SCORES 2013                      ELA 62%      MATH 72%*

### **Comprehensive needs assessment**

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

Our school takes a data driven approach to improving student performance, using Fountas and Pinnell Benchmark assessment system, Treasures weekly and Unit assessments, My Math assessments, writing samples, Predictive and Benchmark DOE assessments in grades 3-5, and classroom checks for understandings to identify and address student strengths and target areas for growth on a continuous basis. Ongoing assessments are both formal and informal. Our classes are grouped homogenously and students are assessed before they are placed in these classes. The findings of the comprehensive needs assessments results show that the lowest third students in grades 3, 4 and 5 have difficulty with information and understanding, literary expression and responses and critical analysis in English Language Arts. This data is supported by weekly and unit assessments in our current curriculum. In Mathematics the data shows that our lowest third students have difficulty with algebra, geometry, measurement, number sense, statistics and probability. This is especially evident in the fourth grade while the fifth grade has a better understanding of these concepts.

The progress report shows a score of 32.8 out of 60. This score indicates how much individual progress students improved on state tests in English and Mathematics between 2011 and 2012. Compared to other students who started at the same level and weights the results of the 3<sup>rd</sup> grade tests. Performance over time shows a trend in increase as the school progress report shows 34% in 2010, 61% in 2011 and 73% in 2012. The school received a B in the progress report. The 2011-2012 Quality Review score was 74% resulting in a proficient for the school. In student performance the school received a 19.9 out of 25 which resulted in an A. Performance assessments in English Language Arts and Mathematics show a decrease in grades 3 and an increase in grades 4 and 5. This data clearly shows that more intensive work in teacher practices that lead students to better student outcomes in comprehension is needed in lower grades to prepare students to meet New York State expectations.

The school accountability report shows that our school is in “Good Standing” and we made adequate yearly progress in English, Math and Science for all students including, students with disabilities, English Language Learners and economically disadvantaged students. The

progress report shows that 73.4% English Language Learners in grades 3, 4 and 5 made progress as evidenced by the ELA and Math State exam. NYSELAT results show that our English Language Learners show progress in listening and speaking but have difficulty with reading and writing. There are two teachers in our school who provide ESL services to our English Language Learners. Classroom teachers provide scaffolds during instruction to support ELL students.

The school received a B in School environment. School environment rating is based on attendance and the results of the NYC School Survey, on which parents and teachers rate academic expectations, safety and respect, communication and engagement.

### ENGLISH LANGUAGE ARTS (TWO YEAR ASSESSMENT RESULTS)

DBN	Grade	Year	Category	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Level 3+4	
						#	%	#	%	#	%	#	%	#	%
09X 035	3	2011	All Students	113	663	10	8.8	43	38.1	57	50.4	3	2.7	60	53.1
09X 035	3	2012	All Students	110	663	7	6.4	51	46.4	52	47.3	0	0.0	52	47.3
09X 035	4	2011	All Students	121	674	1	0.8	50	41.3	69	57.0	1	0.8	70	57.9
09X 035	4	2012	All Students	109	676	6	5.5	32	29.4	69	63.3	2	1.8	71	65.1
09X 035	5	2011	All Students	108	663	13	12.0	54	50.0	39	36.1	2	1.9	41	38.0
09X 035	5	2012	All Students	122	668	6	4.9	58	47.5	55	45.1	3	2.5	58	47.5
09X 035	All Grades	2011	All Students	342	667	24	7.0	147	43.0	165	48.2	6	1.8	171	50.0
09X 035	All Grades	2012	All Students	341	669	19	5.6	141	41.3	176	51.6	5	1.5	181	53.1

### MATH RESULTS (TWO YEAR ASSESSMENT RESULTS)

DBN	Grade	Year	Category	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Level 3+4	
						#	%	#	%	#	%	#	%	#	%
09X035	3	2011	All Students	116	685	12	10.3	38	32.8	51	44.0	15	12.9	66	56.9
09X035	3	2012	All Students	110	691	2	1.8	47	42.7	43	39.1	18	16.4	61	55.5
09X035	4	2011	All Students	125	690	4	3.2	32	25.6	62	49.6	27	21.6	89	71.2
09X035	4	2012	All Students	112	696	3	2.7	22	19.6	52	46.4	35	31.3	87	77.7
09X035	5	2011	All Students	111	686	2	1.8	40	36.0	45	40.5	24	21.6	69	62.2
09X035	5	2012	All Students	122	694	2	1.6	27	22.1	50	41.0	43	35.2	93	76.2
09X035	All Grades	2011	All Students	352	687	18	5.1	110	31.3	158	44.9	66	18.8	224	63.6
09X035	All Grades	2012	All Students	344	694	7	2.0	96	27.9	145	42.2	96	27.9	241	70.1

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

#### **STRATEGIES/ACTIVITIES THAT ENCOMPASS THE NEEDS OF IDENTIFIED STUDENT SUBGROUPS,**

All of the strategies and activities can be implanted with subgroups. The following research based instructional strategies and activities will be implemented to achieve the goal and are effective for all groups including English Language Learners and students with disabilities.

- Effective instructional procedures such as thinking aloud, providing students with scaffolds and providing students with models. These strategies are effective for all students but in particular for English Language Learners and students with disabilities. ELL and students with disabilities need practices such as previewing, role playing, shared reading, simple semantic verbs, songs and chants, story maps, , graphic organizers.
- Lessons with a short review of previous learning- These help students to strengthen connections with the material they have learned. This scaffolding is particularly effective for English Language Learners and students with disabilities.
- Presenting new material in small steps with student practice after each step- Research shows that our working memory is small. It can only handle a few bits of information at once. Therefore, effective teachers will present small amounts of new material and assist students as they practice. Once students have mastered the new material they can continue to add more new material. The lessons must include demonstration, questioning and working examples. Research has also found that interactive discussions with many questions help students practice new information. Questions that students present allow teachers to measure student understanding of the lesson. Teacher must provide many examples and explanations for their examples.
- Providing models and guided student practice- Research found that teacher modeling and thinking aloud while demonstrating how to solve a problem are examples of effective cognitive support. Worked examples allow students to focus on the specific steps to solve the problem reduce the cognitive load on their working memory. This is a step by step demonstration on how to perform the task. Providing prompts and modeling the use of the prompt and then guiding students as they develop independence. During independent practice students can work on worked examples of partially worked examples and figure out how to finish them based on what they have learned.
- Guided Student practice: Research shows that students need to spend additional time rephrasing, elaborating and summarizing new material in order to store their material in long term memory. Asking good questions and receiving feedback helps students understand new material and prevents students from storing misinformation or misconceptions in long term memory.
- Checking for understanding- Research shows that frequently checking for understanding helps students learning material with fewer errors. Asking questions that help students summarize. Answering questions that cause students to elaborate on the material they have learned. The teacher can check which parts of the new material need to be retaught. Having students explain their thought process can help identify gaps in understanding.

- Providing scaffolds for difficult tasks- Research has shown that providing a temporary support to assist the learner helps them to become more competent. Scaffolds include modeling the steps by the teacher, thinking aloud, cue cards, checklists or a model for the completed task against which the student can compare their own work.
- Anticipating student errors-If teachers can anticipate student errors they can warn students of possible errors before they begin their task.
- Daily independent practice that is monitored by the teacher- Research shows that in order for the learning to become automatic, a great amount of independent practice is needed for the learning to become automatic. When material is over learned, it can be recalled automatically and doesn't take up any space in the working memory. Independent practice provides students with additional review and elaboration they need to become fluent. Just as important is the monitoring of the independent work by the teacher to ensure that students are not making errors and developing misconceptions through their errors. Teachers must be cognizant to use independent practice to give immediate feedback to students and if they see trends of errors to re-teach the material. However, this restates the importance of preparing students for independent practice. Students must be engaged in work that they can access in independent practice not work that will produce an abundance of incorrect answers.
- Weekly and monthly review- Research shows that students need extensive practice in order to develop well-connected network of ideas in their long term memory. The more one rehearses and reviews information, the stronger these interconnections become. Teachers must review the previous work every week and the work for the month once a month. Weekly quizzes or other checks for understanding result in better scores in monthly exams and this in yearly exams.
- Review concepts and skills necessary to do the homework- Homework must be corrected and places where students had difficulty or made errors must be reviewed.
- Feeling connected to instruction so it is relevant to the student's life. This is especially true for student subgroup who need instruction that is motivating and increases their understanding.
- Direct instruction- Research has found that direct instruction that has a prescribed instructions, acquisition, retention and generalization is effective for some students with disabilities. Teachers have a very methodical system that creates a very structured and timed environment but consistent for student with disabilities such as autism.
- Constructivist approach – an emphasis on inquiry based problem solving. Using real world problems, technology, visual aids, manipulatives and collaborative learning. This approach is effective for all students but in particular for English Language Learners and students with disabilities.

## **KEY PERSONNEL AND OTHER RESOURCES USED TO IMPLEMENT THESE STRATEGIES/ACTIVITIES**

Classroom Teachers  
Clusters during intervention periods  
Consultants in reading and mathematics  
Principal  
Assistant Principal  
Pedagogical Coach  
Educational Assistants  
F- Status teacher  
Related Service Providers

## **STEPS TAKEN TO INCLUDE TEACHERS IN THE DECISION-MAKING REGARDING THE USE OF ACADEMIC ASSESSMENTS TO EVALUATE THE EFFECTIVENESS OF THE STRATEGIES/ACTIVITIES,**

Participation in Teacher Effectiveness Pilot Program afford teachers and administration the opportunity to deeply analyze student engagement and assessments(formative, summative)  
Providing on-going professional development during the professional development period in understanding the assessments used to evaluate strategies and activities.  
Provide time for teachers to meet once a week to work on Unit Planning and assessments  
Provide time and remuneration for teachers to meet after school to plan and evaluate assessments during and after school  
Meet with teachers during grade or faculty conferences to discuss the use of academic assessments to evaluate the strategies and activities.  
Provide webinars on assessments to be implemented and their use to evaluate instructional strategies.  
The effectiveness of these strategies will be evaluated through analysis of student work and performance tasks, weekly assessments, formative and summative assessments.

### **TIMELINE FOR IMPLEMENTATION.**

- By September 2012, 4<sup>th</sup> and 5<sup>th</sup> grade students will have a diagnostic assessment in English Language Arts and Mathematics to determine their current reading and math levels.
- By September 2012 all students in 4<sup>th</sup> and 5<sup>th</sup> will have a baseline writing assessment to determine their current writing skills.
- All 4<sup>th</sup> and 5<sup>th</sup> grade students will be assessed (Baseline Math, Predictive, Acuity and simulation exams) in English Language Arts and Mathematics to analyze growth and predicted proficiency rate.
- In November 2012, January 2013 and March 2013 all grade 3, 4 and 5 students will be assessed in English Language Arts and Mathematics to analyze growth and progress towards predicted score.
- By January 2013 students in grades 3-5 will show growth in their writing skills(traits) as evidenced by the second quarter writing piece.
- By March 2013 students in grades 3-5 will show growth in their writing skills(traits) as evidenced by the third quarter writing piece.
- By May 2013 students in grades 3-5 will show growth in their writing skills(traits) as evidenced by the end of year writing piece.

- Monthly Unit Assessments will demonstrate growth in writing skills.
- Monthly Unit assessments in Literacy and Mathematics will demonstrate growth and areas to address.
- On-going Formative assessments for understanding in all subjects
- On-going Conference sheets
- Predictive and ITA results as required by NYC DOE
- Running Records (September, January, March and June)
- Daily Lesson plans
- Teacher's measurable Goals(October, March and June)

### **STRATEGIES TO INCREASE PARENTAL INVOLVEMENT**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Parent Curriculum Night to inform parents about the curriculum and school policies
  - Monthly Calendar with information on school activities
  - Formally Report academic progress to parents in November, January and March via report cards
  - Weekly or Monthly Academic Progress reports to parents (See CEP Goal 5)
  - Parent Workshops on Curriculum, Assessments, Common Core Learning Standards, Strategies for English Language Learners and students with disabilities
  - Provide parents with information and access to ARIS link to use resources to help their children
  - 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;
  - Support school-level committees that include parents who are members of the School Leadership Team, the Parent 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.
  - 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;

- 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- Surveys eliciting information on their interest and how the school can best meet their needs will be sent to encourage more parents to become trained school volunteers.
- Providing monthly calendars informing parents about school activities
- Using Learning Leaders and LEAP program to collaborate with parents and provide training and workshops for parents
- 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.

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 \_\_\_\_\_ Tax Levy     Title I    \_\_\_\_\_ Title IIA     Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

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

Fair Student Funding is primarily used to fund teacher salaries, TL RS IEP Para and IDEA RS IEP Para funds pay for Educational Assistant in special education classes. Title I monies are used to support Guidance counselor who services at mandated and risk students. Title I monies pay for the Pedagogical Coaches, Professional Development and Instructional supplies. Title I monies are also set aside for students in temporary housing and for Parent involvement. Title I monies are used to support extended day programs before and after school.. Title III monies are used to support extended day programs before and after school as well as professional development for teachers and parents. All of these resources support the work that is needed to accomplish the goal. Title III Immigrant DL/TBE and Title III LEP monies fund after school programs for ELL students, materials and professional development for teachers.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

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

**By June of 2013, 75% (257 students) in K – 2 students will perform at or above the expected benchmarks in the reading by moving at least 3 levels from their September baseline in English Language Arts and Reading Comprehension. By June of 2013, 80% (274 students) and on or approaching grade level in Mathematics.**

K...students.....register 113

1... students.....register 131

2.... students.....register 99

343 students in grades K-2

### **Comprehensive needs assessment**

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

Our school takes a data driven approach to improving student performance, using Fountas and Pinnell Benchmark assessment system, Treasures weekly and end of unit assessments, Common Core Mathematics Assessments based on the units of study, My Math Assessments, Writing Exemplars based on Common Core Units of Study. We conduct Formative Assessments in Reading, Writing, and Mathematics to inform instruction (whole class/small group). The checks for understandings are used to identify and address student's strengths and target areas for growth on a continuous basis. Formal and Informal ongoing assessments are used to plan and guide instruction in differentiated groups. Our classes are grouped homogenously and students are assessed before they are placed in these classes. The findings of reading assessments show that Kindergarten and First grade students who were not exposed to early intervention programs have difficulty with adapting and mastering the elements of Reading Instruction. This data is supported by weekly and unit assessments in our current curriculum. In Mathematics the data shows that our lowest third students in Kindergarten have difficulty with number sense. Our first grade and second grade students have difficulty with problem solving.

### **Instructional strategies/activities**

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

The research based instructional strategies/activities include:

- Phonemic Awareness and Phonics/Word Study Grades K–2: Identify and distinguish phonemes (initial, medial, final); count Phonemes; blend phonemes; and segment phonemes.
- Phoneme blending: Students listen to a sequence of separately spoken phonemes and then combine the phonemes to form words
- Phoneme segmentation: Students break spoken words into its separate phonemes. This is the process used in spelling words phonetically: “Inventing spelling”.
- Synthetic (explicit) phonics – Students learn how to convert letters or letter combinations into sounds, and then how to blend the sounds together to form recognizable words.
- Analytic (implicit) phonics – Students learn to analyze letter-sound relationships in previously learned words.
- Analogy-based phonics. Students learn to use parts of word families they know to identify words they don’t know that have similar parts. They use their knowledge of key words to read unknown words.
- Fluency: Model fluent reading, and then have students reread texts on their own.
- Fluency: Have students practice orally rereading text using methods such as partner reading, tape-assisted reading or choral reading.
- Fluency: Have students reread text that is reasonable easy (at their independent reading level).
- Fluency is essential to reading. Fluent readers focus their attention on making connections among the ideas in a text and between these and their background knowledge. Therefore, they are able to focus on comprehension.
- Explicit and systematic Vocabulary Instruction
  - Indirectly: Students learn the meaning of most words indirectly, through everyday experiences with oral and written language. For example
    - Through conversations with adults, through being read to, and through reading extensively on their own.
    - Directly: Students learn vocabulary directly when they are explicitly taught both individual words and word-learning strategies.
    - Teaching specific words before reading helps both vocabulary learning and reading comprehension.
    - Extended instruction that promotes active engagement with vocabulary improves word learning.
    - Repeated exposures to vocabulary in many contexts aids word learning.
    - Vocabulary Routine: Define/Ask/Example: Define the word/Give an example/Ask a question with the word.
- Effective Comprehension Instruction
  - Instruction in comprehension can help students understand what they read, remember what they read, and communicate with others about what they read.
  - Providing explicit (or direct) instruction: direct explanation, modeling, guided practice and applications to check for understanding. Weekly skills and strategies: Skills and strategies are explicitly taught, developed and assessed.
  - Teaching the key comprehension strategies that influence reading comprehension: monitoring comprehension, using graphic and semantic organizers, answering questions, generating questions, recognizing story structure (and other text structures) and summarizing.
  - Make use of cooperative learning to ensure understanding of reading comprehension skills.
  - Teach students to use comprehension strategies flexibly and in combination.

- Use of technology to implement Literacy program. This program is used on the Smartboard along with interactive Classroom presentation Kits, animated activities and an Interactive Student book.
- Differentiated Instruction to:
  - Modify teaching methods that accommodate student's needs.
  - Use data to inform instruction for whole and small groups.
  - Develop flexible grouping based on student achievement and needs

#### MATHEMATICS:

The My Math program is a research-based program that meets the new Common Core Learning Standards (CCLS). Throughout the program teachers find the tools that ensure they are on track, emphasizing the Common Core State Standards and developing Mathematical Practices. Students are exposed to important concepts and mathematical practices in order to understand them fully and to drive towards mastery. Our students have the opportunity to use other resources such as Everyday Mathematics to make connections in many different ways. Our curriculum encourages using examples from student's daily lives along with fun problems to help the students relate to concepts and make them relevant. The program is designed for personalized learning. Students arrive at their "a-ha" moments at different times and in different ways. The curriculum uses the following proven differentiation strategies; Framing the lesson, Making connections to everyday life, modeling concretely, modeling visually, modeling physically, providing organizational tools, engaging children in discussions about Math and summarizing the lesson. The program provides support for all students through math games to develop critical thinking and problem solving skills and Minute Math. The assessments are aligned to the three-tier RTI model with leveled assessments that allow the teachers to meet the specific needs of our students.

Support for English Language Learners includes a brief lesson summary, a vocabulary list and an example or illustration to provide ELL students with an overview. There are also enrichment activities for advanced students to deepen their understanding.

#### ENGLISH LANGUAGE LEARNERS/STUDENTS WITH DISABILITIES:

- Use of visual vocabulary Resource book in McGraw Hill program
- Use of smartboard to present visual cards
- Use of McGraw Hill English Language Learner Section
- Use of Treasures in Native Language in Kindergarten and ELL Treasures in transitional bilingual classes in grades K-1
- Metacognition and authentic assessment. Rather than having students simply memorize information, teachers model and explicitly teach thinking skills
- Visual and auditory aids
- Use of graphic organize to scaffold instruction

## **ASSESSMENT**

### **LITERACY:**

By November 2012, 40% of students in grades K, 1, 2 will move at least 1 level from their baseline September 2012 as evidenced by running records.

By January 2013, 50% of students in grades K, 1, 2 will move at least 2 levels from their baseline September 2012 as evidenced by running records.

By March 2013, 55% of students in grades K, 1, 2 will move at least 2 levels from their baseline September 2012 as evidenced by running records.

By May 2013, 60% of students in grades K, 1, 2 will move at least 3 levels from their baseline September 2012 as evidenced by running records.

By January 2013 students in grades K - 2 will show growth in their writing skills(traits) as evidenced by the second quarter writing piece.

By March 2013 students in grades K - 2 will show growth in their writing skills(traits) as evidenced by the third quarter writing piece.

By May 2013 students in grades K - 2 will show growth in their writing skills(traits) as evidenced by the end of year writing piece.

### **MATHEMATICS**

By November 2012, 30% of students in grades K, 1, 2 will move to level 3(on grade level) as evidenced by Common Core State Standards Mathematics Unit.

By January 2013, 40% of students in grades K, 1, 2 will move to level 3 (on grade level) as evidenced by Common Core State Standards Mathematics Unit.

By March 2013, 50% of students in grades K, 1, 2 will move to level 3 (on grade level) as evidenced by Common Core State Standards Mathematics Unit.

By May 2013, 60% of students in grades K, 1, 2 will move to level 3 (on grade level) as evidenced by Common Core State Standards Mathematics Unit.

### **GOAL SETTING**

- Goal setting with all teachers in October 2012 based on baseline data
- Review goals in January 2013, March 2013 and May 2013

### **STAFF AND RESOURCES**

- All Teachers will implement curriculum
- Homogenously grouped classes
- Two teachers in lowest component classes.
- Use of Smartboards and laptops
- Two pedagogical coaches that meet with teachers to provide support in pedagogy and curriculum
- Assistant principals meet weekly with teachers to provide support in pedagogy and curriculum

- Cohorts of teachers assigned to administration and coaches to improve pedagogy and implementation of curriculum Learning walks to gain knowledge of implementation of curriculum

ORGANIZATION/ steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Daily common planning time for classroom teachers is provided in the structure of the preparation schedule.
- Monthly or Weekly meetings with Assistant Principals to analyze and discuss assessments
- Vertical Team Teacher meetings to assess effectiveness of strategies and assessments

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parent Curriculum Night to inform parents about the curriculum and school policies
- Monthly Calendar with information on school activities
- Formally Report academic progress to parents in November, January and March via report cards
- Weekly or Monthly Academic Progress reports to parents
- Parent Workshops on K -2 Curriculum, K-2 Assessments and Common Core Learning Standards
- Provide parents with information and access to ARIS link to use resources to help their children

**Budget and resources alignment**

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

\_\_\_\_\_ Tax Levy      X   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

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

Fair Student Funding is primarily used to fund teacher salaries, TL RS IEP Para and IDEA RS IEP Para funds pay for Educational Assistant in special education classes. Title I monies are used to support Guidance counselor who services at mandated and risk students. Title I monies pay for the Pedagogical Coaches, Professional Development and Instructional supplies. Title I monies are also set aside for students in temporary housing and for Parent involvement. Title I monies are used to support extended day programs before and after school.. Title III monies are used to support extended day programs before and after school as well as professional development for teachers and parents. All of these resources

support the work that is needed to accomplish the goal. Title III Immigrant DL/TBE and Title III LEP monies fund after school programs for ELL students, materials and professional development for teachers.

- Participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program
  - Including after-school snacks.
- Provide nutrition education and physical education to foster life-long habits of healthy eating and physical activity. Establish
  - linkages between health education and school meal programs, and related community service agencies.
- Comply with Federal mandates for disabled students by implementing IEP student goals
- Comply with temporary student housing regulations, assisting families with transportation and instructional supplies as necessary.
- Implementing a Response to Intervention Plan- Teachers identify students in Tier 2 and 3 for intervention services (Academic or behavior)

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

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

**By June 2013 P.S.35X will have student tasks that demonstrate the implementation of two CCLS units in English Language Arts and in Mathematics**

#### **Comprehensive needs assessment**

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

This goal is based on the Chancellor's Instructional Initiatives for the 2012-2013 school year. P.S. 35X has hired a math consultant to assist in creating Common Core Units for the year with ongoing input from administration and teachers. By the end of the year, we will have all Math Units aligned to CCLS for grades K-5. We are also implementing two ELA units that are aligned to the Common Core Learning Standards, DOK and assessments. Creating these CCLS Units to complement the current program allows us to refine our current curriculum to better align with the Common Core Learning Standards.

#### **Instructional strategies/activities**

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

#### **COMMON CORE LEARNING STANDARDS**

- In literacy, students in grades K – 5 will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response. . (Integration of the Common Core Learning Standards)
- In math, students in grades K - 5 will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. (Integration of the Common Core Learning Standards).
- By November 2012, Teams of teachers will come together in grades K-5 to develop the Common Core Learning Standards Units of Study in Literacy
- Monthly meetings with math consultant and teams of teachers to develop the Common Core Learning Standard Units Of Study in Mathematics
- Monthly Team of Teacher meetings in December and January to revise and review CCLS Units of Study for Literacy
- Implementation Of Units of Study in Mathematics beginning September 2012

- Implementation of CCLS aligned units in January 2013
- Analysis of student work derived from CCLS Units in February and March
- By January 2013 a unit in Literacy will show Integration of the Common Core Learning Standards
  - In teams, look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and communicating lessons learned to other school staff (spring 2013). . (Integration of the Common Core Learning Standards)
  - Teams of teachers meeting weekly and working to analyze student work (writing) . (Integration of the Common Core Learning Standards)

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parent Workshops on Common Core Learning Standards and how parents can help their children succeed with the new standards.

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 \_\_\_\_\_ Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

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

Title I monies will be dedicated to the development and refinement of CCLS curriculum units, teaching points and tasks by administrators and teachers. Title I monies will be used to hire consultants to assist the school with writing CCSS Units in Mathematics and Literacy. ARRA/RTT Citywide Instructional Expectations will be used for teachers to plan and develop CCLS.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

**By June 2013 at least 50% of teachers will be rated effectively on the seven components of four domains from the Danielson's Framework for Teaching.**

### **Comprehensive needs assessment**

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

P.S.35X is participating in the NYC Teacher Effectiveness pilot program. The program was developed to strengthen teacher practice. Our school joined Network 606 which was already a part of the Teacher Effectiveness Pilot program. Our participation in this program is based on previous experience with the current rating system that does not provide clear direction for teachers or administrators to strengthen teacher practice. The frequent observations and feedback sessions along with professional development for teachers and administrators will lead to clear expectations for pedagogy based on a research-based rubric of practice.

### **Instructional strategies/activities**

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

### **Pilot and Citywide Priority Competencies**

**Planning and Preparation:**      **1e Designing Coherent Instruction**

**The Classroom Environment:**      **2b Establishing a Culture for Learning**      **2d Managing Student behavior**

**Instruction:**      **3b Using Questioning and Discussion**      **3c Engaging Students in Learning**      **3d Using Assessments in Instruction**

**4e Growing and Developing Professionally**

- In September overview of The Teacher Effectiveness program and its purpose
- Frequent observations and feedback sessions to impact teacher practice
- Use of student outcomes to evaluate and improve teaching
- At least two formal observations by June 2013
- At least 4 to 7 partial observations by June 2013
- Midyear evaluations
- End of year evaluations
- Use of extended day to strengthen teacher practice by working on competencies in teacher teams
- Develop a shared understanding of instructional excellence
- Talk with teachers about student results on a regular basis and develop strategies for targeted improvement

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Providing information about the Teacher Effectiveness program to SLT members, PTA members and all parents in the school
  - Informational workshops on Domains and components of the Teacher Effectiveness program

**Budget and resources alignment**

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

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

\_\_\_\_\_ Tax Levy  Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants  Other

If other is selected describe here:

3,000 from Office of Teacher Effectiveness to participate n program-related training, oversee and participate in TEP teacher teams, study of PD related to the Framework for Teaching, work related to administering survey, data collection and verification activities.

**Service and program coordination**

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

Title I monies are used to provide time after school for teacher teams to meet and plan. The Teacher Effectiveness office has provided 3,000 in per-session monies for work related to the Teacher Effectiveness (training, study groups, data collection and verification).

**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	Guided Reading	<ul style="list-style-type: none"> <li>• Push in, small group</li> <li>• Push in, large group for mini lesson and small group for guided instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Reading is provided three days a week during the day for 45 minutes allowing for 2 to 3 groups to be seen. (pending size of class)</li> </ul>
Mathematics	Due to budget, no funding to support the position.		
Science	Due to budget, no funding to support the position.		
Social Studies	Due to budget, no funding to support the position.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social Worker	Pull out, one to one	Twice a week for 30 minutes

## 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.

### Recruitment, Retention & Assignments

- Resources provided by the NYCDOE such as Open Market, New Teacher Finder, Excess Hiring System are canvassed to identify potential candidates
- Professional development, critical feedback, clear expectations are maintained and all staff held accountable
- School goals are presented at the opening conference
- Data trends are analyzed and shared with staff
- School Leadership Team identifies needs of school, creates parent policies, sponsors school wide events and fundraisers
- Pedagogues are placed in positions that align to their license area

### Support

- Literacy consultant to support teachers in the teaching of comprehension through guided reading
- Mathematics consultant meets with teacher teams once a week during common planning to support the teacher created math curriculum units, understanding of the common core state standards, assessment, performance task
- Monthly Faculty/Grade Conferences provide staff opportunities to learn in vertical groups, grade/specialty areas
- Monthly Faculty/Grade Conferences foci include NYSED/NYCDOE initiatives, aligning data trends to common core, citywide expectations
- Weekly Common Planning is an opportunity for teacher teams to create curriculum units aligned to common core state standards, plan for curriculum units, analyze data trends by class, grade, school wide
- Chancellor's Conference Days are geared towards the Teacher Effectiveness Pilot program, Math and Literacy CCSS Units
- Off Site professional development opportunities geared towards sub populations and targeted areas of need are available to staff
- Teacher Team Planning as part of the 37.5 minutes and approved SBO is dedicated towards teacher teams planning for the extended time block of time

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

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

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

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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.

P.S. 35X 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;

P.S. 35X will further encourage school-level parental involvement by:

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

## **SCHOOL-PARENT COMPACT**

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

### **I. School Responsibilities**

*P.S.35X will 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;

*P.S.35X will 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;

*P.S.35X will 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;

*P.S.35X will provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- 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.

**SIGNATURES:**

\_\_\_\_\_  
SCHOOL

\_\_\_\_\_  
PARENT(S)

\_\_\_\_\_  
STUDENT

\_\_\_\_\_  
DATE

**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>Bob Cohen</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>035</b>
School Name <b>Franz Siegel</b>			

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

Principal <b>Graciela Navarro</b>	Assistant Principal <b>Aidimaris Soler</b>
Coach <b>Jewellyn Holder</b>	Coach
ESL Teacher	Guidance Counselor <b>Annie Venterina</b>
Teacher/Subject Area <b>Artemisa Pichardo/K</b>	Parent <b>Rosa Toranzo</b>
Teacher/Subject Area <b>Maria Stigliano/Math &amp; Science</b>	Parent Coordinator <b>Eileen Clemente</b>
Related Service Provider <b>Jacqueline Coban</b>	Other
Network Leader <b>Bob Cohen</b>	Other

### 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>1</b>	Number of certified bilingual teachers	<b>7</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>645</b>	Total Number of ELLs	<b>133</b>	ELLs as share of total student population (%)	<b>20.62%</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. 

LAP 2011-2012

Part II IDENTIFICATION PROCESS: (Questions 1-6)

1. The school follows the process indicated by New York State Department of Education which includes:
  - Administration of the Home Language Questionnaire (HLQ)
  - Conducting an informal interview in English and in the native language
  - Administration of a formal English assessment
  - Placement in an appropriate program (i.e., bilingual education, free-standing ESL, or monolingual English programs).

The Home Language Identification Survey/Questionnaire (HLIS) and oral interview are done at registration by the staff member designated by the Principal. The HLIS is completed by the parent or guardian of each new entrant at the time of the students' initial enrollment in the school. The HLIS is provided in the language the parent or guardian best understands. The following staff members are assigned to screen, administer the HLIS, and conduct an oral interview and initial assessment:

Ms. Nathy Nixon – F-status State Certified CB Teacher-Fluent in English and French

Ms. Jewellyn Holder-Regularly appointed CB teacher/Coach-Fluent in English

Ms. Angela Ajasin- State Certified Bilingual Teacher/Special Education-Fluent in English and Spanish

Ms. Michelle Soroka – State Certified CB Teacher/Coach- Fluent in English, Spanish and Ukranian.

If the responses on the HLQ indicate that a language other than English is spoken at home or that the student understands a language other than English, then an informal interview in the native language and English is conducted. If the interview indicates that the student is possibly LEP/ELL, the assessment of the students' level of English language proficiency is conducted using the LAB-R assessment. All new entrants are screened to determine which pupils are possibly gifted or have a possible handicapped condition and/or possibly are LEP students. Placement in the appropriate instructional program takes place after the administration of the Language Assessment Battery-Revised (LAB-R). Students who speak Spanish at home and score below the proficiency level on the LAB-R are administered the Spanish LAB to determine language dominance. Based on the results of the LAB-R, students are identified either as LEP/ELL or English proficient (EP). Students who are identified as EP are placed in a general education program. Similarly, students who are identified as LEP/ELL are placed in a bilingual education or self-contained ESL program. Parents of students identified as LEP/ELLs are notified of their child's identification and placement in a bilingual or self-contained ESL program. The entire process is completed within the mandated 10 days. The date which each student was tested is entered into ATS to assure compliance.

PARENTS

An orientation meeting is held several times during the year as ELL students arrive. This orientation meeting is conducted by two of the

following staff members:

Principal: Graciela Navarro- Former Bilingual Teacher (State Certified) and Bilingual Coordinator

Assistant Principal: Aidimaris Soler-Former Bilingual Teacher (State Certified)

Jewellyn Holder: Pedagogical Coach- Regularly Appointed CB teacher

Eileen Clemente- Parent Coordinator-Fluent in English and Spanish

Annie Venterina –Guidance Counselor-Fluent in English and Spanish

Parents of English Language Learners are notified of their children's placement in a transitional bilingual or freestanding ESL program within two weeks after enrollment. Early in September, parents of English Language Learners are asked to participate in an orientation meeting that explains bilingual and English as a Second Language Services (ESL) as well as an opportunity to ask questions. As parents of English Language Learners enroll, orientation meetings are scheduled to give them the required information. Parents watch the orientation video for Parents of English Language Learners. The parent brochure "A Guide for Parents of English Language Learners" is explained and distributed. The parents make an informed decision and fill out the Parent Survey and Parent Selection Form. Parent's choices are honored whenever possible. If the program in their language is not available at the school, parents are given the option to transfer to another school that has the program of their choice. However, parents often choose to stay at our school. The annual assessment process is explained to parents so that they understand that they must be notified yearly of their child's eligibility and that they will receive a Parent Choice Selection form for continued entitlement if their child does not reach the proficiency level. Follow up meetings are conducted to explain the promotional policies for ELL students, assessments and standards. Flyers, letters, and the phone messenger system are used as outreach to parents. These systems inform parents of upcoming meetings for parents of English Language Learners. If necessary, the parent coordinator calls individual parents who have not participated in the follow up meetings. Parents of English

Language Learners are included in all of the workshops, training, and after school programs available to parents. An ESL and GED program is available for parents in English and Spanish. After reviewing the Parent survey and Program Selection form the trend is for most parents of incoming kindergarten students who have had their children in prekindergarten programs that only offer English, choose free-standing ESL or self-contained ESL classes. Parents of students in other grades generally choose ESL since the majority of our new immigrant enrollment comes from Africa or Asia. Parents of students from countries where the language is Spanish tend to choose ESL if they have been in the United States and are bringing their family now or bilingual program if the family comes together from their country.

The current programs in our school align with the majority of the parent choices. Most parents, including those of Spanish Speaking background choose Free Standing ESL. This trend is due to the majority of new immigrants coming from Africa and Asia and very few students enrolling from Spanish speaking countries. Parents, where the language cannot be accommodated, are offered seats in nearby schools that have the program that meets their language needs. However, most parents choose to stay in the school with ESL services. Parents are not given the option to withdraw their children from an ESL program. The selection trend has changed.

For example, in the 2008/2009 school year there were 22 parent selections for the ESL program and four for the TBE program. In 2009/2010 school year, 36 parents selected ESL and 10 selected TBE. In the 2010/2011 school year, 39 parents chose to place their children in the ESL program and 13 chose TBE. In this current school year, 2011/2012, 18 parents selected the ESL program and 30 selected the TBE program. The TBE selection is greatest in kindergarten and in the common home language of Spanish. This year signifies a change in the trend, where most parents for several consecutive years selected the English as a second language program (ESL) whereas this year, most parents selected the transitional bilingual program (TBE).

#### ANNUAL ASSESSMENT

In September 2011, NYSESLAT scores are reviewed to identify students who are eligible to take the NYSESLAT in the spring of 2012. As new students are enrolled, students who score below proficiency level on the LABR are placed on the NYSESLAT eligible list. Transfer students records are checked on ATS to determine if the student is eligible for the NYSESLAT. As soon as NYSESLAT scores are received parents receive the Parent Choice Selection Form Continued Entitlement letter or the letter indicating that the student has met the proficiency level and is no longer entitled to services. These letters are distributed and collected by the following staff members:

Ms. Nathy Nixon – F-status State Certified CB Teacher-Fluent in English and French

Ms. Jewellyn Holder - Regularly appointed CB teacher/Coach-Fluent in English

Ms. Anjelica Jordan – State Certified CB Teacher/Coach- Fluent in English

Ms. Aidimaris Soler - Assistant Principal/State Certified Bilingual teacher, fluent in English and Spanish

To ensure that letters are returned, the Parent Coordinator assists by calling parents in to come in and pick up the letters. Entitlement letters are filled out at the point of pick up to assure compliance. The letters are collected and stored in the Principal's office.

## 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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> <small>(60%:40% → 50%:50% → 75%:25%)</small>	2	1	0	0	0	0								3
<b>Dual Language</b> <small>(50%:50%)</small>	0													0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	1	1	1	1	1								5
<b>Push-In</b>														0
<b>Total</b>	2	2	1	1	1	1	0	0	0	0	0	0	0	8

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	133	Newcomers (ELLs receiving service 0-3 years)	87	Special Education	28
SIFE	0	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									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	44	0	19	0	0	0	0	0	0	44

ELLs by Subgroups										
	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	Total
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	69	0	6	20	0	3	0	0	0	89
Total	113	0	25	20	0	3	0	0	0	133
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

### 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	33	11	0	0	0	0								44
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>33</b>	<b>11</b>	<b>0</b>	<b>44</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	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	12	20	13	13	10	11								79
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1				1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	1	3	1	0								8
<b>TOTAL</b>	<b>13</b>	<b>23</b>	<b>14</b>	<b>16</b>	<b>11</b>	<b>12</b>	<b>0</b>	<b>89</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

Question 1: Students in the ELL Self-Contained class follow the same curriculum as the monolingual classes supported by ESL strategies in all content areas. Literacy instruction is delivered in English while implementing ESL methodologies such as scaffolding, mirroring, contextualization, modeling, text representation, schema building, and metacognitive development within the McGraw Hill Treasures Literacy Program. Carefully scaffolded lessons provide instruction and application for specific language-acquisition strategies and reading skills. The ESL certified teacher plans with the classroom teacher and adapts instruction using ESL methodologies. In addition, the ESL certified teacher also assists the classroom teacher in small group instruction with the native language learners. In this setting, he/she reteaches the lesson in the students' native language, Spanish. An extended day program is provided for all ELL students in grades 2-5. Our goal is for all of our English Language Learners to develop English proficiency within a three-year period. The Periodic/interim assessments for ELL's are used to track students' progress and analyze areas of strengths and needs. These results help us differentiate instruction, design after school and Saturday programs (pending funding) and order appropriate materials. Our ELL students have had great success on the state reading, mathematics, and science exams. Most students who are required to take the ELA state exam in the third and fourth grades, perform as well and in some cases better than their English-speaking counterparts.

2. The school assures that the mandated number of instructional minutes is provided according to proficiency levels in each program. The administration, Bilingual teachers, and teachers with ELL students meet in the beginning of the year to identify students and differentiate instruction according to proficiency levels. As students make progress the time is adjusted accordingly. The school does not have an ESL teacher primarily for additional ESL pushin services. ESL teachers in these classrooms provide instruction in English accompanied by ESL instructional strategies. In addition, small group instruction is provided for students in their native language (NLA). This small group instruction is implemented by the ESL classroom teacher or by a licensed ESL teacher. The level (beginning, intermediate, or advanced) of the students determine the amount of time of instruction they receive.

3. The content areas are delivered using the History Alive program in Social Studies and the FOSS Science program. Both programs use ESL strategies such as visuals which include video tapes/ DVDs and photo cards, audio recordings of reading selections, and hands-on practice with the investigations. In the Foss science program there is the home/school connection in which several investigations are suggested so that students and parents can practice at home with limited materials. The Everyday Mathematics program is used for mathematics instruction in all grades. Students engage in mathematical practices using manipulatives, interactive learning on the laptops and smartboard. There are projects which include an array of mathematics activities that focus on real life concepts that interests children. It accommodates differentiated instruction. Teachers are provided with many tools and suggestions to scaffold English language learners at their different learning levels and abilities. There is also support for parents through the home/school connections. Parents are provided with an introduction to the Everyday mathematics program and are given tools and suggestions to assist their children in understanding the

## A. Programming and Scheduling Information

mathematics content. In addition to the Everyday Mathematics program, ELL students receive instruction with Math Connects. This program also provides effective instructional practices for ELLs. It includes simplified language, use of core and visual vocabulary, mathematical concepts expressed in different ways, and the activation of background knowledge.

4. The school ensures that ELL's are appropriately evaluated in the following manner:

- a. Spanish LAB if they are identified as ELL's in LABR
- b. Unit assessments in Literacy program in their native language
- c. Unit assessments in Mathematics in their native language
- d. Writing in their native language

5. Instruction is differentiated using ELA and Math and NYSESLAT data. Students are placed in both their proficiency level and instructional level. Differentiation can occur through the content, process or the product that the student is expected to produce. Differentiation is continuously assessed to move students from one tier to another. The goal is to have students enter a task via multiple points of entry, that the task is rigorous and that they can accomplish it independently.

5. Our school has one SIFE students this year. The following plan is in place if a SIFE students are identified:

- Assess the student to determine appropriate academic level in English and the Native Language.
- Determine the grade the student should be placed in taking into consideration age and emotional aspects.
- If the student is placed in the grade according to age but the academic level is below that grade, mainstream student for areas of greatest need.
- Provide an extended day program for all SIFE students after school and mornings.
- Provide adequate material for SIFE students based on assessment results.
- Monitor progress through formative, diagnostic and summative assessments.

Newcomers at P.S. 35X are assessed in English and the Native Language. Students may be mainstreamed or placed in another grade based on their proficiency level rather than their grade level for instruction. Newcomers whose parents opt for free-standing ESL receive ESL instruction according to their proficiency level. An extended day ESL program is provided by an ESL or Bilingual certified teacher for those students to address their needs.

Our long-term ELLs have been provided adequate interventions such as:

- Additional services through push-in departmentalized model/academic intervention teachers
- Providing extended day, after school and morning academic programs

Our school plan for all students including ELLs has and will continue to use intervention programs and effective instructional strategies so that students are not placed in Special Education. The intervention strategies that the school currently uses for ELLs are:

- Departmentalized model with two teachers and a licensed ESL teacher who pushes in for 5th grade.
- Educational assistants assigned to K and 1st grade in ELL self-contained class
- Extended Day programs for ELL students

ELLs are also provided with extended day, morning academic programs as a support and prevention of placement in Special Education. Special Needs ELLs are in a self-contained ELL class. The self-contained class implements the same instructional programs as the general education classes with differentiation for students as needed and mandated as per their IEP. These students may also be mainstreamed according to their proficiency levels. An extended day ESL program is provided by an ESL or Bilingual certified teacher for those students to address their needs. Their progress is monitored with formative, diagnostic, and summative assessments.

Students who reach the proficiency level on the NYSESLAT continue to receive ESL support in the Literacy program for an additional two years from the year after they have reached proficiency. These students will be supported through our academic intervention services. They participate in small group instruction during the day, extended day programs, and morning program. Their progress will be monitored through diagnostic assessments, writing samples, and teacher conferences.

The following instructional programs are used in self contained ELL classrooms

- Spanish Reading Libraries
- McGraw Hill Treasures/ELL support
- Everyday Math and Math Connects

## A. Programming and Scheduling Information

- FOSS Science
- Social Studies Alive K-4 Social Studies and Grade 5 NY State Core Curriculum

Instructional Strategies for English Language Learners used in all classrooms including those with ELL students

- English as a Second Language Scaffolding strategies
- Vocabulary development strategies to facilitate language acquisition (visual and oral vocabulary)
- Group activities to promote an exchange of thinking
- Whole class discussions to summarize and interpret texts and role play
- Teacher Directed lessons to introduce genres or skills in the unit for the whole class to explore together

Collaborative planning with and across the grades for teachers is structured in the school program. Teachers are given the opportunity to plan collaboratively throughout the year. The Language Allocation Committee includes the assistant principal and bilingual teachers (general and special education), ESL, and monolingual teachers.

All staff including personnel of ELLs have received professional development on the Language Allocation Policy. A subcommittee was formed to review NYSESLAT results and determine professional development needed. The following professional development will take place in 2011-2012.

- \*\* Differentiated Instruction for ELLs
- \*\* Engaging ELLs in the classroom
- \*\* Effective practices for ELL students in content areas

### Courses Taught in Languages Other than English ⓘ

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

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

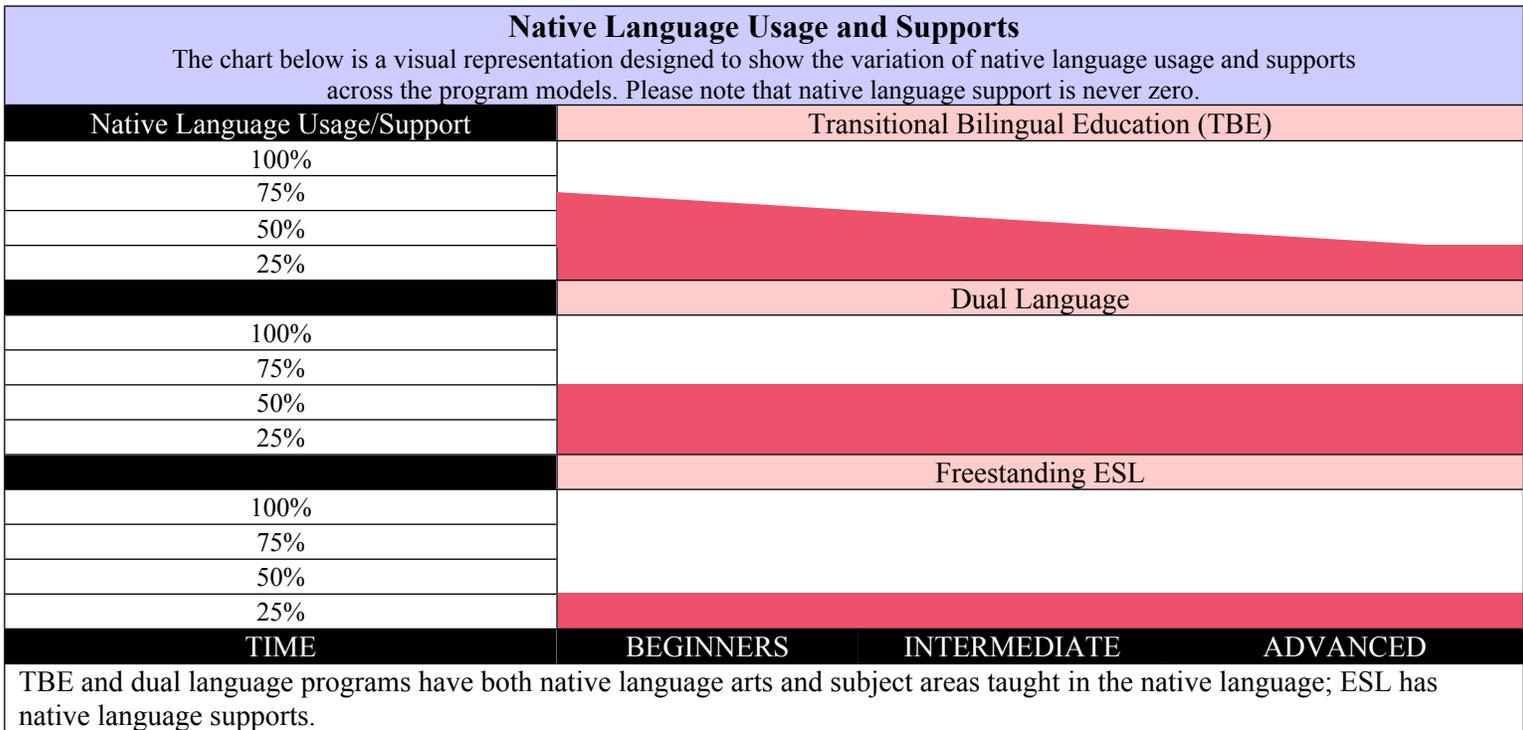
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

Beginning	Intermediate	Advanced
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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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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?

### PROGRAM MODELS

**KINDERGARTEN:** One SELF CONTAINED BILINGUAL SPECIAL EDUCATION CLASS - 12:1 Students remain together for the day with a state certified bilingual teacher and a bilingual educational assistant. The language of instruction is Spanish  
In addition, in KINDERGARTEN, there is one transitional bilingual class (not special education). Students are taught in English and Spanish.

**FIRST GRADE:** There is one transitional bilingual special education class - 12:1. Students remain together for the day with a state certified bilingual teacher and a bilingual education assistant.

**KINDERGARTEN, FIRST, SECOND, AND THIRD GRADE:** Taught by state certified bilingual teachers. ELL self-contained classes with a mixed group of ELL students, mixed proficiency levels, different non-English speaking countries, former ELLs, and non-ELLs. The language of instruction is English.

**FOURTH AND FIFTH GRADE :** DEPARTMENTALIZED and Taught by two bilingual state certified teachers; One teacher

teaches literacy and social studies to 4th and 5th grade students and the other teacher teaches math and science to the same group of 4th and 5th grade students. There are 23 students in 4th and fifth grade in these classes who have not met the proficiency level. These classes a mixed group of ELL students, mixed proficiency levels, students from different non-English speaking countries, former ELL's, and non-ELL's. Most students in these fourth and fifth grade classes are former ELL's. The language of instruction is English. As needed, additional native language (NLA) support is provided to students in small groups by the classroom teacher and a pusshin licenced ESL teacher.

All teachers in the bilingual classes and self-contained ELL classes are bilingual state certified teachers. Instruction is delivered in the native language in the kindergarten special education bilingual class and in the kindergarten bilingual class with a period of ESL instruction. Students in ELL self-contained classes follow the same curriculum as monolingual classes. The Treasures Literacy program is the program used to deliver English Language Arts instruction in the school. One of the program authors for Treasures is Dr. Jane Echevarria-Author of Making Content Comprehensible for English Language Learners: The Sheltered Instructional Observation Protocol (SIOP) model. The program is delivered through themes; their vocabulary strategies are interactive; using songs, games and visuals. The program's ELL libraries scaffold instruction for students by using books with the same story at diverse proficiency levels. Students in ELL-self contained classes use the ELL Resource and Practice books and the visual vocabulary resources. In addition, the the general Treasures literacy program, there is the ELL program called Treasure Chest. This program accommodates teachers with effective ELL instructional strategies, including graphic organizers and visuals, and has content similar to the Treasures program.

The Everyday Mathematics program is used in English in the ELL self-contained classes. Students who are new to the country receive a Spanish book as a reference. The teacher and/or a bilingual educational assistant meet with these students in small groups to ensure that students understand the concepts taught. English Language Learners in the beginning levels (11 students in total) in the 3rd, 4<sup>th</sup>, and 5th grades also receive an additional period daily of assistance by an academic intervention teacher in reading and mathematics at their level.

The content areas are delivered through programs that meet the SIOP approach. The FOSS science program and the Social Studies “History Alive” are interactive and develop language scaffolding content and building background. Teachers in ELL self-contained classes use the SIOP model to develop their lessons. The lessons include hands-on, visuals, and other kinesthetic tasks that benefit English Language Learners. The program's structure uses the practice and apply methods which are critical for English Language Learners and are part of the SIOP model. The number of mandated English as a Second Language minutes are met in the Literacy program during their ESL component. The language arts instructional component includes English language arts instruction and English as a second language instruction. The language arts instructional component for the beginning and intermediate levels of English proficiency in grades K-5 is ESL instruction within the Literacy program. The Literacy program provides the time during the oral language, comprehension, vocabulary, and grammar components. Each lesson includes the content objective, language objective, and materials. Building background academic language is emphasized at each proficiency level. English language arts instruction is provided to students at the advanced level of English language proficiency for a minimum of one unit of study (180 minutes per week) or its equivalent, divided into substantially equal sessions daily.

The following instructional tools are used in self contained ELL classrooms;

- K Spanish Reading libraries -
- MCGraw Hill Treasures/ELL support
- Everyday Math and Math Connects
- FOSS Science
- Social Studies Alive K-4 Social Studies and Grade 5 NY State Core Curriculum

Collaborative planning with and across the grades for teachers is structured in the school program. Teachers are given the opportunity to plan collaboratively throughout the year. The Language Allocation Committee includes the assistant principal and bilingual teachers (general and special education), ESL and monolingual teachers.

All staff including personnel of ELLs have received professional development on The Language Allocation Policy. A subcommittee was formed to review NYSESLAT results and determine professional development needed. The following professional development will take place in 2011-2012.

- Differentiated Instruction
- Effective practices for ELL students in content areas

Our school has one SIFE students this year. The following plan is in place if SIFE students are identified. The following plan is in effect:

- Assess the student to determine appropriate academic level in English and the Native Language.
- Determine the grade the student should be placed in taking into consideration age and emotional aspects.
- If the student is placed in the grade according to age but the academic level is below that grade, mainstream student for areas of greatest need.
- Provide an extended day program for all SIFE students after school and mornings.
- Provide adequate material for SIFE students based on assessment results.
- Monitor progress through formative, diagnostic and summative assessments.

Newcomers at P.S. 35X are assessed in English and the Native Language. Students may be mainstreamed or placed in another grade based on their proficiency level rather than their grade level for instruction. Newcomers whose parents opt for free-standing ESL receive ESL instruction according to their proficiency level. An extended day ESL program is provided by an ESL or Bilingual certified teacher for those students to address their needs. Newcomers are also given daily additional assistance in small group by an academic intervention teacher. Due to the requirement by NCLB for ELA testing after one year, these students receive test preparation classes along with their peers. They use programs such as Imagine Learning and Achieve 3000(pending funding) which use visual and audio lessons specifically for ELL's.

English Language Learners with 4 to 6 years are placed in the same class with a state certified bilingual teacher. They follow the same curriculum with adaptations for ELL's such as using the ELL Resource book. The progress of these students is reviewed and evaluated to determine if these students may have special needs. After exhausting interventions, ESL strategies and other organizational placements such as change of class or grade, a

referral would be recommended.

Our long-term ELLs have been provided adequate interventions such as:

- Additional services through push-in departmentalized model/academic intervention teachers
- Providing extended day, after school, and morning academic programs

English Language Learners identified with special needs are recommended for evaluation in or outside of the school. The school strongly recommends that the student receives least restrictive environment placements - resource room, speech, or counseling before a more restrictive environment is recommended.

#### TARGETED INTERVENTION PROGRAMS

Team Teaching Academic Intervention	Small Group instruction	
Morning Program	Extended Day	After School

The school model for academic intervention is a push-in model whereby teachers are placed in the class to work with small groups for the entire day. In grades kindergarten, first, and fifth, English language learners' classes have an additional teacher or educational assistant in the classroom. In grades 3, 4, and 5 all ELL students participate in the morning academic intervention program. Students in grades 4 and 5 at the beginning level (11 students) receive an additional period of academic intervention. First thru fifth grade English Language Learners also participate in an after school program three days a week to receive additional assistance in all academic areas by a licensed bilingual teacher. These students are grouped by proficiency levels. The language of instruction for all of these programs is English. However, all of the teachers giving instruction are bilingual and provide native language assistance to Spanish speaking students when needed.

In 2011-2012 the school will continue to use the HLIS and the NYSESLAT to place students as well as the parent choice survey. A licensed bilingual teacher will provide instruction in the native language as a cluster in the self-contained ELL classes. None of the programs/services for ELL's will be discontinued. ELL's are afforded equal access as evidenced by the use of the same curriculum and materials as English speakers. They are included in all intervention and supplemental programs. Title III monies are used to provide ELL students with the same after school programs as other general education students.

#### AFTER SCHOOL AND SUPPLEMENTAL SERVICES:

Due to budget the school has very few after school and supplemental services available. For the 2011-2012 the following are the after school and supplemental services for all students including English Language Learners:

Morning Program -- This program provides all students including English language learners (ELLs) in grades 3, 4, and 5 with an hour of reading, math, and science test preparation. The program for ELLs includes the use of Achieve 3000, a software program that provides instruction at the students' proficiency levels with non-fiction stories.

After School – This year after school will start in late January 2012 and provide additional assistance to ELLs in reading and mathematics. Teachers will prepare students for their State exams including the NYSESLAT.

Again, due to budget cuts these are the only after school and supplemental programs we will have this year. It is unfortunate, that due to budget cuts, we are not able to have a program for ELLs before the beginning of the school year.

The content area instructional materials that are used are the following:

FOSS Science program and History Alive Social Studies; Both programs use a kinesthetic and constructivist approach. Students are involved in experiments, role playing, and projects throughout the year.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

NOT APPLICABLE

### **D. Professional Development and Support for School Staff**

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

1. Collaborative planning with and across the grades for teachers is structured in the school program. Teachers are given the opportunity to plan collaboratively throughout the year. The Language Allocation Committee includes the assistant principal and bilingual teachers (general and special education), ESL, and monolingual teachers.

All staff including personnel of ELLs have received professional development on the Language Allocation Policy. A subcommittee was formed to review NYSESLAT results and determine professional development that is needed. The following professional development will take place in 2011-2012:

- Learning Targets with evidence for ELL students
  - Differentiated Instruction
  - Effective practices for ELL students in content areas
2. Departmentalized classes in grades 4 and 5 prepare all students, including English language learners, in the transitional process to middle school. Students become familiar with moving from one class to the other and with the expectations for two teachers in four subject areas. Guest speakers and visits to prospective schools also take place during the school year.
  3. Professional development is planned where all staff members will receive the 7.5 hours of ELL training. This will be done at our school. Other opportunities to further participate in this training will be made available through the Department of Education Protraxx service.

## 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?

P.S. 35X takes the following actions to involve parents in the joint development of its school's parental involvement plan under section 1112 of the ESEA:

- Input from parents as members of the School Leadership Team - parents of English language learners are included
  - Input from the PTA
  - Results of DOE annual parent survey
  - Review and revision of CEP at School Leadership Meetings
  - Distribution of Parent Involvement Policy at PTA Meetings
  - Post the Parent Involvement Policy (In English and Spanish) on the School's Web Site
  - Attend and participate in conferences, workshops, and instructional activities to educate parents in the curriculum and assessments surrounding their child's education
  - Provide all notices in English and Spanish and if necessary in the languages spoken by other English language learners
  - Conduct regular parent meetings to keep parents informed of their child's progress
  - Provide an information board of current events with a monthly calendar to inform parents of school activities
  - Provide family literacy and family services to improve parents' ability to help with their child's education
2. The school partners with LEAP and the Learning Leaders organization to provide workshops to all parents including parents of English language learners. We also have an ongoing relationship with the Yankee's organization.
  3. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents), its parental involvement policies.

Evaluation will be conducted through DOE Annual Parent Survey and school survey

The parent coordinator will be responsible for the dissemination of information and the follow up of each submission.

The parent survey is analyzed and an action plan to address parents needs is developed. Currently parents have expressed the following needs:

Exchange of more consistent information on their child's academic progress. As a result, progress reports will be distributed to parents.

The school will provide workshops to parents on the following topics:

1. The State's academic content standards
2. The State's student academic achievement standards
3. State and local academic assessments
4. Promotional policy for English Language Learners
5. How to help your child succeed as an English language learner

The school also provides ESL classes for parents during the week or on Saturdays depending on the need of the parents.

### TRANSLATION AND INTERPRETATION SERVICES

The data is collected from the Home Language Survey forms for new students, the Home Language ATS school data summary report and the ATS Home Language Report for currently enrolled students. The major source used to make decisions about the primary language for written translations is the adult preferred language ATS report.

The translation and interpretation services are mostly available for city-wide events. In order to assist limited-English speaking parents, the necessary request will be made by completing the appropriate documents and in a timely manner. The goal is to improve communication

between limited-English proficient parents. This promotes parental involvement and allows parents to gain understanding of Department of Education expectations for their children at each grade level. It also enhances parents' understanding of the different programs offered to support their children's academic development and welcomes parents as partners in their child's education.

We have on staff a bilingual (English/Spanish) secretary, a bilingual (English/spanish) parent coordinator, 46 teachers, a bilingual guidance counselor, two bilingual assistant principals, as well as a bilingual principal. Written translations and oral interpretation into Spanish are undertaken on a daily basis. The Home Language summary report shows the following languages that have been identified: Spanish - 282 students, Bengali - 2 students, Bambara - 1 student, French - 6 students, Fulani - 2 students, Hausa - 3 students, Maninka - 2 students, Mandarin - 1 student, Nahuatl - 1 student, Niger-congo - 1 student, Sininke - 7 students, Twi - 7 students, and Wolof - 1 student. The remaining 328 students were identified as English proficient speakers. The findings are reported to the school community in the following manner: to staff members, during professional development; and to parents, during Parent workshops and PTA meetings.

Most of our written translation needs are met by DOE as centrally produced documents and student specific critical documents have been translated and are available online. School created documents (letters, flyers, and notifications) are translated by many of our bilingual staff members. The school community is informed of the translation and interpretation available upon a student's registration into the school. During Parent Curriculum Night the administration, the Parent Coordinator, and teachers survey and ascertain translation needs of the school. If the results indicate a need to employ outside translators the school will employ them based on the parents' needs.

For follow up and further information, the translation services information is located at the front desk in the main office of the school. Parents who need translation can identify the language they speak and the school can contact the over the phone DOE translation office.

4. Parental involvement activities are developed through various school teams - the School Leadership Team, Parent-Teacher's Association, DOE, and the school Parent Survey. These sources help to align parental involvement and parents' needs.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	34	15	4	2	6	1								62
Intermediate(I)	0	12	3	5	2	1								23
Advanced (A)	12	7	7	9	3	10								48
Total	46	34	14	16	11	12	0	0	0	0	0	0	0	133

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	2	2	2	0							
	I	8	2	2	2	1	4							
	A	9	8	11	4	2	3							

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>	11	6	10	4	11	11							
READING/ WRITING	<b>B</b>	14	3	6	5	1	1							
	<b>I</b>	9	4	7	1	2	4							
	<b>A</b>	6	6	11	4	11	4							
	<b>P</b>	3	5	1	1	3	9							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3	1	0	7
4	0	6	6	0	12
5	3	9	3	0	15
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	0	4	0	1	0	0	0	11
4	3	0	5	0	6	0	1	0	15
5	2	0	8	0	5	0	3	0	18
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	1	0	9	0	4	0	15
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

**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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

ELLs early literacy skills are assessed using Fountas and Pinnell (Grades K-5), baseline, midline, and endline writing samples (Grades K-5), and Benchmark and Jump Start Comprehension tests (Grades 2-5). Only benchmark comprehension assessments are administered in kindergarten and first grade. In the early grades these assessments provide information on phonics and phonemic awareness. In the upper grades these assessments provide information on strengths and weaknesses in specific reading and comprehension skills. Teachers are still in the process of collecting and analyzing quantitative data.

Questions 2, 3, 4, and 6.

The LAB-R data reveals the following patterns: LAB-R data reveals that incoming kindergarten students who has a home language other than English and have not attended pre-kindergarten are identified as ELL students. The LAB-R results also show that most students entering from countries where the home language is other than English fall into the beginning level. Thus, we have two transitional bilingual (TBE) kindergarten classes whose needs will be addressed in the Native Language with the support of visuals, role playing, and interactive instruction. This is done in whole group and small group instruction and in one to one conferences with the classroom teacher. One of the TBE classes is also special education with seven students and although their IEP states Spanish, they are English dominant. The students are learning the basic colors, identification and sounds of letters, and numbers in English. The Turning 5 process must be reviewed so that students are placed in the appropriate special education class that meets their language needs.

As new registrants, these students follow the same guidelines and procedures for registration as the general population of students. The LAB-R is administered to determine students' eligibility for transitional bilingual or ESL education. Depending upon the LAB-R scores, students are administered the Spanish LAB. For example, kindergarten students who score 26 or below and have a home language of Spanish will be tested with the Spanish LAB. The students in this similar situation but have a language other than Spanish, will not be tested with the Spanish LAB. Nonetheless, they will be placed in the appropriate ELL program. Put simply, the students are placed in the appropriate class/program based on the raw scores and the IEP regulations. The actual LAB-R scores will confirm the students' ELL status.

We have also noticed the following trends: NYSESLAT data reveals that the majority of our students fall into the Intermediate and Advanced levels. There are 28 students in grades K-5 at the beginning level, 23 students in intermediate level, and 36 students at the advanced level. Students across all grade levels perform better on the listening and speaking components of the NYSESLAT or LAB-R across all proficiency levels. The NYSESLAT scores show that in grades K, 1, and 2, the writing is higher than the reading scores; while in the upper grades the writing and reading for the majority of students is generally at the same range. Patterns reveal that instructional focus should be on reading and writing and specific focus on increasing vocabulary. Professional development with a focus on vocabulary development has previously been provided to all teachers. Teachers learned strategies to scaffold vocabulary for ELL students. The Children's First Initiative will also provide an opportunity to analyze a variety of data in grades K, 1, 2, 3, 4, and 5 ELL self-contained classes. This includes the NYSESLAT reading and writing data for ELLs and this will support the development of strategies to improve their reading and writing skills. All of these components are critical to the academic improvement for English language learners. The new Literacy

program, "McGraw Hill Treasures", provides instruction specific to English language learners for every component and different proficiency levels. In addition, the Everyday Mathematics, the FOSS Science, and the Social Studies core curriculums provide ample

opportunities to address the four modalities, content area curriculum, as well as residence in arts programs which include projects and activities that address the four modalities.

Student results for ELA and Math state exams show that ELLs perform as well and in some cases better than their English proficient counterparts in State Exams. Our school administers the Interim (English) ELA exam to all 3rd, 4th and, 5th grade ELL students. The ELL Predictive assessments results are used to analyze students' areas of strength, monitor progress and look at instructional areas in which teachers need to develop further instructional strategies. The success of the program is evaluated based on the comprehensive results of all assessments; Fountas and Pinnell, School Assessments, Periodic Assessments, and New York State assessments, and results of NYSESLAT exam. We also evaluate success based on the number of students who score at the proficient level from year to year.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <u>Franz Sigel</u>		School DBN: <u>09X035</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Graciela Navarro	Principal		12/19/11
Aidimaris Soler	Assistant Principal		12/19/11
Eileen Clemente	Parent Coordinator		12/19/11
	ESL Teacher		12/19/11
Rosa Toranzo	Parent		12/19/11
Maria Stigliano	Teacher/Subject Area		12/19/11
Artemisa Pichardo	Teacher/Subject Area		12/19/11
Jewellyn Holder	Coach		12/19/11
	Coach		12/19/11
Annie Venterina	Guidance Counselor		12/19/11
Bob Cohen	Network Leader		12/19/11

**School Name: Franz Sigel**

**School DBN: 09X035**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		12/19/11
	Other		12/19/11
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **09X035** School Name: **Franz Sigel**

Cluster: **1** Network: **104**

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

**Part A: Needs Assessment Findings**

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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.

The data is collected from the Home Language Survey forms for new students, the Home Language ATS school data summary report and the ATS Home Language Report for currently enrolled students. The major source used to make decisions about the primary language for written translations is the adult preferred language ATS report.

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.

We have on staff a bilingual (English/Spanish) secretary, parent coordinator, 46 teachers, a bilingual guidance counselor, two bilingual assistant principals, as well as a bilingual principal. Written translations and oral interpretation into Spanish are undertaken on a daily basis. The Home Language summary report shows the following languages have been identified: Spanish 281 students, Bengali 2 students, Bambara 1 student, French 6 students, Fulani 2 students, Hausa 3 students, Maninka 2 students, Mandarin 1 student, Nahuatl 1 student, Niger-congo 1 student, Sininke 7 students, Twi 7 students and Wolof 1 student. The remaining 328 students were identified as English speakers. The findings are reported to the school community in the following manner: To staff members, during professional development; To parents, during Parent workshops and PTA meetings.

## 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.

The Parents Bill Of Rights and interpretation notice signs are clearly posted in the main office in English, Spanish and French the major languages in our school. The other languages are available as requested by parents. Most of our written translation needs are met by DOE as centrally produced documents and student specific critical documents have been translated and are available online. School created documents (letters, flyers, notifications) are translated by many of our bilingual staff members. The school community is informed of the translation and interpretation available upon a student's registration in the school. During Parent Curriculum Night administration, the Parent Coordinator and teachers survey and ascertain translation needs of the school. If the results indicate a need to employ outside translators the school will employ these based on parent needs. If the results indicate a need to employ outside translators the school will employ these based on parent needs.

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 interpretations are available for all parent meetings and workshops as needed. The school community is informed of the translation and interpretation available upon a student's registration in the school. If the results indicate a need to employ outside translators the school will employ these based on parent needs. The phone translation services will be used when necessary.

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

The translation services information is located at the front desk in the main office. Parents who need translation can identify the language they speak and the school can contact the over the phone DOE translation office.

## 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: Franz Sigel	DBN: 09X035
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 143
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
# of certified ESL/Bilingual teachers: 6
# of content area teachers: 0

## 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: **RATIONALE:** The students who are in third, fourth and fifth grade must either take the ELA exam if they meet the criteria, the Math exam and the NYSESLAT exam. The majority of our ELL students at these grade levels only have a year or two in the New York City Public School system. In order for students to achieve success in these exams it is critical to provide additional instruction in these targeted areas. Due to the fact that P.S.35X has been a school in good standing we receive the basic money allocations and are not entitled to large sums of monies as Schools in Need of improvement. Therefore, Title III monies would allow us to provide these services for our ELL population.

The program will address ELL students in grades K-5 during after school programs. This program will specifically focus on English as a Second Language skills and strategies needed to move from one level to the next in English proficiency. Listening comprehension will be a focus in grades K-5. Stories will be read aloud to develop vocabulary and grammar and to expose students to samples of the English Language. In responding to Read Alouds students will work on their speaking skills and grammar rules as they learn the conventions of the English Language. Writing will be expected as part of their responses to Read Alouds and will bring all skills together.

In grades 3, 4 and 5 in addition to Read Alouds students will use the Treasures ELL books to read and access information based on their current proficiency level. These students will be expected to engage in speaking and writing responses of the texts they are reading. The teacher will support the students by scaffolding the content and the vocabulary necessary to access the content and make it comprehensible.

During Spring Break ELL students in grades 3, 4 and 5 will receive additional support in reading and mathematics. The focus will be on ELA(reading articles to cite texts as required in Common Core State Standards) and Mathematics problem solving.

**SUBGROUPS AND GRADE LEVELS:** The Title III allocations will be used to serve English Lanuage Learners in grades K,1,2,3,4 and 5.

**SCHEDULE AND DURATION:**

Grade 3,4,5 ( 2 bilingual Certified Teachers)

After School Reading, Writing and Math Enrichment- Wednesday and Thursday 3:30p.m.-5:30p.m. - December 19, 2012 to April 25, 2013 The ELL students will be taught by three bilingual certified teachers in grades 4and 5. The focus will be to address the Common Core Standards in reading, writng and mathematics using ESL strategies. Students will work on building their metacognition skills to access

## Part B: Direct Instruction Supplemental Program Information

the content.

Grades K,1,2, 3 and 4 ( 4 Bilingual Certified Teachers) Note: Students in grades 3 and 4 will be together.

January 25, 2013 - May 3, 2013 (12 sessions) After School Reading and wrtiting enrichment program  
Fridays 2:40p.m.-4:40p.m. Reading, Writing Enrichment program for English Language Learners

Spring Break Academy: March 24, 25, and 26 --9:30am-12:30pm Grades 3, 4 and 5 ( 3 Bilingual Certified Teachers)

LANGUAGE OF INSTRUCTION: English with Spanish summaries when needed or translated versions when needed.

## Part C: Professional Development

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

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

Begin description here:

RATIONALE: The teacher is the most important variable in the classroom to help students make progress. In partiular for ELL's differentiated instruction is highly effective for them to understand the new language and grasp concepts. This year the school continues to deepening the learning of differentiated instruction for all students. Developing learning profiles for students and effective instructional strategies to address their needs will be paramount. This is a long but worhtwhile process that will involve the use of data and ongoing weekly professional development as well as tracking student progress. As such Differentited Instruction along with Designing Coherent Instruction for ELL"s will be the year-long professional development topic.

Collaborative planning with and across the grades for teachers is structured in the school program. Teachers are given the opportunity to plan collaboratively throughout the year. The DOE ARIS Learn website is an interactive online tool that teachers can use to get additonal professional development on Differentaited Instruction and effective instructional strategies for English Language Learners.

This year we are collaborating with PS88X and their SIOP professional development. Three of the ELL teachers with the highest population of ELL's will attend a three day(Nov/March/June)professional development on SIOP model given at PS88X.

All bilingual and monolingual teachers in the school will receive training throughout the year. The providers will be the Principal, Assistant Principals, Coaches, Network ELL staff, PD360 and DOE online

### Part C: Professional Development

tool.

The teachers professional development period will be used once a month to address curriculum matters including addressing English Language Learners and meetign their needs.

K Teachers Monday from 9:50am-10:35am

1st Grade Teachers Fridays from 12:20am-1:05pm

2nd Grade Teachers Friddays 9:50am-10:35am

3rd Grade Teachers Thursdays 1:55pm-2:40pm

4th Grade Teachers Wednesdays 1:55pm-2:40pm

5th Grade Teachers Tuesdays 1:55pm-2:40pm

Clusters Thursdays 9:05am-9:50pm

Professional development in this area is provided by assistant principals at least once a month during weekly professional development periods once a month or as data is provided. Individual conferences with teachers may take place to assist in the process of outreach to parents.

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.

Providers: Principal, Assistant Principal and coach

### Part D: Parental Engagement Activities

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

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

Begin description here: ationale: Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim 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 all of our parents including ELL parents, informed by actively involving them in

## Part D: Parental Engagement Activities

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. Parents will be notified of activities through newsletters, flyers and phone calls.

Our school will support parents and families of Title III students by:

TIMELINE : September 2012-June 2013

The following dates include workshops that have taken place on the items listed below and that will take place by June 2013.

September 18, 2012 Meet the Teacher Night

October - June Saturdays 9:30am-11:30

Topics

1. Understanding the curriculum - Each Saturday a different grade will be addressed. Expectations and curriculum will be explained and discussed with parents including parents of English Language Learners
2. Homework - Helpful hints to help your child with homework
3. Bookreports vs Reading logs
4. Roadmap for Parents to the Common Core State Standards
5. NYSESLAT - "What is that?"
6. Mathematics in the 21st Century
7. Citizenship
8. GED in English and Spanish

Providers: Principal, Assistant Principals, coach supported by Parent Coordinator. Outside organizations-LEAP

Workshops are held at 9:00am and 5:00p.m.

1. Scheduling 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 for ELL students and other initiatives of the Chancellor and allow parents to provide suggestions.
2. Provide opportunities for ELL 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; Instruction in the classroom.
3. Providing assistance to ELL parents in understanding City, State and Federal standards and

**Part D: Parental Engagement Activities**

assessments and in particular NYSESLAT exam;

4. Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.

5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

Note: All critical school documents are translated and interpretation is provided during meetings and events as needed. Translation devices are in the process of being purchased to facilitate smooth interpretation and use time efficiently.

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Saturdays(January 2013 – May 2013 9:30am-12:30PM)

Providing classes in English as a Second Language, GED in Spanish and English and Technology for ELL parents

Providers: 1 ESL Classroom Teacher and 1 Technology teacher, LEAP Teacher for GED

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Library is established and resources are available throughout the year. Parents are aware at parent workshops.

Establishing a ELL Parent Resource Center/Area or lending library; instructional materials for parents.

Provider: Parent Coordinator

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October Learning Leaders workshop 2012 (Once a year) as needed when new ELL parents arrive

1. encouraging more ELL parents to become trained school volunteers;

Provider: Learning Leaders liasion, Parent Coordinator

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Providers: All Teachers

November 2012, January 2013, March 2013, June 2013 –Formal progress reports or report cards

Minute Notebook- Quick write of what the child learned for the day written by the child in grades 1-5

Providing written and verbal progress reports that are periodically given to keep all parents including ELL

**Part D: Parental Engagement Activities**

parents informed of their children’s progress in the languages the parents can understand

?????

**Part E: Budget**

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

Allocation Amount: \$

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

