



Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X061

PRINCIPAL: PATRICIA A. QUIGLEY EMAIL: PQUIGLE@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MYRNA RODRIGUEZ**

09-18-2013

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature ** Remains on file at school
Patricia A. Quigley	*Principal or Designee	
Crystal Coss-Quiles	*UFT Chapter Leader or Designee	
Shenovia Harrison	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Maria Lopez	CBO Representative, if applicable	
Marceline Jackson	Member/ General Ed Teacher	
Wanda Johnson	Member/ Chairperson/ UFT	
Denise Melendez	Member/ Parent	
Crystal Davis	Member/ Parent	
Lakisha Harris	Member/Parent	
Beverly Emers	Member/Parent	

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

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

Major Recommendation

2011-2012 School Quality Review Recommendation (page 6)

School needs to create a structure to regularly evaluate instructional and organizational decisions in response to the expectations of the CCLS.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- To establish system by June 2013 to evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular emphasis to the CCLS to be reviewed and revised if necessary on a quarterly basis.

Instructional strategies/activities.

- School leaders provide opportunities for teachers to attend professional development in order meet the increasingly rigorous academic standards. For example, Visual Thinking Strategies, Studio In a School, Wellness in the School, Asphalt Green, CookShop.(Tax Levy Fair Student Funding)
- Administrators and coaches work together to monitor the effectiveness of these initiatives. monitor the transfer of new learning in Professional Development to classroom practice and teacher effectiveness through a minimum of (2) formal and (6) informal classroom observations with timely and actionable feedback, trending conferences, student work analysis and discussion, and data monitoring .(monthly) (Tax Levy Fair Student Funding)
- Principal introduces and norms protocol to staff to determine rigor of tasks and units and identifies gaps between tasks and CCLS.(November Staff Development) (TL Fair Student Funding)
- School leadership develops checkpoints to review the rigor of tasks (including CCLS tasks) and gather feedback on the process utilizing this to inform future professional development. (6 week child study) (student work/task protocol 1x a month at professional development session.) (TL Fair Student Funding)
- Outcomes of lesson observations will support differentiated professional development in areas of teacher needs to improve quality of instruction and student achievement. School leaders and teachers will provide opportunities for professional development that supports effective instructional planning and emphasizes higher order thinking. (TEP Trending Meetings) (Priority Focus funding to pay for nominal fees to outside professional development)
- School leaders will familiarize classroom teachers with the performance assessment that is aligned to particular CCSS in reading and writing during monthly professional development, learning walks and observations. (monthly) (TL Fair Student Funding)
- Professional development will be provided for teachers in the area of Effective Questioning and Discussion techniques. (Biweekly) (Contract for Excellence)
- To deepen teacher effectiveness, school leaders, coaches and teachers have received on-going training to use the TEP model to strengthen a shared understanding of instructional excellence through the use of research based normed instructional rubric to enhance teachers' professional performance and support student achievement. (monthly) (F/S Title I SWP, Contract for Excellence)
- School leaders evaluate organizational decisions such as teacher assignments, budget, student grouping, scheduling, PD of teachers, paras, and parents, pedagogical support teachers need in order to be effective and accelerate achievement using the TEP pilot program across our school. (TL Fair Student Funding)
- Inquiry Team works across the school to plan for and evaluate success of different initiatives such as the after school groups, student work evaluation, curriculum development and data analysis to determine effectiveness of these endeavors. (weekly- after school) (ARRA Citiwide funding and Priority Focus funding)

Budget and resource alignment

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

- Fund source(s) that school is using to support the instructional goal.

x Tax Levy x Title IA x Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- ARRA Citiwide funding and Priority Focus funding to pay per session for 12 teachers and 2 administrators to work after school once a week for 2 hours from October through June
- Title I Priority/Focus SWP funds are also used to pay per diem for After school teachers (10 teachers/3 days per week from February thru April including Spring Break) and Inquiry Team work(10 teachers/1x per week for 8 months).
- Title I Priority/Focus SWP General Supply fund used to purchase materials for After School, Professional Development and Inquiry Team.
- Tax Levy Fair Student funds used to support professional development by providing per diem for teachers attending TEP and other workshops for 12 teachers/days per school year; and to support the work of Administrators and coaches in monitoring the effectiveness of initiatives, observing and providing feedback to teachers, and other supports such as trending conferences, student work analysis and data analysis. and teachers providing professional development, student work analysis, common planning, "Lunch and Learns", Learning Walks, Understanding TEP Framework and rubrics, and evaluating organizational decisions.

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

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

Major Recommendation

2011-2012 School Quality Review Recommendation (page 5)

School needs to enrich the curriculum to ensure that academic tasks are challenging and that questioning extends student thinking to maximize learning.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

To progressively develop a shared understanding of the elements of rigor and CCLS alignment in relation to lesson planning in order to increase the level of critical thinking required among all students, along with a biweekly monitoring system focusing on review and/or revisions.

Instructional strategies/activities

- A) Network provides Depth of Knowledge workshops for full staff and on-going training for teacher team leaders.
- B) Principal introduces and norms *protocol to staff to determine rigor of tasks and units (November 2012) and identify gaps between tasks and CCLS Protocol is embedded at regular intervals into teacher team meetings. (Beginning winter 2013)* (Tax Levy Fair Student Funding)
- C) Coaches will provide on-going professional development on CCLS, as well as utilizing peer protocols to vet tasks and units of instruction. Some of the actual workshops will target CCLS Staircase of Complexity, Visual Thinking Strategies, Questioning, Charlotte Danielson Framework for Teaching etc. (Monthly) (Tax Levy Fair Student Funding and Contract for Excellence)
- D) Professional Development will support lesson planning and implementation that provide academic task and teaching strategies to promote academic rigor. (monthly) (Tax Levy Fair Student Funding)
- E) School leadership develops checkpoints to review the rigor of tasks (including CCLS tasks) and gather feedback on the process and utilizes this to inform future PD. (TEP Trending Meetings) (Tax Levy Fair Student Funding)
- F) School leaders and coaches will work with teacher teams to align all grades to ensure that ELLs and other sub-groups are required to engage in similar higher-order thinking tasks with appropriate scaffolds, expectations and differentiation. (Tax Levy Fair Student Funding)
- G) Teams of teachers will receive professional development in designing CCLS aligned tasks that provide multiple means of representation, expression and engagement (Universal Design for Learning) to give learners various means of acquiring information and knowledge. (Tax Levy Fair Student Funding)
- H) School leaders will develop and implement norms for expectations and for grading to ensure all students will be held to same CCLS standards. Every student will participate in at least 4 CCLS aligned units (2 ELA; 2 Math) by June 2013. (Tax Levy Fair Student Funding)
- I) Principal introduces and norms "Looking at Student Work" protocol to examine student output and assist teachers in using student work as basis for driving instruction. (Tax Levy Fair Student Funding)

Budget and resource alignment

- School's Title I status x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Fund source(s) that school is using to support the instructional goal.

x Tax Levy Title IA Title IIA Title III Set Aside Grants Other-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).
- Tax Levy Fair Student funds used to support Administrators and coaches who work in the classrooms and provide support for teachers in understanding how to determine the rigor of tasks, gap analysis, use of protocols to ensure high quality, rigorous expectations, identifying checkpoints to review rigor during implementation of tasks, aligning curriculum across grades and designing and implementing CCLS aligned tasks. *Coaches work in the classrooms with teachers and provide professional development in Common Core Learning Standards, Identifying best instructional practices, using assessments to guide instruction, accountable talk and creating rigorous curriculum. Principal focuses on initiatives which maximize fiscal and human resources to improve teaching practice For example, PD360 Online Professional Development Service, TEP Pilot program, Ed Performance, I-Ready, RTI curriculum.*
- *No Priority Focus funding was used to support activities towards this goal. Work on this goal is provided by Principal, Assistant Principals, Coaches and Teachers.*

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

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

Major Recommendation

2011-2012 School Quality Review Recommendation (page 6)

School needs to strengthen teacher feedback to accurately capture strengths and instructional expectations aligned with the schools chosen rubric.

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

x 4.3 Comprehensive plans for teaching

___ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

To implement the Teacher Effectiveness Program in order to strengthen teacher feedback enabling us to capture strengths, clarify instructional expectations, and progressively develop professional capacity throughout the school year.

Instructional strategies/activities

- A) Administrators, Coaches and staff have received and continue to receive on-going training in the Teacher Effectiveness Program to improve teacher practice, understanding of instruction, planning and questioning to support student learning including on-campus Talent Coach. (TL Fair Student Funding)
- B) Monitor the implementation of new learning in professional development on classroom instruction and teacher effectiveness. (monthly) (TL Fair Student Funding)
- C) Feedback from school leaders will include clear targets for teacher growth. Teachers will be provided with professional development that supports instructional planning and higher-order thinking. (monthly) (TL Fair Student Funding)
- D) Follow-up observations will check on teaching practice and student progress. (monthly) (TL Fair Student Funding)
- E) School leaders will use observations, student work and student achievement data in Trending Conferences with teachers to identify strengths, weaknesses and instructional trends in order to assist teachers in using this information to adjust instruction and improve student achievement. (biweekly) (TL Fair Student Funding)
- F) Outcomes of lesson observations will support differentiated professional development in areas of teacher needs to improve quality of instruction and student achievement. (monthly) (TL Fair Student Funding)
- G) School leaders and teachers will provide professional development that supports differentiation and higher-order thinking. (monthly) (TL Fair Student Funding)
- H) To deepen teacher effectiveness school leaders, coaches and teachers receive on-going training to use the TEP model to strengthen a shared understanding of instructional excellence through the use of research based normed instructional rubric to enhance teachers' professional performance and support student achievement.(monthly) (TL Fair Student Funding)
- I) Teacher Leader teams are organized to effectively communicate and assist in implementation of grade/school wide initiatives, goals, student achievement information, curriculum planning and instructional expectations during weekly common planning periods. (TL Fair Student Funding)

Budget and resource alignment

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

X Tax Levy Title IA X Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Tax Levy Fair Student funds used to support professional development provided by Administrators and coaches who work in the classrooms and work on capacity building by assisting teachers to improving their practice , understanding of instruction, planning and questioning to support student learning; monitoring new learning, setting clear targets for teacher and student growth,; observing to check on student progress; use data in Trending Conferences; provide professional development that supports differentiation and higher order thinking; and use TEP model to strengthen shared understanding of instructional excellence. Tax Levy Fair Student funds also pay for teachers who participate in Teacher Leader Teams to communicate and assist in implementation of grade/school wide initiatives, goals, curriculum planning etc during their weekly common planning periods.
- No Priority Focus funding was used to support activities towards this goal. Work on this goal is provided by Principal, Assistant Principals, Coaches and Teachers.

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

Major Recommendation

2011-2012 School Quality Review Recommendation (page 5)

School needs to promote greater consistency in planning differentiated instruction so that all students have access to grade level texts.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

To make strategic organizational decisions by June 30 in order to meet students learning needs as evidenced by meaningful student work products and to use individual student data to plan instruction in the least restrictive environment possible ensuring that all students have access to grade level texts and tasks to support their academic, social and emotional growth which will be reviewed every 6 weeks or sooner.

Instructional strategies/activities

- a) Assistant Principal assigned by Network used to provide instructional and administrative support with particular focus on improving achievement of special education, ELL and lowest third populations. Tax Levy Funded
- b) Additional support provided to students during the school day, in flexibly grouped, skill specific ELA and Math content areas for **all** third through fifth grade students including special education, ELL and lowest third populations. (4 days per week) (TL Fair Student Funding- staffing; P/F funding for supplies includes instructional supplies, including educational software)
- c) Implementation of new Community Based Organization (Children’s Aid Society) extended day Response to Intervention small group tutoring and counseling for at-risk students including special education, ELL and lowest third populations. (up to 4 days per week from October through June for approximately 55 students) (2 teachers, 1 coordinator and 1 SW) (P/F Funds)
- d) Adjustment of daily programming to include flexible scheduling for Students with Disabilities including using student data to mainstream students in Least Restrictive Environment possible. (daily) Students identified as needing additional support in At –Risk Services, are divided into small groups and are pulled out by the DOE Social Worker and CAS Social Worker, who provide intervention services on a pull out basis. (as needed)(Provided during the day funded through TL Fair Student Funding, CBO support.)
- e) Additional support provided to grade 3 to 5 students in flexibly grouped after school and during spring break intervention and enrichment sessions.(3 days per week from January through May)(10 teachers, 1 Staff Developer, 1 Social Worker)P/F funding for staff and instructional supplies.
- f) School leaders and teachers provide professional development that supports instructional planning that emphasizes higher order thinking and differentiation during the school day and outside professional development after school and on weekends.(biweekly)(Funded through TL Fair Student Funding; P/F funding used for nominal outside PD Workshop Fees for 10 teachers)
- g) School leaders in conjunction with technology cluster use TEP, ARIS, ACUITY, and Student Assessment Management System evaluate organizational decisions such as teaching assignments, professional development, student grouping and budget. (monthly) (Title IIA)
- h) Student work is consistently analyzed by teachers and school leaders during grade meetings, teacher team meetings, common planning periods, observations and learning walks. (monthly)(Tax Levy)
- i) Teachers use common planning periods and “Lunch and Learns” to actively participate throughout the curriculum development, implementation, assessment, reflection, and revision process including inter-visitation, peer conferencing and utilizing professional resources. (bi-weekly) (Tax Levy)
- j) School leaders will develop and implement norms for expectations and for grading to ensure all students including our special education, ELL and lowest third populations are held to the same CCLS standards.(monthly)(Tax Levy)

Budget and resource alignment

- School’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Funding source(s) that school is using to support the instructional goal:

X Tax Levy X Title IA X Title IIA X Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Priority Focus Funding to assist in implementation of new CBO (CAS) extended day Response to Intervention Program for approx 55 at risk students. CBO provides funding for teachers and coordinator. Priority Focus funding to fund 1 social worker and books, software and other instructional supplies for this program.
- Priority Focus Funding to pay for supplies, and for per session for 10 teachers, 1 staff developer and 1 social worker for flexibly grouped afterschool and spring break intervention and enrichment sessions for 3 days per week from February through May.
- Priority Focus funding to provide books, software and other supplies for ELA and Math content area small groups for third through fifth grade students 4 days per week throughout the school year. Teachers and para professionals used to run these flexible small groups are funded by TL-Fair Student Funding.
- Title 1 funding is used to support AIS Special Education/ELL Coach and program staff, special education support staff, social worker for crisis management, and to provide assistant principal leadership and professional development.
- Title IIA is used to support technology cluster to assist in providing instructional resources to enhance curricular areas and instruction.
- Tax Levy Fair Student funds used to support the work of Assistant Principal who provides instructional and administrative support with particular focus on improving achievement of special education, ELL and lowest third populations; skill specific ELA and Math small groups; and school leaders and teachers providing professional development, student work analysis, common planning, "Lunch and Learns" and developing and implementing norms for expectations and grading held during the school day.

Budget and resource alignment

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

X Tax Levy X Title IA X Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Tax Levy Fair Student Funds used to support the work of teachers communicating with parents; various staff providing support to parents in understanding and supporting their child's academic progress by providing Individualized Progress Reports, Student Goal letters, ARIS and various educational websites; provide professional development opportunities for parents, opportunities for parent engagement and involvement as partners; involvement in committees, providing translation and other supports as needed.
- Tax Levy Parent Coordinator funds used to pay for Parent Coordinator who acts as liaison between parents and school.
- Children's Aid Society (CBO) provides funding for additional supports to parents such as tutoring, homework help, counseling and enrichment activities and family supports such as Medical, Dental, NY Times Neediest Fund etc.
- Priority Focus funding used to purchase instructional supplies and educational software that parents can use at home with their children.

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	Programs include Foundations, Soar to Success, Voyager, Great Leaps, Project READ and guided reading groups as part of a pull out support program. Students are also assigned to Acuity individualized tutorials based on their needs. Students receive differentiated instruction and work on phonics, vocabulary, fluency, comprehension, and writing skills. The READ program works with our Kindergarten and First Grade students to develop specific reading strategies.	A pull out model for K-5 students by support teachers and paraprofessionals. For 1 period each day, all 3rd, 4 th and 5th grade students are divided into groups of 8-10 for reading and writing strategy instruction.	During the school day and after school.
Mathematics	Math intervention is provided for all students in grades 3-5. ; Strategies for problem solving, test strategies and computational skills are the focus. Computer programs are also used to individualize instruction. Students also participate in Stock Market Game for enrichment opportunity.	Students are divided into small groups and are pulled out by paraprofessionals and teacher support staff who work on previously identified individualized skills. We provide academic interventions with both push in and pull out support. For 1 period each day, all 3rd, 4 th and 5th grade students are divided into groups of 8-10 for math strategy instruction.	During the school day.
Science	Science content is supported throughout the literacy academic intervention programs such as:	Students identified as needing additional support in Science, are divided into small groups and are	During the school day.

	Soar to Success, Voyager, and guided reading groups as part of a pull out support program. Students receive differentiated instruction and work on development of science vocabulary, comprehension, and inquiry skills.	pulled out by paraprofessionals and teacher support staff who work on previously identified individualized skills. We provide academic interventions with both push in and pull out support.	
Social Studies	Social Studies content is supported throughout the literacy academic intervention programs such as: Soar to Success, Voyager, guided reading groups as part of a pull out support program. Students receive differentiated instruction and work on development of Social Studies vocabulary, comprehension, and global skills.	Students identified as needing additional support in Social Studies, are divided into small groups and are pulled out by paraprofessionals and teacher support staff who work on previously identified individualized skills. We provide academic interventions with both push in and pull out support.	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Provide counseling to students who are at risk for academics and behavior. Students are referred to PPC by classroom teachers and then are monitored by the social worker. Every 6 weeks, student progress is discussed at Child Study meetings with teachers and administrators.	Students identified as needing additional support in At –Risk Services, are divided into small groups and are pulled out by the DOE Social Worker and CAS Social Worker, who provide intervention services on a pull out basis.	During the school day and after school.
At-risk Health-related Services	Project Airways, Wellness in the Schools, Cookshop, CAS provides a variety of at risk Health-related services. Project Airways helps students with Asthma, Asphalt Green, Wellness in the Schools, Cookshop and Studio in a School, address the nutritional needs of our students, CAS provides assistance with dental, vision and other health related needs.	Students identified as needing additional support in Health related areas, are divided into small groups and are pulled out by appropriate Health professional (DOE nurse, nutritionist, CAS worker etc.) who provides intervention services on a pull out basis.	During the school day and after school.

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Strategies for attracting Highly Qualified Teachers (HQT)

Ways that Highly Qualified Teachers can be recruited to our school include, supportive administration, competent mentor support, smaller class size, and a desire to make a difference.

Supportive Administration

Highly Qualified Teachers understand that a supportive principal and administration are vital in making schools into true learning communities. Our school shows respect for educational decisions, and cares about and services all students, those who are at risk as well as accelerated students. Common planning time is built in to the daily schedule where teachers meet on grade level and plan together. Additionally, new teachers at our school are provided highly qualified mentors, and opportunities for quality professional development both on and off site. All teachers are encouraged to research and participate in off-site professional development opportunities and are expected to share best practices by presenting the information gathered to the entire staff at our professional development meetings.

Professional Support

Mentors with expertise in dealing with challenging students and demanding curricula are available to offer support that the teachers need. New teachers have time built into the schedule for frequent visits with mentors to observe strategies that are modeled and practiced as well as opportunities for inter-visitation to classrooms of master teachers to observe best practices. These mentors also provide professional development opportunities in effective curricula and instructional practices with intensive focus on student achievement.

Smaller Class Size

It is our goal to maintain reduced class size, appealing to teachers' dedication to the profession and the challenge to make a difference by providing an environment that is conducive to maximizing student-teacher interaction and student growth.

Certification Requirements

We must recruit highly qualified teachers who meet all certification requirements.

Background Research

Check references, previous employment, certification requirements of potential candidates to identify most qualified candidates.

C.S. 61 PARENT INVOLVEMENT POLICY (PIP)

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

- continue to provide opportunities for parents to help them understand established accountability systems used to evaluate quality of decisions made as well as being active participants in the decision making process with an ability to make recommendations as needed. e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- continue to assist parents in collaboration with teachers to better comprehend our developing shared understanding of rigor and the Common Core Learning Standards in order to best support student academic achievement.
- develop a shared understanding of the Teacher Effectiveness Program used to develop professional capacity of our teachers moving towards the goal of having a highly effective teacher in every classroom.
- continue to provide parents with opportunities to be involved in strategic organizational decisions which impact SWD, placing them in the least restrictive environment possible, ensuring that all students have access to grade level texts and tasks to support their academic, social and emotional growth.
- continue to provide parents with opportunities for access to information to effectively participate as active members of the school team and understand the more rigorous expectations necessary for their students' continued academic success.
- 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;

- providing varied opportunities for parents to become involved in a variety of ways in and out of school and providing opportunities for parents to understand how to best help their children with homework, academics and other supports as identified and needed.

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:

- continue to 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;
- continue to provide opportunities for parents to help them understand established accountability systems used to evaluate quality of decisions made as well as being active participants in the decision making process with an ability to make recommendations as needed. e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- develop a shared understanding of the Teacher Effectiveness Program used to develop professional capacity of our teachers moving towards the goal of having a highly effective teacher in every classroom.
- continue to provide parents with opportunities to be involved in strategic organizational decisions which impact SWD, placing them in the least restrictive environment possible, ensuring that all students have access to grade level texts and tasks to support their academic, social and emotional growth.
- continue to provide parents with opportunities for access to information to effectively participate as active members of the school team and understand the more rigorous expectations necessary for their students' continued academic success.
- 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;
- continue to assist parents in collaboration with teachers to better comprehend our developing shared understanding of rigor and the Common Core Learning Standards in order to best support student academic achievement.
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Roxan Marks	District 12	Borough Bronx	School Number 061
School Name Francisco Oller			

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

Principal Patricia Quigley	Assistant Principal W.Simmonds/E.Harris/M. Jagtian
Coach Heyda Melendez	Coach Jane Drexel/Emily Williams
ESL Teacher Heyda Melendez	Guidance Counselor None
Teacher/Subject Area Marisol Rodriguez	Parent Zenovia Harrison
Teacher/Subject Area Icene Lytle	Parent Coordinator Vernetta Boyd
Related Service Provider Esther Perez, Social Worker	Other type here
Network Leader Roxann Marks	Other type here

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

D. School Demographics

Total number of students in school	378	Total Number of ELLs	23	ELLs as share of total student population (%)	6.08%
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Part II: ELL Identification Process

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

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

1. The steps for initial identification:

When parents register students at our school they are interviewed by the school's licensed ESL teacher who helps parents fill out The Home Language Identification Survey . She conducts an oral interview in English or the native language. The ESL teacher administers the Lab-R test if needed. A determination is made if the student qualifies for ESL services. The ESL teacher explains the school's free standing ESL program to parents. As new students enter the school during the school year, the process of interviewing and administering the survey is conducted.

Parents are provided with a translator to aid them in filling out the HLIS survey. Staff available to translate include the ESL teacher, Social Worker, Coach and Children's Aid Society staff members. Parent Coordinator arranges translation if necessary. Each Spring, the licensed ESL teacher and proctors administer the NYSESLAT test to evaluate ESL student progress.

The ESL teacher administers the NYSESLAT to all eligible by checking school lists of students who took the LAB-R and the list of students identified by ATS.

2. Structures to ensure that parents understand the programs available:

Parent Coordinator and PGA assist in reaching out to eligible parents to ensure that they are invited to and attend an orientation program in September and meet with the school Social Worker and ESL teacher. A video is presented to clarify the programs offered and to help parents understand choices. Parents are informed that we have a free standing ESL push in/pull out program. They are given the option to either opt-out from bilingual services offered or go to another school with a bilingual program. The school conducts parent workshops to explain the programs offered. Translations are available during the meetings to ensure that parents understand the choices available and how each program would impact their child. The ESL teacher, Parent Coordinator, PGA parents and Children's Aid Society staff reach out to parents to ensure that all parents understand all of the options available to parents at our school and other neighborhood schools.

3. How the school ensures that entitlement and continuing letters are distributed and Program Forms are returned:

ESL teacher, Parent Coordinator and Social Worker ensure that letters are distributed and returned. Parents are encouraged to see the personnel in charge of the program and to ask any questions about the ESL program. ESL teacher or parent coordinator call parents if the form are not returned. We also encourage parents to come to the school if they have any questions about the letters or any other concerns.

4. Criteria used to place identified ELL students in instructional program:

When students register, the Home Language Identification Survey is reviewed and Lab-R is administered as needed. The NYSESLAT Assessment will identify the students' proficiency level based on their score on the Listening, Speaking, Reading and Writing sections of the NYSESLAT. Parents are interviewed by the ESL teacher. Written and oral communication is provided to parents/

guardians in English and their native language. After viewing the video, school staff ensures that parents understand the differences between dual language programs, bilingual education classes and our free standing ESL program. Parents request to remain at our school. All our parents have to opt in to our Free Standing ESL model of instruction. All parents who ultimately register students at our school agree to the services offered by the Free Standing ESL program.

5. What is the trend in program choice: After interviewing and showing the Orientation Video for Parents of English Language Learners 23 out of 23 parents choose to have their children at CS 61 in the Freestanding ESL Program. They opted-out their children from Bilingual Services to enroll them in our Free Standing ESL Program.

6. The program model offered is aligned with parent requests because:

Data collected from surveys and interviews show that parents prefer the Freestanding ESL Program. We have approximately 23 eligible ESL students from K to grade 5.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs	21	Special Education	9

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	21	0	8	2	0	1	0	0	0	23
Total	21	0	8	2	0	1	0	0	0	23

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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	4	2	5	5	2	4								22
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other		1												1
TOTAL	4	3	5	5	2	4	0	23						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Programming and Scheduling Information

1. How instruction is delivered:

We have a Free Standing ESL program. We use a push-in/pull-out model. All ELL students are in classes that receive instruction in English. Program model – Students are serviced according to grade level with heterogeneous proficiency levels in each group. After reviewing the results of the LABR, NYSESLAT, and ATS reports children's proficiency levels are identified. Then the ESL teacher schedules the appropriate units of ESL instruction for those students. The ESL teacher also pushes into classrooms and works with small group of students according to their academic needs.

2. Organization of staff to ensure mandated instruction:

We have 23 students receiving ESL instruction from a certified ESL teacher. She ensures that students receive the mandated number of instructional minutes. This is documented and reviewed regularly to ensure requirements are fulfilled. All staff receive professional development in ESL QTEL strategies so they can meet the needs of students in their classes. We use a Freestanding model of ESL instruction with the licensed teacher pushing in or pulling out to explicitly deliver instruction in ESL and ELA. New teachers are trained according to the Jose P mandates.

3. Content area instruction:

The ESL teacher delivers instruction in English and uses the students' native language to clarify content area material.

A. Programming and Scheduling Information

Instruction is differentiated based on needs. The ESL teacher reinforces academic language and the use of ESL strategies to clarify content area information. ESL teacher also meets with classroom teachers to provide assistance, resources and advice.

4. We ensure that Ells are evaluated in their native language by providing testing in native language using appropriate language speaking personnel. As a free standing ESL program, all instruction and assessments are given in English except for the LAB-R which is administered in Spanish when required.

5. How instruction is differentiated for ELL subgroups:

Instruction is differentiated by grade level and student instructional level as well as students' strengths and weaknesses.

This is done using small group instruction with ESL strategies. We match materials with NYSESLAT performance levels – beginning, intermediate and advanced levels. Classroom teachers use Q-TEL strategies in their classrooms to support their ELL students. ELL students continue to receive instructional supports after the initial period of ESL push in support. Additionally testing modifications that include extended time and reading of the listening passages a third time. Our 5th grade students receive support that helps with transitioning to middle school.

Students with IEPs who are entitled to ESL support are identified and the ESL teacher provides in class support as she does with general education students. ESL students receive AIS services in ELA and Math as well as Science along with all our students who are entitled. ESL strategies and visuals are used to clarify concepts and provide additional support.

6. Instructional strategies and grade-level materials that teachers of ELL-SWD's use to provide access to academic content areas and accelerate English language development are:

We use a push-in--pull-out model in a collaborative manner, QTEL strategies, reinforcement of skills and strategies practiced in conjunction with classroom teachers, the balanced literacy model, cross curricular support and collaborative planning to include content areas as well. A variety of materials such as magnetic letters, dry erase boards, technology, real life photographs, etc are used to accelerate English language development.

7. We use curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD's within the least restrictive environment through the use of our push-in model. Students are supported in classroom with their peers and regular teachers as well.

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	n/a			
Social Studies:				
Math:				
Science:				

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

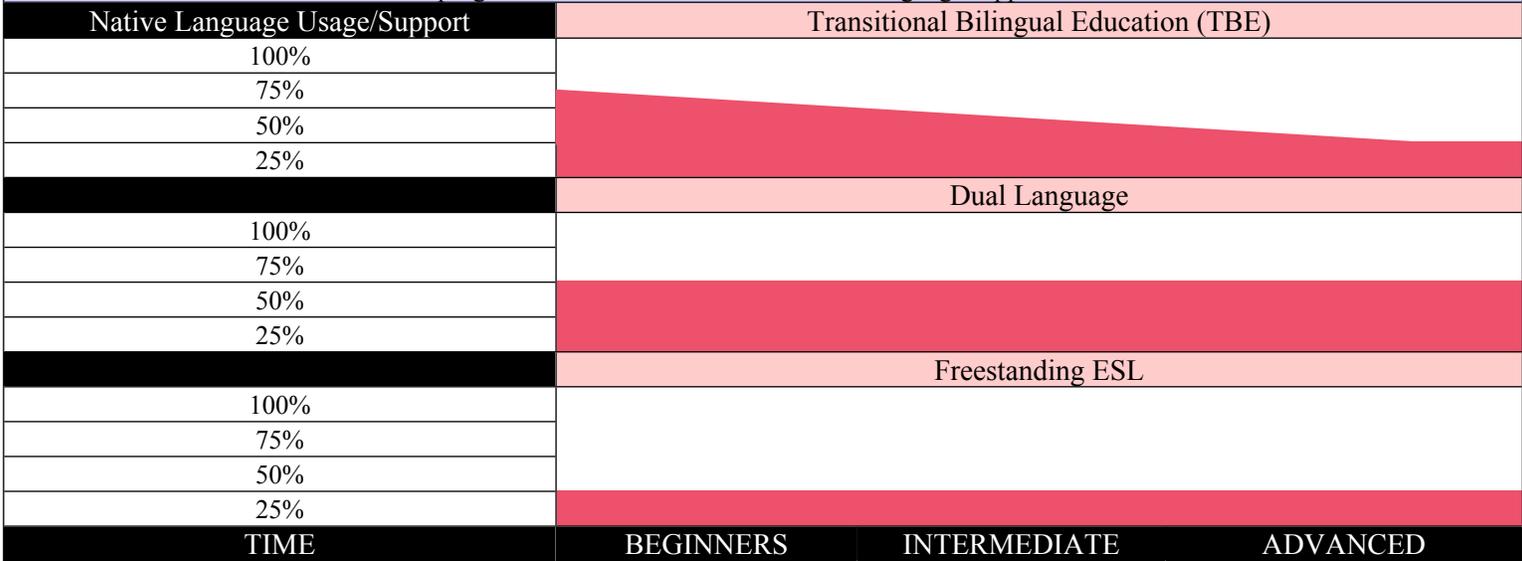
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

8. Targeted intervention programs:

All students who are "at risk" of not meeting state standards of proficiency are identified for intervention services. ELL students are included in all intervention programs offered as well as afterschool Children's Aid Programs that offer tutoring and homework help. ELA and Math intervention is provided by the Professional Development Coaches, teachers, and paraprofessionals. Students receive intervention in reading, writing and vocabulary development. Classroom teachers identify students in need of support for Science and Social Studies and those students are tutored during the 37.5 minute RTI extended period. All students are assessed every 6 weeks to check for progress and to make necessary adjustments in education plan. All ELL students are exposed to all resources the school has to offer including support services and technology. ESL strategies, Visual Thinking Strategies, Visual Aids, photographs, real life scenarios, multilingual dictionaries or glossaries, google translate etc are all used to assist students in strengthening their content knowledge in all subject areas.

9. Plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT:

The ESL teacher will continue working with the transitional students who have reached the proficiency level by following a push-in or pull-out model twice a week while using Team Teaching ESL strategies. ELLs who reach proficiency on the NYSESLAT still receive test accommodations for a period of 2 years following reaching proficiency.

10. New programs or improvements to be considered for the upcoming school year:

We are continuing our Freestanding ESL Program based on the small number (28) of students eligible for services. No new ESL programs or improvements will be implemented in the 2012/2013 school year.

11. Rationale for programs/services for ELLs that will be discontinued:

We are continuing our Freestanding ESL program to meet state mandates for instruction. No ESL programs or services will be discontinued in the 2012/2013 school year.

12a. How ELLs are afforded equal access to all school programs:

We are a Schoolwide Projects/Title I school. All our programs after school are open to all students. The Children's Aid Society provides our after school program for all students that includes tutoring, homework help, sports and the arts and health. ELLs are offered equal access to all school programs (curricular, extracurricular, during the school day, after school and holiday programs.) All notices and invitations are sent out in English and Spanish; translators are present for all recruitment and launching events. All programs have ELLs, SWDs and general education students. Bilingual staff are available both during the school day and through our CBO (Children's Aid Society) to further support and include all students.

12b. After School and Supplemental Services offered to ELLs in our building:

We do not have a Title III program based on our ELL registration.

13a. Instructional materials, including technology, used to support ELLs:

We use Brainpop ESL, Visual Thinking Strategies and google translate to support all subgroups of ELLs.

13b. Content area instructional and language materials used to support ELLs:

We use a variety of visual aids such as MONDO instructional aids, multilingual dictionaries, real objects, pictures, audiotapes and cds to assist ELL students.

14. How native language support is delivered:

We have a Free Standing ESL program and classroom instruction in English. The ESL teacher pushes in and uses native language to clarify concepts as needed. In instances where further clarification is necessary, we use appropriate language personnel for assistance. We also have multilingual classroom library books and bilingual word-->word glossaries for content areas etc.

15. Required services support, and resources correspond to ELLs ages and grade levels:
 All required services support, and resources chosen correspond to ELLs ages and grade levels. Since we have a push in model, the support is given according to grade, age and proficiency levels.

16. Activities to assist newly enrolled ELL students before the beginning of the school year:
 When ELL students enroll at CS61, parents are sent an invitation to attend an orientation session, including a video describing the model of ESL instruction provided by the school. We attempt to make the students and parents feel welcome and confident by introducing them to other ELL students, members of our Parent Guardian Association and giving a tour of the school.

17. Language electives offered to ELLs:
 We are an elementary school and do not offer language electives.

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)?

N/A

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.

School staff attend workshops including classroom teachers - general and special ed, assistant principals, and speech teachers. Teachers have common preps to attend workshops and plan together. Opportunities for off site trainings are provided to staff when available such as: QTEL model – Quality Teaching for English Learners including

- Using ESL strategies and approaches to support our ELLs
- How to align ESL standards with ELL instruction
- Using Centers to differentiate instruction
- Using small group instruction/guided reading to help ELLs

2. Transitioning to middle school
 We are a pre-K to grade 5 school. We help students prepare for middle school by teaching to the 5th grade NYS standards which adequately prepares them for middle school academic and social expectations.

3. Jose P staff training (7.5 hours)
 Staff needed the Jose P training are identified as they join our staff. The administration monitors attendance at the workshops

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?

PARENTAL INVOLVEMENT

Our PGA and Parent Coordinator hold meetings to address the needs of all parents, including ELL parents. Parents are notified of meetings and topics and are invited and encouraged to attend.

Monthly parent workshops are facilitated by the Parent Coordinator regarding different curriculum topics including Math, ELA, Science and Social Studies; and NYS testing programs, how to identify ELL population/services offered/parent options, activities/strategies to help your child with homework and classwork.

2. We have a partnership with the Children's Aid Society. They provide an afterschool program that includes arts, homework help, tutoring, and sports. All students including ELL students are invited to attend.

3. We use surveys by the Parent Coordinator to determine the needs of parents. The PGA reaches out to parents to provide services and workshops that meet the needs of our parents, including community ESL programs for parents.

Our parents are part of the School Leadership Team and all parents are invited to the meetings. The PGA holds monthly meetings during the day and evening hours to accommodate all parents. School staff provide meetings relating to academic subjects, testing requirements, state standards and school expectations. Parents are invited to our school assemblies and class trips. In collaboration with our CBO, we hold a one day retreat for staff and parents of all students, including ELLs.

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)	3	2	1	0	1	0								7
Intermediate(I)	1	0	2	2	0	2								7
Advanced (A)	0	1	2	3	1	2								9
Total	4	3	5	5	2	4	0	0	0	0	0	0	0	23

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	1	0	1	0							
	I	1	0	2	2	0	2							
	A	0	1	2	3	1	2							
	P	0	0	0	0	0	0							
READING/ WRITING	B	3	2	1	0	1	0							
	I	1	0	2	2	0	2							
	A	0	1	2	3	1	2							

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				

New York State Regents Exam

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

Native Language Tests

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

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

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

1. Assessment for early literacy skills

We use ECLAS-2, DRA/Rigby running records, Fountas and Pinnell assessment and EPAL to assess early literacy skills. From the data, students are assigned to AIS services as needed and work with teachers in small groups to enhance vocabulary development and phonics skills

2. Data pattern

Our ELL students perform better on the speaking and listening section of the NYSESLAT. NYSESLAT results indicate the need for more support in the reading and writing areas. The ESL teacher works on the reading and writing skills and AIS services are provided to support those areas.

3. How the patterns affect instructional decisions:

Analysis of our ELL population shows that many of our students are immigrants, new to our school and in lower grades. 17 of 23 students are in the ESL program for 0-3 years. The weakness in the reading/writing proficiency levels leads us to emphasize reading and writing strategies with our ELL students. We use the Lucy Calkins writing program and follow a balanced literacy approach that includes small group instruction and centers.

4. Examining student results and using ELL Periodic Assessments:

We have a freestanding ESL program and our students are in English speaking classes, therefore, instruction is in English. Testing is administered in English. We use the Periodic Assessments to help teachers differentiate instruction and to identify students' strengths and weaknesses. The teachers use the data to form small groups for instruction. The Periodic Assessments also help identify students in need of AIS services.

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: Francisco Oller

School DBN: 12X061

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Quigley	Principal		1/18/13
W.Simmonds/E. Harris/ MJagtiani	Assistant Principal		1/18/13
Vernetta Boyd	Parent Coordinator		1/18/13
Heyda Melendez	ESL Teacher		1/18/13
Shanovia Harrison	Parent		1/18/13
Marisol Rodriguez	Teacher/Subject Area		1/18/13
Icene Lyttle	Teacher/Subject Area		1/18/13
Jane Drexel	Coach		1/18/13
Emily Williams	Coach		1/18/13

School Name: Francisco Oller

School DBN: 12X061

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Guidance Counselor		1/18/13
Roxan Marks	Network Leader		1/18/13
Heyda Melendez	Other <u>ESL/Sp-Ed Coach</u>		1/18/13
Esther Perez	Other <u>Social Worker</u>		1/18/13
Maria Lopez	Other <u>CBO Representative</u>		1/18/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: **12X061** School Name: **Francisco Oller**

Cluster: **01** Network: **401**

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

Part A: Needs Assessment Findings

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.

As part of the admissions process , parents are interviewed and complete the Home Language Survey. We use this information to determine out their preferred language of communication and whether or not they have a resource who can assist them if needed. Data from the ATS report of parent written and spoken language is generated and reviewed to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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.

Enrollment Report:

Hispanic or Latino : 70% of which about 50 % needs translation services

Black or African American: 27% of which about 2% needs translation services

This report is provided to school staff who have contact with above parents, so that appropriate communication arrangements can be made.

Part B: Strategies and Activities

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

School will provide written translation to parents. The written translation is provided for all parent communication including Principal and staff letters, notes, and the rubrics used with the students. The written translation services are provided by the in-house staff and Children's Aid Society staff members who are based in our school. Our school also purchases dictionaries in identified languages and makes use of Google Translator when possible.

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 translations are provided during Admission, Very Important Parent (VIP) Night, Open School Night, Parent -Teacher Conferences, Parent Guardian Association workshops, and for any teacher-parent communication. The oral translation services are provided by in-house staff, other parents and Children's Aid Society staff members.

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

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by:
Identifying non-English speaking parents and when feasible use written and oral translations by inhouse bilingual personnel.
Bilingual dictionaries in identified languages were purchased for students and parents and to assist with translations. Advisory notice of translation availability in many languages is posted in the entrance of the school building in case these services are needed.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Francisco Oller	DBN: 12X061
Cluster Leader: Chris Groll	Network Leader: Roxan Marks
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: We will focus on improving teaching and learning in core subject areas for ELL students. We will serve the following subgroup of students ELL students from grades Kindergarten to Fifth grade, during the after school hours from 2:45 to 3:45 on Mondays through Thursdays from December through June. (For a total of 21 weeks/84 sessions). One Common Branch Certified teacher will work together with Our ESL teacher to oversee these groups. Each day of the week one group will be pulled for service. On Mondays the group is a combined Kindergarten/First Grade group; Tuesdays is a combined 2nd/3rd grade group; Wednesdays and Thursdays are Fourth and Fifth grade groups. Our rationale is that with higher expectations due to implementation of Common Core State Standards and more academically rigorous instruction in our classrooms, Ell students require regular additional support in core subject areas. Many of these students have not met proficiency in reading and writing with required ESL support already provided. Our ELL students will benefit from additional pull-out support services, according to grade level with heterogenous proficiency levels in each group. The after school pull out ESL programmatic model is an integral part of our school Title III Program. The ESL teacher will work with the common branch certified teacher to coordinate curriculum and instruction and to ensure that ELL students are receiving content area instruction as well as English language development according to the Stages of Language acquisition. The ESL teacher will also provide assistance in developing/enhancing basic information/skills that are necessary to understand content area information and address gaps in education. ESL teacher and Common Branch teacher will work with Students identified as ELL students who are academically performing below proficiency in reading , writing as well as newcomers. ESL teacher will meet with students in small groups daily after school for 1 hour Mondays through Thursdays. Students will receive instruction in English. Our ESL teacher is Bilingual Common Branch Certified and speaks and writes English and Spanish fluently. We will use the following types of materials to support instruction of these students: bilingual dictionaries, spanish books, glossaries as well as google translate. We will also use a lot of listening center activities, and read alouds to enhance academic vocabulary development. We will work on developing reading and writing stamina, reading longer and more difficult passages, clarify information to ensure understanding of concepts and real life situations.

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: It is important for all ELL personnel to remain informed of current practices, methodologies and theories in education and learning. Workshops on Common Core State Standards, Citiwide Instructional Expectations, Use of Q-tel (Quality Teaching for English Learners)

Part C: Professional Development

including using ESL strategies, and curriculum resources to provide assistance to ELL students, aligning ESL standards with instruction, and Using centers to differentiate instruction. Professional development is provided by ESL teacher, staff developers, network and outside agencies.

??????

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: Rationale: We believe that parents are true partners in their childrens' education. Parents will be provided with a series of workshops on the following topics: Working with your children on homework; Preparation, Understanding and Strategies for improving ELA performance; Preparation, Understanding and Strategies for improving Math performance; etc. Staff Developers and ESL teacher will provide these trainings for parents and will notify parents via phone calls, and flyers sent home with their students in English and translated into spanish.

Part E: Budget

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

Allocation Amount: \$

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

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.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		