



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: *JUAN PONCE DE LEON SCHOOL*

DBN : *07X161*

PRINCIPAL: *ELIAMARIE SOTO*

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SUPERINTENDENT: *YOLANDA TORRES*

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Eliamarie Soto	*Principal or Designee	
Darlene Ingram	*UFT Chapter Leader or Designee	
Cheryl Cross	*PA/PTA President or Designated Co-President	
Gloria Flores-Lugo	Member/Teacher	
Adam Negron	Member/Parent	
Marta Guevara	Member/Parent	
Giselle Quiñones	Member/ Teacher	
Evelyn Dixon	Member/ Teacher	
Hazel Mitchell	Member/ Teacher	
Jasmira Caceres	Member/ Teacher	
Nancy Marrero	Member/ Parent	
Martha Guzman	Member/ Parent	
Yolanda Molina	Member/ Parent	
Yolanda Rivera	Title I Rep./Parent Member	

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

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

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

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

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

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

Major Recommendation

- *Develop and implement a plan to ensure, challenging, engaging, and intentional instruction in every classroom. ESCA. March 2011, Page 5*

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- *By June, 2013, all classroom teachers will gather and analyze both formative and summative assessment data in order to identify student needs, formulate flexible student groups, inform teacher's instructional practice, and monitor student progress which will result in an increase of student achievement.*

Instructional strategies/activities:

- The Home Inquiry Team will have a focus on research-based practices; they will continue to have data driven planning meetings, that will run from November, 2012 - June, 2013.
- Data discussions from the Home Inquiry Team will be used to determine which subgroups (SWDs and ELLS) will be targeted for the ELA /Math Saturday Academy, Title III After-School and Saturday program, Extended Learning Time After-School Program, Frozen Time groups including RTI, Academic Intervention groups for Reading and Math, as well as for Reading Rescue students in first-grade.
- Principal, Assistant Principal, Data Specialist and Instructional Coach will schedule monthly common planning meetings with grade team leaders to facilitate planning / discussions with classroom teachers based on results of data collection
- During monthly discussions the Home Inquiry team will discuss teacher effectiveness in using data to plan instruction as measured by the data collected from the NYS summative assessments
- Instructional Coach, Aussie and outside consultants will provide teachers with Professional Development in the Use of Data, scaffolding strategies, differentiated instruction, and Questioning techniques throughout the school year (Sept.2012-June2013).
- The school community (administrators, data specialist, lead teachers, classroom, cluster teachers, Literacy / Math Aussies, Instructional Coach, Outside Professional Development consultants) will analyze data derived from various assessments to make purposeful decisions in grouping subgroups in order to facilitate gains as well as monitor and revise curriculum.
- Data Specialist will designate a data wall so that instructional teacher teams, cluster teachers and out of classroom staff have a general access location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data focusing on overall student improvement
- Data specialist will provide data analysis support after each AUCITY Interim Assessment administration to all classroom teachers
- Principal and Assistant Principal will monitor the use of data binders and how it informs instruction through formal and informal observations, discussions and monthly one to one data/assessment meetings
- Teachers will use various forms of assessments gathered such as: Writing baselines, mid-lines and end of the year writing products, Fountas and Pinnell reading /running records) Periodic Assessment will take place three times during the school year (Dates: November 2012, January 2013, and March 2013).

Target Population : Administrators, data specialist, lead teachers, classroom, cluster, and out-of-classroom teachers, Students and consultants
Responsible Staff Members Principal, Assistant Principals, internal and external Staff Developers from the DOE, Literacy Coach, Data Specialist and AUSSIE

Steps Taken to Include Teachers in the decision-making in the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Arrangement of common preps built into master schedule
- Teacher team discussions taking place on a weekly basis regarding assessments used to gather data
- Use of Teacher designed assessments to monitor progress
- Teacher voting process for designated meeting dates and times
- Monthly meetings with Instructional Leads to discuss instructional strategies used from data sessions

Implementation Timeline: September, 2012 through June, 2013

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Inquiry Team allocation, Data Specialist_

Service and program coordination

- Priority Focus funds will be used for Home Inquiry team (12-15 members); A per-session activity with a total of 240 hours for teachers and administrators will take place throughout the year in order to discuss data outcomes and trends. Sessions will take place from Oct., 2012- June, 2013.
- Priority Focus funds will be used for 78 hours of Supervisory per-session for the Sat. ELA / Math Academy program; Program will take place from Dec., 2012- April, 2013
- Priority Focus funds will be used for 612 hours of per-session for 6 teachers x 3 hours per day for the Sat. ELA / Math Academy Program - program will take place from Dec., 2012- April, 2013
- Priority Focus Funds will be used for the Extended Learning Time After-School Program (School Professionals) - Allocation will be used for 6.5 hours per week for 45 students (program runs from January, 2012- April, 2013)
- Priority Focus funds will be used to purchase I-Ready Textbooks- materials purchased will be used for the Saturday ELA / Math Academy program which will support 90 students -program runs from Dec. 2012-April, 2013.
- Title III allocation funds will be used for an ELL Sat. and after-school program (two days in the week-Tuesday & Wednesdays)- Both programs will take place for 13 sessions X 3 hours X 4 teachers which will support a total of 60 students. Both programs will start in January, 2013 and end in April, 2013.
- Data Specialist will be paid 21.6 hours of per-session with ARRA RTTT Data Specialist funding to analyze, prepare and share data with the entire school community throughout the school year from Sept., 2012-June, 2013

Service and program coordination

- Title III ELL After-School / Saturday Program, will receive supplemental support services by outside consultants that will focus on Science and Social Studies Non-fiction Units(before / after-school hours)

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

- Develop and implement with fidelity a multiyear plan to align the school’s curriculum, instruction, assessments, and instructional materials to the Common Core standards. ESCA. March 2011. Page 5.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal # 2

By June 2013, 60% of the schools’ curriculum will be aligned to the Common Core Learning Standards as evidenced by curriculum maps, instruction, assessments, and instructional resources.

Instructional strategies/activities

- In order to facilitate gains as well as monitor and revise curriculum, we (administrators, data specialist, lead teachers, classroom / out of classroom teachers, cluster teachers, Literacy / Math Aussies, instructional Coach, Outside Professional Development consultants) will analyze data derived from various data systems, to help establish initial goals for teachers / students, as well as group students strategically in ELA and Math subgroups.
- Data specialist will designate a data wall so that instructional teacher teams and others will have general access to the use of disaggregated student data. This will include the use of cross curriculum data focusing on overall student improvement.
- Weekly school-wide inquiry team and teacher team meetings will share, review data and student work in order to make informed decisions regarding curriculum
- Administrators, Instructional Coach, and Data Specialist will support teachers in designing rigorous and challenging tasks that are aligned to the Common Core Learning Standards, through curriculum mapping sessions (per-session will be paid to 10 instructional lead teachers, Supervisors and any classroom teacher that wants to participate throughout Oct., 2012-June, 2013).
- The Dual Language teachers will be provided with Professional development from outside consultants, Title III funds will be used to support teachers in order to integrate CCLS units of study across content areas
- The integration of technology will be implemented by the purchase of 20-IPADS, which will create instructional centers in 20 classrooms in order to support and differentiate instruction.
- Teachers will continue to have regular conferences with students in order to address their strengths, weaknesses, and next areas of improvement, when completing instructional tasks that are aligned to the CCLS.
- *All students will be asked to complete instructional tasks in ELA & Math that are aligned with CCLS, including SWDs and ELL students. Students will be monitored for progress and their programs will be adapted as information is analyzed and reviewed by the Home Inquiry Team.*

Target Population administrators, data specialist, lead teachers, classroom, cluster, and out-of-classroom teachers

Responsible Staff Members Principal, Assistant Principals, internal and external Staff Developers, Data Specialist, and Aussie

Steps Taken to Include Teachers in the decision-making in the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Arrangement of common preps built into master schedule
- Teacher team discussions regarding assessment
- Use of Teacher designed assessments
- Teacher voting process for designated meeting times
- Monthly Lead teachers meeting
- Teacher teams discussions with Data Specialist
- Curriculum Mapping sessions open for all teachers to participate throughout the year (Sept. 2012- June 2013)

Implementation Timeline: September, 2012 through June, 2013

Budget and resource alignment

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here:
 Home Inquiry Team, Data Specialist

Service and program coordination

- Priority Focus funds will be used for 10 Instructional Lead Teachers to do curriculum planning / mapping aligned to CCLS at a per-session rate for 608 hours- sessions will take place from Oct., 2012 – June, 2013
- Priority Focus funds will be used for 12 Classroom Teachers- 200 hours at per-session rate for Common Core Curriculum Planning sessions; sessions will run from Oct., 2012- June, 2013
- Priority Focus funds will be used for substitutes to cover 10 Instructional Lead Teachers for 3 days - Allocation will be used to provide CCLS professional development sessions at a per-diem rate ; sessions will run from Oct., 2012- June, 2013
- Priority Focus funds will be used for Aussie Consultant Professional Development Days- Allocation will be used for 20 days throughout the school year from Oct., 2012 – June, 2013
- Priority Focus funds will be used for 160 hours of Supervisory per-session for Common Core Curriculum Planning sessions which will take place from Oct. 2012- June, 2013.
- Priority Focus Funds will be used for the purchase of Technology Equipment-funds will be used to purchase 20 I-pads for the creation of 20 Instructional Classroom Centers
- Data Specialist will be paid 21.6 hours of per-session with ARRA RTTT Data Specialist funding to analyze, prepare and share data with the entire school community throughout the school year from Sept., 2012-June, 2013

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:

Implement with fidelity a balanced assessment plan and ensure consistent use of data to guide instruction. ***ESCA. March 2011. Page 5***

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- By June, 2013 the Administrative Team will provide timely feedback and next steps to 100 % of teachers through the use of the Danielson Framework and support from the Teacher Effectiveness Pilot Program to guide instruction.

Instructional strategies/activities

- Principal and Assistant Principals will monitor the use of data binders and how it informs instruction through formal and informal observations, discussions and monthly one to one data/assessment meetings.
- *Classroom and cluster teachers will differentiate instruction and work for targeted groups of students to push students to the next level.*
- *Grade team meetings that allow for the use of staff time to be deliberately structured in order for teams to have substantial and regular meetings, this will result in improved instruction and all students engaged in challenging academic tasks.*
- *Weekly Inquiry Team meetings that systematically analyze key elements of teacher work, including classroom practice as well as assessment data and student work, resulting in shared improvements in teacher practice and mastery of goals for groups of students.*
- *Participate in Teacher Effectiveness Program (TEP) to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS.*
- School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data.
- School leaders have a strategic, transparent system for managing professional development and make informed decisions and develop succession plans (assignment, tenure, retention) about teachers, AP's and other staff members that lead to improved student performance.
- School leaders will consistently communicate high expectations (professionalism, instruction, communication and other elements of the school's common teaching framework) to the entire staff and provide training and have created a culture of mutual accountability for those expectations.
- *Administrators will participate in Professional Development sessions through the year provided by the Teacher Effectiveness Pilot Program*

Target Population administrators, data specialist, lead teachers, classroom, cluster, and out-of-classroom teachers

Responsible Staff Members Principal, Assistant Principals, internal and external Staff Developers, Data Specialist and Aussie

Steps Taken to Include Teachers in the decision-making in the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Distributed leadership structures which are embedded so that there is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school.

- Arrangement of common preps built into master schedule
- All Teachers and Teacher Leads writing curriculum maps for grades Prek-5th grade through ongoing per-session activity throughout the school year (Sept. 2012-June 2013).
- Weekly teacher team discussions regarding academic assessment and student work
- Teacher voting process for designated meeting times
- Teacher Interclass visitations and teacher included walkthroughs
- Establishing various Lab sites throughout the grades to support and provide best practices

Implementation Timeline: September, 2012 through June, 2013

Budget and resource alignment

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

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

Service and program coordination

- Priority Focus funds will be used to purchase 2 days of Aussie Consultant Professional Development sessions, which will take place on May 31, 2013 and June 4, 2013.
- Priority Focus funds will be used to provide per-session for 10 Teachers X 20 hours of Professional Development sessions for teachers by the Instructional Coach, in order to support various topics discussed throughout the year how many teacher and hours
- Priority Focus funds will be used to purchase the Charlotte Danielson Framework Book in order to provide 10 teachers with sufficient resources in order to implement next steps in their daily instruction.

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

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

Major Recommendation

- Foster a culture of achievement. A culture of achievement is fostered in classrooms where instruction is challenging, students feel comfortable asking questions, and students are expected to do their best. High-quality instruction—instruction that is rigorous, aligned with standards, and uses instructional strategies to meet the needs of all students—helps promote a culture of achievement in the classroom. Clear, high, yet attainable expectations for all students ensure that students feel challenged and not bored or discouraged. Students need both high expectations and support for learning. ESCA. March 2011. Page 9.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Through individualized and strategic grouping of all subgroups, all students in grades k-5th will be tiered and provided with various support initiatives, evidenced by progress in assessments, increase in student of the month listings, PBIS star points, reduced school-wide occurrence and suspension rates

Instructional strategies/activities

Activity # 1- RTI Model - A major initiative that P.S. 161 has undertaken is the concept of “Frozen Time”. “Frozen Time” derived from the RTI model, focuses us as a school community to look at student benchmark assessments and provide strategic and differentiated instruction to all students. Frozen Time provides us with a more analytical and strategic lens by which we can research the specific strength, needs and weakness of our children. Our students are categorized into four tiers, high intervention (tier 3), strategic intervention (tier 2), pushable intervention (tier 1) and enrichment (tier 1e), which guides the thinking process and grouping of our children making us more strategic about progress monitoring, conferencing running records and exit slips. An important element of “Frozen Time” is the opportunity given to teachers to become experts in a specific instructional reading practice by building capacity with the opportunity to reflect and discuss the impact of frozen time during grade team and teacher team meetings. Various materials and assessments will be purchased such as A-Z online Support program, Fountas and Pinnell assessment kits in order to support the RTI initiative.

Activity # 2- School-Wide Positive Behavior Interventions and Supports (PBIS) Initiative - The Wise Skills/SWPBIS program focuses on powerfully shaping the culture of a school and the personal character of students. As a result, Wise Skills has progressive school wide goals that lead to overall school success in helping students develop both performance character and moral character. As a result: 1- Students Character is impacted, 2-School Climate improves, 3-Instructional Time Increases, 4-Academic Achievement Grows and 5-A Positive Learning Environment is Created. Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBIS provides an operational framework for achieving these outcomes. More importantly, SWPBIS is NOT a curriculum, intervention, or practice, but a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. The School Component helps schools model, teach and reinforce good character through interdisciplinary classroom activities and regular school wide activities with a weekly reward system. Teachers will teach monthly Character Traits (use of Wise Skills program) to support students who need social-emotional comprehension Strategies.

Activity # 3- Professional Development - Through careful planning, discussions, team meetings, walkthroughs and observations a Professional Development plan has been developed in order to help support and guide the instructional practices and school-wide beliefs that our school community has developed. Teachers are provided with an array of Professional Development opportunities in order to help them improve their instructional practice. Individualized Professional learning plans are developed along with the classroom teachers in order to support teacher strengths and areas of improvements. Professional Development opportunities are also tiered towards various teams that may benefit according to teaching subgroups for e.g. Special needs students and English Language Learners.

Target Population: *All Students in grades K-5th, administrators, data specialist, lead teachers, classroom, cluster, and out-of-classroom teachers*

Responsible Staff Members: *Principal, Assistant Principals, internal and external Staff Developers, Data Specialist and Aussie*

Steps Taken to Include Teachers in the decision-making in the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Distributed leadership structures which are embedded so that there is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school.
- *Arrangement of common preps built into master schedule*
- *Teacher team discussions regarding academic assessment and student work*
- *Use of Teacher designed assessments*
- *Teacher voting process for designated meeting times*
- *Teacher Interclass visitations and teacher included walkthroughs to provide feedback and next steps*
- *Establishing various Lab sites throughout the grades to support and provide best practices*

Implementation Timeline: *September, 2012 through June, 2013*

Budget and resource alignment

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

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

Service and program coordination

- Priority Focus Funds will be used to purchase Non-fiction reading materials for grades 3-5 for about 280 students to support response to intervention initiative
- Tax Levy funds will be used to purchase the A-Z Online Reading Assessment Learning Program - these reading materials will be used to support our RTI initiative (Frozen Time) throughout the school year 2012-2013
- Tax Levy NYSTL funds will be used to purchase reading (Fountas and Pinnell) Assessment Kits for all classrooms- Assessments purchased for grades K-5 for about 520 students for the use of Differentiation / Assessments throughout the school year 2012-2013
- Title I SWP funds will be used to purchase school-wide positive reinforcement materials to support our school-wide PBIS program

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

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

Major Recommendation

- Develop and implement a multiyear professional development plan that follows a job-embedded and sustained professional learning process and focuses on content related to the topics identified during co-interpretation.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

6.2 Welcoming environment 6.4 Partnerships and responsibility

6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- By June 2013 there will be a 5 % increase of parent participation as evidenced by workshops and event sign in sheets.

Instructional strategies/activities

Strategies to increase parental involvement and engagement:

- Conduct parent open house to discuss grade level expectations
- Parent coordinator will distribute expectation guides
- Parent coordinator will provide ARIS login information and provide parents with workshops and opportunities to use technology in the computer lab to access their information
- Provide information to parents regarding New York City and New York State assessment calendars
- Conduct curriculum workshops and empower parents to assist their children in becoming college and career ready
- Distribute monthly newsletters to parents in both English and Spanish
- Parents will be encouraged to be active participants in the school leaderships teams and pta (leadership roles)
- Progress reports will be sent to parents in October and January
- Learning Leaders Organization will visit the school throughout the year, to train and provide Professional Development sessions to Parents
- School wide celebrations such as; publishing parties, award assemblies, attendance recognition, spirit day, career day, literacy and math game night.
- Monthly calendar distributed to parents

Strategies to increase parental involvement and engagement :

We will provide high quality curriculum and instruction consistent with the Common Core Learning Standards to enable participating children to meet the requirements for College / career readiness by:

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

- *implementing a curriculum aligned to the Common Core 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;*

We will continue to 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;*
- *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; technology training to build parents' capacity to help their children at home; Nutrition, Health, Safety, Common Core Learning Standards, English as a Second language, Spanish Classes, JAVA Mondays with the Principal (once a month), Parent trips to various City Museums, etc.*
- *provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;*

Provide parents reasonable access to staff by:

- *ensuring staff 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 from the Learning Leaders organization to volunteer and participate in their child's class, and to observe classroom activities;*
- *Planning activities for parents throughout the school year, e.g., Parent-Teacher Conferences, Family Game night, Movie night, Literacy Day, and School Spirit Day.*

Provide general support to parents by:

- *creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;*
- *assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);*
- *sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;*

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs

Target Population: All Students in PreK-5th grade, All Parents and school community members

Responsible Staff Members Parent Coordinator, Principal, Assistant Principals, classroom /cluster teachers, internal and external Staff Developers, Data Specialist

Steps Taken to Include Teachers in the decision-making in the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Distributed leadership structures which are embedded so that there is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school, which are shared with the Parents Association
- Teacher team discussions regarding academic assessment and student work, discussions shared at School Leadership meetings with parent representatives
- Teachers invited to participate in monthly conversations with the Parents during JAVA Monday sessions with the Principal
- Teachers invited to participate in all school and parent activities and meetings

Implementation Timeline: September, 2012 through June, 2013

Budget and resource alignment

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

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

Service and program coordination

- Priority Focus funds will be used for Parent Engagement & involvement provided by Studio in the schools. These sessions will include one full day session of a Parent Workshop and One full day of Community Art day for parents and students. Funds were also used to purchase 4 laptops and a printer to provide technology workshops for parents, Nutrition workshops will be provided on a monthly basis from December through May and will last 2 hours. Other workshops will include, finance workshops, Effective parenting sessions, Common Core Learning Standards and Acuity provided on a monthly basis from October 2012 through May 2013.
- Title III allocation will be used for Sat. ESL and Native Language Support for Parents- Program will take place for 13 sessions X 2hours X 2 teachers for 20 parents
- SLT allocations will be used for monthly SLT meetings – an even number of Parent representatives help comprise our School Leadership Team

	<p>academic support by providing differentiated math instruction. The goal is for students to make progress in key mathematical concepts and skills.</p> <ol style="list-style-type: none"> Math Saturday Academy Extended Learning Time After-School Program –run by School Professionals 	<p>Small group instruction</p> <p>Small group instruction</p>	<p>Instruction is provided on Saturdays.</p> <p>Instruction is provided after-school</p>
Social Studies / Science	<ol style="list-style-type: none"> Social Studies Extended Day Science Extended-Day 	<p>Small Group instruction</p> <p>Small group instruction</p>	<p>Instruction for Social Studies and Science is provided on Tuesdays and Wednesdays</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> The Guidance Counselor, the Psychologist and the Social Worker provide at risk counseling to individual students or small groups with a focus on conflict resolution, character education push-in, therapeutic strategies and social skills building. The Social Worker advises parents of the at-risk resources in the school, due-process rights as to the evaluation process and obtains a psycho-social history indicating parent’s concerns. 	<p>Small group (up to 3 students) and individual formats</p>	<p>At-risk services and crisis intervention is provided during the school day and as needed on a daily basis.</p>

HIGHLY QUALIFIED TEACHERS (HQT)

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)

Recruitment

- Administrative staff will regularly attend hiring fairs to identify and recruit highly qualified teachers for our school.
- Our pupil personnel secretary will work closely with our CFN -401 HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors will continue to be assigned to support new and struggling teachers.
- Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered.
- We will continue to support the teachers in their ongoing education which will lead to the completion of a license / tenure making them highly qualified teachers.
- Teachers will only be programmed based on their area of expertise and licensing.
- We will reach out to our CFN-401 Network Human Resources department as well as local universities such as Bank Street, New York University, Fordham, Lehman and Mercy College for potential graduates that will be the best match for our school community.
- We will provide professional development opportunities for newly hired teachers to enhance their professional growth as well as participate in the development of curriculum.
- School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data.

Retention, Assignments and Supports

- Teachers throughout the school will be provided with high quality professional development across the grades to support teachers in implementing instruction in accordance with the Common Core Learning Standards.
- We will continue to support teachers in designing rigorous and challenging tasks that are aligned to the Common Core Learning Standards.
- Administration will continue to provide a supportive school community where collaboration, commitment and dedication are fostered.
- Weekly Grade Meetings that provide teacher support through common core aligned curriculum planning, goal setting for teachers and students, shared assessment and the analysis of data...
- Distributed leadership structures which are embedded so that there is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school.
- Participate in Teacher Effectiveness Program (TEP) to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS.
- Inquiry-Based Structured Professional Collaborations that will strengthen teacher instructional capacity resulting in school-wide instructional coherence and increased student achievement for all learners.
- School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data.
- Feedback to teachers accurately captures strengths, challenges and next steps using research-based, common teaching framework that articulates clear expectations for teacher practice, supports teacher development and aligns with professional goals for teachers.
- School leaders have a strategic, transparent system for managing professional development and make informed decisions and develop succession plans (assignment, tenure, retention) about teachers, AP's and other staff members that lead to improved student performance.
- School leaders consistently communicate high expectations (professionalism, instruction, communication and other elements of the school's common teaching framework) to the entire staff and provide training and have created a culture of mutual accountability for those expectations.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent /Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Roxanne Marks-401	District 7	Borough Bronx	School Number 161
School Name Juan Ponce De Leon			

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

Principal Ms. Eliamarie Soto	Assistant Principal Mr. Mark Fili, Ms. Ibis Lopez
Coach N/A	Coach N/A
ESL Teacher Mrs. Myra Santiago	Guidance Counselor Mrs. Candice Orero
Teacher/Subject Area Ms. Martha Ortiz	Parent Lydia Martinez
Teacher/Subject Area Ms. Milagros Castro	Parent Coordinator Yolanda Molina
Related Service Provider Mrs. Gloria Flores-Lugo	Other Mrs. Patricia Balbuena, A.P.
Network Leader Roxanne Marks	Other Irma Guzman Parent

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	4	Number of certified bilingual teachers	11	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	594	Total Number of ELLs	151	ELLs as share of total student population (%)	25.42%
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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](#)

1. PS 161x adheres to the following steps for initial English Language Learner identification of students who may possibly be ELLs. At admissions, parents receive the Home Language Surveys (HLIS) and are instructed in their native language (usually Spanish) by our designated bilingual staff, particularly the Pupil Accounting Secretary, (Libertad Perez) who is Spanish speaking to assist parents with completing the surveys. If there is not a licensed pedagogue available who speaks the native language of the parents, then translation services are sought via the DOE service providers. Upon the completion of the HLIS form, the licensed ESL teacher or designated trained pedagogue (Ms. Gloria Flores-Lugo) with the assistance of the Pupil Accounting Secretary, who is responsible for registering students will determine if there is a basis for administering the LAB-R or Spanish LAB (if the student is a native speaker of Spanish) assesment to them. The informal oral interview in English and in the native language as well as formal initial assessment is administered by our Spanish-speaking, ESL certified teacher, Ms. Myra Santiago. If Ms. Santiago is not present to conduct these interviews, Ms. Gloria Flores-Lugo, an ESL-certified pedagogue will conduct the aforementioned interviews. Ms. Myra Santiago will complete the determination of eligibility for LAB-R and Spanish LAB testing. Ms. Myra Santiago, ESL certified, a Spanish-speaking pedagogue will then administer the LAB-R (if necessary) in English and the Spanish LAB (only if Spanish was indicated on the HLIS) to the student, within 10 days of admission. The LAB-R measures language proficiency in English and is used to determine entitlement to ESL/Bilingual programs for students that speak another language other than English. The student's LAB-R score determines whether the student is eligible for bilingual services, and if they are, they are then placed within a 10 day time frame in a bilingual or ESL program according to parental choice.

The NYSESLAT is administered every spring to all ELL students in the Dual Language, Bilingual Special Education and monolingual classes. We utilize the following ATS reports to determine NYSESLAT eligibility for all our ELL students: RLER, ROCL, RNMR and the RLAT. Under the supervision of Mr. Mark Fili, Assistant Principal, Mr. Juan Rodriguez, Testing Coordinator and Ms. Myra Santiago, ESL Teacher collaboratively select the testing dates for the Speaking, Listening, Reading and Writing sections of the NYSESLAT within the appropriate time frame. We ensure that all test proctors have appropriate materials for testing, i.e., CD players, pencils, and test booklets. ELL students with IEPs and former ELLs are provided the appropriate testing accommodations such as separate location, extended time, directions read and reread.

2. We provide an initial parent orientation in English and Spanish for parents of new incoming ELL students which includes the Parent Orientation dvd that explains the three program choices to parents. After the parents view the video we provide more information regarding bilingual curriculum, assessments and conclude the meeting with a question and answer session. We continue to provide ongoing Parent Orientations whenever new students are registered throughout the year. We also provide a Parent Information Session for Dual Language Parents during the fall, winter, and spring of each year. We also provide a Pre-Kindergarten Parent Orientation Session for Parents of in the spring in order to recruit new students for the kindergarten dual language classes. The Pupil Personnel Secretary provides a Dual Language flyer at registration to inform the parents of new incoming students about the dual language program.

3. Ms. M. Santiago, the ESL teacher, sends home the parents notification of their child's eligibility for bilingual/ESL services with the Entitlement letter for bilingual/ESL placement based on the results of the LAB-R. This letter indicates their LAB-R raw score and the date of the Parent Orientation. This session which will provide information about our Bilingual/ESL programs. During this Orientation the parents are shown the Parent Orientation DVD and given the ELL parent brochure and the Parental Survey and Program Selection form in their native language. The parent indicates his/her choice for his/her child's placement in either a bilingual transitional, dual language or ESL program on the Program Selection form. Outreach to the parents includes school parent orientation sessions, telephone calls and translation services. If the parents do not attend the Parent Orientation session, they are advised that the default program for ELLS, as per CR Part 154, is transitional bilingual (however, in our case the TBE is strictly for grades 2/3 Special Education, therefore our default program is dual language.) We will give parents information on available transitional bilingual programs from the city wide directory.

C. Copies of the HLIS are also placed in the student's cumulative folder and another is also maintained in a central file that is located in the main office. In addition, the ESL teacher maintains a binder of all the HLIS, Program Selection forms, Parent surveys, all non-entitlement and entitlement letters for monitoring purposes. This year, September 2011, we will begin to scan all HLIS, Parent Surveys/Program Selection forms and all notification letters. The principal will maintain a flash drive with all scanned forms.

4.. The ESL Teacher also provides the following letters at the beginning of the school year: the continued eligibility letter, the placement letter, the non-entitlement letter, and the Non-entitlement transition/letter. The continued eligibility letter informs parents that as a result of their child's spring NYSESLAT score he or she remains eligible for a bilingual or ESL program. The placement letter informs the parent of the child's placement for the entire school year due to the student's ELL status and as per the parent's choice on the Parental Survey and Program Selection form. The non-entitlement/transition letter informs the parent that as a result of the Spring NYSESLAT assessment, his/her child is proficient in English and the child can transition to a monolingual class. The parent is given the opportunity to discuss their child's continued placement in a dual language classroom setting.

3. We provide assistance at each Parent Orientation Session to ensure that forms are returned at that same session. If the Parent Survey and Program Selection form are not returned, Ms. Santiago calls the parent to remind him/her to return the form/forms. Please note that Ms. Santiago informs the parents at the orientation session that if they do not return a form, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. However, since we do not have Transitional Bilingual Education classes in our school, the default program is Dual Language. Parents are also informed that they can transfer their child to a school that has a transitional bilingual education class if this is the type of bilingual program that they want for their child. At this point, parents are provided with a District/Citywide Directory of Bilingual programs.

4. As stated above, parents view the DVD in the native language at the ELL Parent Orientation session. They are then given the ELL parent brochure and the Parental Survey and Program Selection form where they indicate their preference of program. Subsequently, placement letters are sent to parents at the beginning of the school year. Identified ELL students are placed in the Dual Language/ESL programs within ten days of registration in school. The LAB-R is given to these students within the prescribed 10 days.

5. The trend in program choices is dual language classes and ESL for the parents that do not want their child in a dual language classroom. Eighty percent of parents request dual language classes while 20% request ESL. Please note that parents are provided information about the Dual Language program at registration by the secretary and at specific meetings throughout the school year..

6. The program models offered at the school are aligned with parent requests

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)			7	4										11
Dual Language (50%:50%)	11	24	20	23	15	9								102
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	11	24	27	27	15	9	0	0	0	0	0	0	0	113

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	151	Newcomers (ELLs receiving service 0-3 years)	132	Special Education	17
SIFE	2	ELLs receiving service 4-6 years	19	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	11	0	11	0	0	0	0	0	0	11
Dual Language	90	2	0	11	0	0	0	0	0	101
ESL	31	0	8	8	0	2	0	0	0	39
Total	132	2	19	19	0	2	0	0	0	151

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			7	4										11
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	0	7	4	0	11								

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	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP								
Spanish	11	10	24	9	20	13	22	11	15	11	9	6							101	60
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French							1												1	0
Other <u>English</u>		11		16		7		8		6		9							0	57
TOTAL	11	21	24	25	20	20	23	19	15	17	9	15	0	0	0	0	0	0	102	117

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 10

Number of third language speakers: 4

Ethnic breakdown of EPs (Number):

African-American: 19

Asian: 0

Hispanic/Latino: 198

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 1

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	3	8	2	5	4	4								26
Chinese														0
Russian														0
Bengali		1	1											2
Urdu														0
Arabic														0
Haitian						1								1
French			1	1	1									3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	1	0	2	1								7
TOTAL	4	11	5	6	7	6	0	39						

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

A. Programming and Scheduling Information

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?

1. The dual language program follows the 50/50 model that ensures an equal amount of language instruction in English and Spanish. The kindergarten, first and second, third, fourth and fifth grade teachers follow the alternating language of the day model and also provide content area instruction in both languages (English and Spanish) to our ELLS and EPS.

a. The dual language classes in grades K, 1, 2, and 3 each have a Spanish teacher and an English teacher. Each fourth and fifth grade dual language class is self-contained with one certified bilingual teacher. Fifty percent of ELLS and EPS in all dual language classrooms are integrated in one language room to ensure collaboration between English dominant and Spanish dominant students. The dominant Spanish students provide language models for the non-dominant Spanish students when in the Spanish room and the dominant English students provide language models in the English room for the Spanish-dominant students. Teachers in the English or Spanish dual language classroom can either group the students heterogeneously or homogeneously utilizing language dominance. They also will group students utilizing the NYSESLAT proficiency levels (following the CR Part 154 English Language Requirements Commissioner's)when in the English room. The groupings depend on the objectives of the lesson and/or the needs of the students. Content areas are taught in English and Spanish using second language acquisition strategies. Lessons are provided in the target language (Spanish) and continued the next day in English and vice versa. This ensures that students receive instruction in English and their native language. Teachers scaffold instruction in various ways: speaking slowly to ensure comprehension, paraphrasing, elaboration, providing the contextual definition, repetition, graphic organizers, small groupings, cooperative learning groups, providing models and examples, etc.

LEP/ELL students whose parents did not choose dual language or bilingual transitional (in another school) are serviced by our certified ESL teacher. Thirty nine English Language Learners, as per parental choice, are pulled out for English as Second Language instruction from the ESL teacher. The ESL instructor provides daily ESL instruction by incorporating listening, speaking, reading and writing skills. The students are grouped heterogeneously and/or homogeneously regardless of grade. The groupings depends on the needs of the students and this is stated in the lesson's objective/s. The proficiency level, as per CR Part 154 determines the mandated instructional time: Beginner and Intermediate students receive 360 minutes (8 periods) of ESL instruction per week, Advanced students receive 180 minutes (4 periods) of ESL instruction and 180 minutes (4 periods) of ELA instruction per week.

The content area of instruction in our ESL freestanding program is integrated through the use of various resources including audio programs (storybook cassettes, Leap Frog), hands-on alphabet activities, NYSESLAT review books, games, Daily Language Review, an ESL Teaching Ideas Resource book , computers and an iPad. Activities for grades K to five students include the use of picture cards, games, grammatical activities, vocabulary builders, etc. ESL strategies consist of the use of graphic organizers, modeling, visuals i.e., pictures, diagrams and charts and the use of the 4 square writing method to scaffold instruction.

The ESL teacher develops and improves the following skills in students that have 0-3 years of services: listening, oral and writing skills that will allow them to express their thoughts and interrelate and integrate vocabulary into their spoken and written language. Students with 4- 6 years are provided instruction that continue to develop listening and speaking skills with an emphasis on the further development of reading comprehension and writing skills.

A. Programming and Scheduling Information

2. Our certified dual language and bilingual special education classroom teachers as well as our English as a Second language teacher provide the mandated ESL, NLA and ELA instruction as specified in CR Part 154. The ELL students are provided the appropriate number of minutes in ESL, ELA and native language instruction. Beginner and Intermediate students receive 360 minutes (8 periods) of ESL instruction per week. Advanced students receive 180 minutes (4 periods) of ESL instruction and 180 minutes (4 periods) of ELA instruction per week. Native language arts is provided for more than the required 300 minutes to 450 minutes per week for Beginners and Intermediates. Advanced students also receive more than the required 225 minutes per week.

5. This year it is our intent to provide professional development on differentiation for all staff (see letter d. under Professional Development and Support for School Staff.) All classroom teachers will learn about the Key Principles of a Differentiated classroom, as provided in Carol Ann Tomlinson's book, *The Differentiated Classroom: Responding to the needs of all learners*. As a result, we will apply the following principles to differentiate instruction for the following ELL subgroups in the following ways:

1. The teacher is clear about what matters in subject matter.

2. The teacher understands, appreciates, and builds upon student differences.
3. Assessment and instruction are inseparable.
4. The teacher will adjust content, process, and product in response to student readiness, interests, and learning profile.
5. All students will participate in respectful work.
6. Students and teachers are collaborators in learning.
7. Goals of a differentiated classroom are maximum growth and individual success.
9. Flexibility is the hallmark of a differentiated classroom. In addition, we will provide the following instructional supports for the subgroups:

- a. SIFE students will be provided every intervention program available (Math & Writing) according to their specific needs. They are included in the extended day, after school programs, and Saturday academy. They will utilize the Imagine Learning internet based program which provides targeted first-language support for English learners by translating key vocabulary words, customizing activities, and using a proprietary L1 fade technology.

- 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.

Students in the dual language classes who have less than 3 years (newcomers) are provided alternate day instruction in English and Spanish.

Research has shown that students show more progress when the Native language is utilized for instruction and strengthening the native language accelerates English language acquisition. Appropriate ESL strategies such as TPR, visuals and realia are utilized to motivate and engage ELL newcomers. They are also invited to attend our Title III Saturday program that will begin in January 2011.

- c. Describe your plan for ELLs receiving service 4 to 6 years.

Students who have completed 4 to 6 years are invited to our Title III Saturday Academy where they will receive additional instruction in English as A Second Language, English Language Arts, and Native Language Instruction. At risk ELLs that have received 4 to 6 years of service are also provided with pull-out math and reading intervention by our intervention teachers.

- d. At this time, although we do not have any Long-Term ELLs, we would mandate them to stay for the extended day period on Tuesdays and Wednesdays. They would also be invited and encouraged to attend our Title III Saturday Academy where they would receive additional instruction in English as A Second Language, English Language Arts, and Native Language Instruction. They would also be entitled to pull-out writing and math academic intervention services during the day.

- e. Describe your plan for ELLs identified as having special needs.

Teachers utilize students' Individualized Educational Plans to provide instruction. ELLs that have special needs are included in all intervention, extended day, after school, and Saturday programs. They also utilize the Imagine Learning internet based program that provides language support for English language learners. Aside from receiving ESL services, special needs students can also receive (as per IEP) counseling services, bilingual resource room instruction (SETTS) and /or bilingual speech services. Occupational therapy and physical therapy is also provided. They also receive academic intervention in the areas of reading and mathematics and at-risk services. We ensure that all ELL and students with IEPs receive the appropriate testing modifications as per their ELL status or Individualized Educational Plan.

Please note that all ELLs (newcomers, 4 to 6 year, Long term, special needs and gifted ELLs have access to Everyday Math online. The aforementioned ELL students in grades K-4 have access to Planet Turtle in both languages: Spanish and English.

6. Teachers of ELL-SWDs provide the following instructional strategies to scaffold and provide access to academic content areas and accelerate English language development: activation of prior knowledge, learning center activities, computer assisted technology, critical

A. Programming and Scheduling Information

thinking skills, drama, extended day tutoring, flexible skill grouping, graphic organizers/thinking maps, hands on instruction, guided reading, integration of oral and written instruction, modification of text or curriculum oral strategies, questioning techniques, reading strategies, small group instruction, spelling strategies, test-taking strategies, TPR, tutor/peer buddy, use of visuals and writing strategies. Teachers of ELL-SWDs use Journeys/Senderos leveled readers, Curious about Words (an intensive oral vocabulary instructional component of Journeys/Senderos for children with limited vocabulary in grades K through 3) , an instructional card kit that contains retelling cards with context (picture and answer questions) word cards, high frequency word cards, vocabulary in context, Write in Reader (short story with questions under a section which require students to Stop, Think and Write. The native language is also utilized in bilingual/dual language classrooms to accelerate English language development utilizing all of the above instructional strategies.

7. As stated in question 6, our school uses the following instructional flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment: flexible skill grouping, graphic organizers/thinking, etc. We provide scheduling flexibility by allotting additional time for the ELL-SWD to complete tasks, students are placed in smaller group settings for content area instruction, and as per their IEP receive the following modifications for assessments: separate location, double time, extended time and scribing.

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

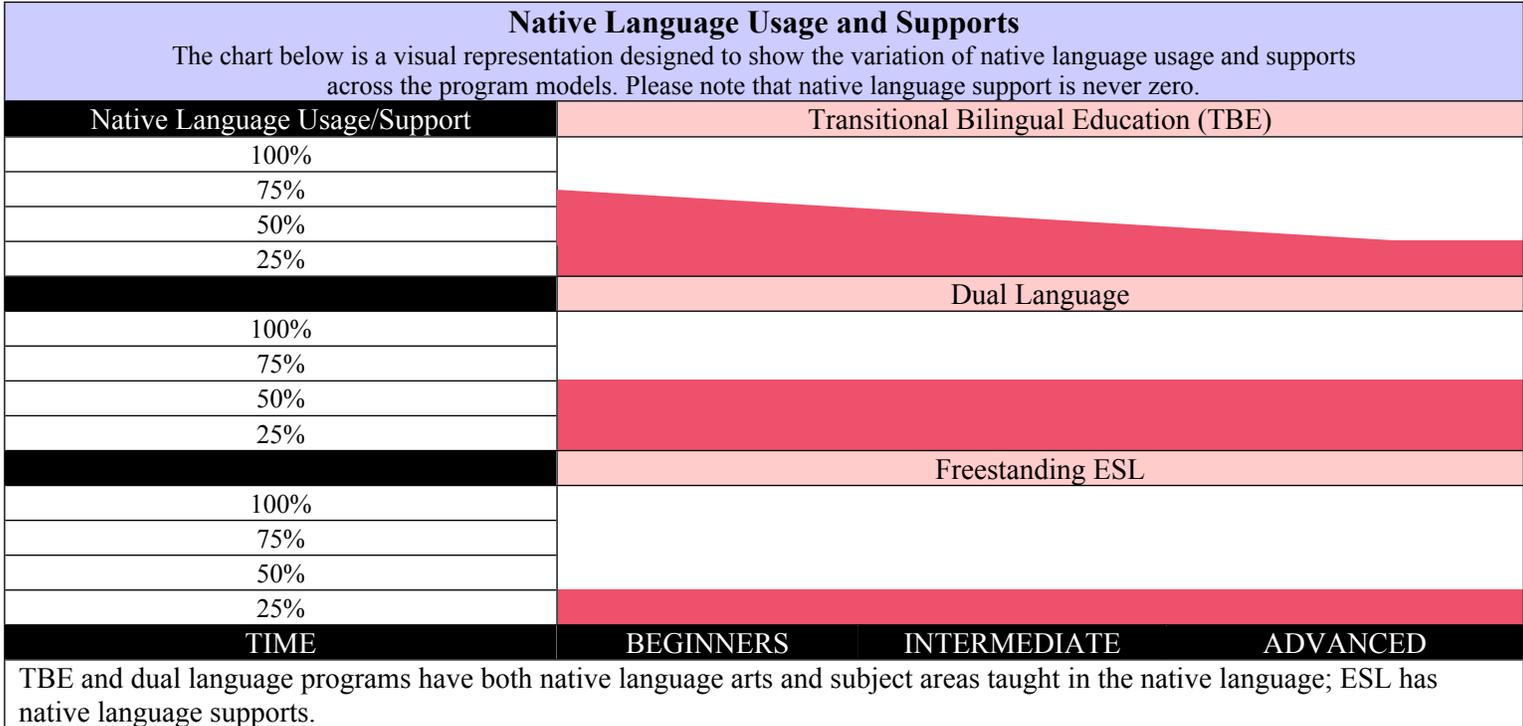
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

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

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

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



B. Programming and Scheduling Information--Continued

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

8. We provide math and reading intervention programs in English for our ELL students including former ELLs, ELLs with IEPs, newcomers, ELLs with 4-6 years and ELLs that have completed six years (Long-term ELLs) in grades K- 5. Students are selected according to the following criteria: teacher input, holdover status, lack of progress in the subject area, and/ or as a result of the NYS ELA, NYS Math, F & P reading levels, and DIBELS score. The Title III Saturday Academy will target students according to language needs to provide supplemental instruction to the aforementioned ELL students in grades K-5. This year we will continue with the Imagine Learning Internet based program to provide supplemental support for our English Language Learners in English. ELL students are included in all day and after school programs such as the NDI Dance Institute and the Chess Club. We even have a swim program that is offered to our ELL students in the second grade.

9. We will continue to provide test modifications, offer the extended day program and our Saturday program to the ELLs that reached proficiency on the NYSESLAT.

10. Our prekindergarten and kindergarten students will participate for the first time in the Cool Cultures Program. We will expand on the use of technology in our Dual Language/ESL/AIS Reading programs by utilizing the 7 iPads we received from the Title I ELL grant. We will also continue using the iPods and flip cameras purchased with funds awarded to us in the 2010 school year for the dual language classrooms.

11. We do not foresee discontinuing programs at this time.

12. ELLs are provided equal access to all school programs. ELLs will participate in the after school SES program, chess program, fourth graders in the NDI Institute, second graders in the St. Mary's swim program and all K-5 ELLs in our Title III Saturday program.

Our Dual language classrooms have a variety of Spanish literature books in different content areas. Throughout the years, we have

13. Our Journeys/Senderos Reading Program provides textbooks, leveled readers, an ELL component and an intensive oral vocabulary instruction for children with limited vocabularies in Grades K through 3 to further support our English Language Learners in DL/ESL/Bilingual Special Education/Special Education classrooms. The FOSS Science program provides booklets and manipulatives to provide hands-on experiences for our ELLs. We also have purchased a plethora of books and materials from the following companies in the past and teachers continue to utilize them in the Dual Language/Bilingual Special Education/ESL classroom: Lectorum, Benchmark Education, Flame, Rigby, Santillana, National Geographic, Bebob, Hampton Brown, Attanasio and Associates, Leap Frog Schoolhouse to supplement English and native language literacy instruction.

Our school librarian will continue to place orders for Spanish books to expand our Spanish section in the library. We purchased Time content area kits in Spanish and English for the third, fourth and fifth grade dual language classes. Alfa-Rimas was also purchased in the past for the kindergarten Spanish dual language class and the first/second grade bilingual special education class.

Imagine Learning software was purchased in the 2009-2010 school year with funds from a Title VII grant and in the summer of 2011 with funds from the Title I grant. We also received Spanish library books and English Picture Dictionaries from the summer 2011 Title I ELL Grant from Book Source and Pearson Longman. And as mentioned previously, we will also provide support and motivate our students with the use of technology: computers in the classroom, iPods, flip cameras, and iPads.

14. Teachers in the Dual Language classroom provide 50% of instruction in the native language utilizing the aforementioned Journeys and Storytown program. Content area instruction in Science is provided with the FOSS kits that provide booklets and journals in Spanish. Social Studies instruction in Spanish is provided with the Hartcourt Social Studies Spanish textbooks and Social Studies classroom library books.

Everyday Math in Spanish is utilized to provide instruction during Spanish day in the dual language classroom and during the mandated

native language arts periods in the bilingual special education classroom. In the ESL classroom, instruction is delivered in English with native language support with the use of bilingual dictionaries/glossaries. Students are also paired with a student that speaks the same native language and the ESL teacher will use Spanish to clarify tasks to Spanish-speaking students.

15. The required services support and resources correspond to ELL's ages and grade levels. Selected ELLs in grades K through 5 will receive Academic Instructional Services in the area of Reading during the day, three times per week for a six to eight week cycle beginning February 2012. Grades K- 2 will also receive after school SES (Supplemental Educational Services) on Tuesdays and Wednesdays from March 2012 to June 2012. Currently, grades 3, 4, & 5 are participating in the SES after school program on Tuesdays and Wednesdays until February 2012. AIS Math is provided during a forty five minute period, three times per week to selected ELL students in grades 3, 4, & 5 for a six to eight week cycle. Selected K to 5 ELL students (this includes former ELLS) will participate in our Title III Saturday Academy which will begin in January 2012 from 9 to 12 p.m. Selected ELLs in grades K- 5 receive extended day instruction on Tuesdays and Wednesdays from 2:35 pm to 3:25 pm. Our Hartcourt/Mifflin Trophies/Senderos Reading series is age appropriate and provided in both languages, English and Spanish to kindergarten through grade three students. The series consists of the following components: textbooks, workbooks, leveled readers, language development cards, and teacher's guides with an ELL component. A targeted intervention kit was provided to teachers in grades K-3 to utilize during the extended day. Kindergarten through grade two Primary Phonics readers and workbooks were also provided to K to 2 teachers to utilize during the extended day session. Our Everyday Math and Foss Kits allow our ELL teachers to provide grade level content area instruction to our ELL students in grades K - 5. We were able to purchase iPods with the appropriate grade instructional APPs and flip cameras for our ELL students in grades K-5. We also received 7 iPads through the Title I ELL Summer grant which also will have the appropriate instructional APPS for the ELL students. In addition, all classrooms have computers which teachers also utilize to provide appropriate grade instruction in all grades, kindergarten through five.

16. Newly enrolled ELL students' parents, specifically future kindergarteners that are in our prekindergarten program, are provided children's books along with worksheets by the Office of Early Childhood Education and the NYC Department of Education to support early literacy development. They also provide Beyond Bedtime Stories: A Parent's Guide to Promoting Reading, Writing, and Other Literacy Skills from Birth to 5, a book to support the parents to develop their child's literacy skills. In addition, a website and the Office of Early Childhood Education's telephone number is given to the parents so that they can obtain more parent resources. Our Dual Language Kindergarten teachers provide workshops to the prekindergarten parents so that they can provide letter and number recognition during the summer months. The prekindergarten students visit the kindergarten classes with their teachers to meet their prospective teachers, facilitate interaction with the current kindergarten students and preview their prospective classroom environment. The children in the prekindergarten program are taken to the local library to obtain library cards. This will provide the opportunity for parents to take their children to the library during the summer months.

17. N/A

C. Schools with Dual Language Programs

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

1. The target language is used for 50% of the time for EPs and ELLs in each grade. Spanish and English instruction are provided on an alternate day basis. Our fourth grade and fifth self-contained, dual language teachers also provide instruction on an alternate day basis. This ensures that the target language and the English language is provided equally during a two-week cycle.
2. ELLs and EPs are integrated for the entire day in the Spanish and English dual language classrooms. Content area instruction in Social Studies, Science and Math are provided in the Spanish room and in the English room on alternate day basis.
3. Language is separated by teacher. The Spanish teacher teaches the Spanish language to a combination of ELL and EP students for an entire day while the English teacher teaches in English to a combination of ELL and EP students for an entire day.
4. The dual language classes in grades K, 1, 2, and 3 use the side by side model so that classrooms are physically side by side or in close proximity to make transitions smoother. Our fourth and fifth grade dual language classrooms are self-contained.
5. Emergent literacy is taught sequentially in the kindergarten while simultaneous literacy is taught in grades one through five.

D. Professional Development and Support for School Staff

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

1. Our AIS Reading teacher and our ESL teacher attended the Title I ELL Grant professional development on October 22, 2011 entitled Using iPads in the English Language Learners classroom. This training will be provided by the aforementioned teachers to our ELL classroom teachers in December 2011 and January 2012. In conjunction with our CFN network and the Reading Rescue program, paraprofessionals are being trained to provide one on one tutoring to selected first grade ELL students in reading, under the supervision of one certified teacher (a Reading Rescue Coordinator), for a period of thirty minutes, five times a week. This ongoing, all day training took place on November 7th and 8, 2011 and it will continue on the following dates in December and February: December 7, 8, 2011 and February 2012. This year we also plan to focus our professional development sessions for all teachers of ELLs on differentiation and scaffolding strategies for English Language Learners. Specifically, grades 3, 4 & 5 will be targeted for the Scaffolding Strategies workshop in November 2011. Selected teachers of ELLS in Grades 1, 2 and 3 attended a Differentiation workshop at P.S. 125 on November 16, 2011. SES (Supplemental Educational Services) teachers selected to work with ELL students in the after school program on Tuesdays and Wednesdays were provided a curriculum overview, and instructed in policies, procedures on November 7, 2011. Our ICT classes in grades one and three began a CFN Network 401 series of three professional development sessions on November 17, 2011. The professional development provides a focuses on the ICT model, implementation and strategies. Our second and third grade ICT teachers have viewed the DVD of The Power of Two with Marilyn Friend. This DVD provides a guide that will show what a ICT class should look like. Specifically, it provides a comprehensive look at co-teaching as part of the foundation of an inclusive and collaborative school.

2. ELL students that are making the transition from fifth grade to middle school will preview the middle school experience by either middle school representatives visiting our school or ELL student visits with their class and teacher to prospective middle schools. The fifth grade students with their teachers visited the South Bronx Academy of Applied Media to learn about their special programs. MS 223, the School of Finance, visited us on November 10, 2011 to present their special programs to our fifth grade students. Students will tour MS 296 on November 30, 2011 and be exposed to special programs via a presentation and extra curricular activities that the school provides. A Middle School Transition workshop will take place on December 1, 2011. Parents are provided information by our Guidance Counselor, Candace Oreiro and our Parent Coordinator, Denise Jourdan on the middle school admissions process. Specifically, they are given a directory of middle schools and are provided with the link to download the application in their language of choice. In addition at this workshop, parents will be assisted and provided translations by our bilingual Family Assistant, Cynthia Malave and our Bilingual Guidance Counselor, Zoila Saez, if necessary, in the completion of the middle school application. Parents will be informed that they can come to the school to receive assistance on an ongoing basis until applications are due.

3. We will reach out to our ELL Compliance Specialist to provide the minimum 7.5 hours of ELL training, as per Jose P., for all staff (including non-ELL teachers) This training will be scheduled during the 2011-2012 school year.

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

1. The school offers orientation meetings, ongoing support and educational programs for our parents. We provide ongoing Parent Orientation meetings for parents of ELLs as per CR part 154. We also facilitate workshops on a variety of topics from asthma to heart disease to how to prepare children for the state/city tests. A “get acquainted breakfast” and an Open House in the fall and spring provide parents the opportunity to meet other parents, school personnel and to obtain information regarding workshops and programs offered in our school. We intend to continue to offer an educational class for parents on Saturdays so that our parents can further assist their children as well as further their own education. School letters, flyers and calendars sent home are always written in both languages: English and Spanish. Translation is consistently provided at parent meetings, workshops and in the main office, as needed. We will motivate students and parents to send their children to school by providing ice cream parties and tickets to special events, i.e., a Taste of Broadway.
2. The PS 161 Parent Coordinator partners with outside agencies such as St. Barnabas Hospital, Segundo-Ruiz Belvis/Lincoln Hospital, and Boricua College. These agencies have facilitated a variety of workshops with translations provided to all (this includes ELL parents) our parents. Some examples of the workshop topics are as follows: Asthma, Healthy Homes, Nutrition, Domestic Violence, Fire Safety, Homework Help for Dual Language Parents, Preparing Your Child for NYS Assessments, etc. As you can see the parental involvement activities address the needs of the parents because they are providing information that parents require for their knowledge as well as for their use in their children’s education.
3. We evaluate the needs of the parents by listening to the parent’s requests during workshops and during school visits. We will also provide a survey to determine what are the areas that parents are interested in so that we can target those areas via informative workshops. The Parent Coordinator schedules monthly Saturday trips for parents and their children to museums and cultural events. In addition, all parents are invited to assembly programs (including cultural events and special performances by theatre companies), the Scholastic Book Fair, the Fall Festival and the PS 161 June Carnival (funds permitting.)
4. These parental activities provide informative workshops (i.e., asthma, heart disease, etc.) and provide exposure to cultural events that they may otherwise not have the opportunity to attend.

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	19	9	6	3	1								44
Intermediate(I)	0	12	13	10	6	4								45
Advanced (A)	9	4	10	16	13	10								62
Total	15	35	32	32	22	15	0	0	0	0	0	0	0	151

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	2	0	0	1	0							
	I	10	9	1	1	0	3							
	A	13	14	10	3	7	12							
	P	10	6	16	8	8	7							
READING/ WRITING	B	18	9	1	1	1	2							
	I	14	9	10	6	4	5							
	A	2	12	16	11	7	10							
	P	0	1	0	4	4	5							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	9	2	0	22
4	3	9	2	0	14
5	12	8	0	0	20
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	6	6	4	4	2	2	0	0	24
4	1	2	5	6	1	1	1	0	17
5	5	6	5	4	0	0	0	0	20
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	0	0	3	1	3	8	0	1	16
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	1	19	3	0	10	21	5
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. P.S. 161 uses the Houghton Mifflin Harcourt Journeys/Senderos series in grades K- 3 and Storytown in grades four and five for reading instruction during the literacy block. Journeys/Senderos provides an assessment component to monitor Language Arts literacy levels and unit assessments assist the teacher to monitor progress in the Spanish language. DIBELS (Dynamic Indicators of Basic literacy skills) which is administered in English is a screening tool that provides teachers with information on student skills in the core components of beginning reading including: phonological awareness, the alphabetic principle, accuracy and fluency reading connected text, vocabulary and comprehension. EL Sol is an early childhood literacy assessment system in Spanish for grades K-3. Teachers observe, record, and analyze individual students' behavior/response in listening, speaking, reading, and writing in Spanish to inform instruction. In addition, Reading 3D will be utilized for grades K-3. Reading 3D focuses on assessing reading comprehension. It correlates with DIBELS data and replaces E-CLAS 2. The Everyday Math series in English and Spanish is used in the K-5 DL classes and unit assessments

are also utilized. Fountas & Pinnell benchmark assessment kits in English are utilized in conjunction with the Story Town in the upper grades to determine independent and guided reading levels. Mondo reading passages on palm pilots will also generate F&P levels. Story Town provides assessments in Spanish and EDL2 en español will also assist teachers to acquire reading levels .

The data obtained from DIBELS, EL SOL, Reading 3D and Fountas and Pinnell kits will be utilized to drive instruction in the classroom. During teacher team meetings and common planning preparation periods data analysis will be discussed on a rotating basis. We will purchase the new Spanish Fountas & Pinnell assessment kit for grades K to 3. We are attempting to obtain a standardized assessment in Spanish (Supera, LAS or Logramos) order to get better assess ours tudents in Spanish.

The ELL Periodic Assessment Distribution Report will be utilized by the classroom teacher to guide individual and group instruction in the areas of Reading, Writing and Listening. The ELL Periodic Assessments are designed to provide teachers with detailed information about their students' strengths and weaknesses in English language development and will serve as a resource to help plan individual and group instruction. The ELL Periodic assessments are aligned with New York State English as a Second Language (ESL) standards and the New York State English Language Arts standards. The data patterns across proficiency levels on the LAB-R/NYSESLAT reveal and confirm what Jim Cummins research supports and that is that students acquire BICS (Basic Interpersonal Communication Skills) more easily than the CALP (Cognitive Academic Language Proficiency). Therefore, we have to look at the proficiency levels obtained in the areas of Listening & Speaking and Reading & Writing to inform us that students need instruction in those specific areas where they did not perform well. The proficiency levels indicate that we had more fourth and fifth grade students proficient in reading and writing than kindergarteners, first, second and third grade students. The data also revealed that more kindergarteners, second graders and fifth graders obtained proficiency in the listening and speaking modality than first, third and fourth graders. These patterns determine areas of need and indicate that differentiation is needed in specific areas in order to increase proficiency levels. English Proficient students in the dual language classes are assessed with EL SOL and the ELE (Examen de Lectura en Español) the Spanish New York State Assessment. Our English Proficient students' performance on the ELE has actually surpassed our ELL students' performance. EPs and ELLs performed well on the PET Science assessment. We evaluate the success of our program by a variety of elements. We take all of the following into consideration: teacher-student observations, dialogue, conferences with the students, students' standardized test scores, students' performance on teacher made tests, interim assessments, classroom assignments, portfolios, homework, and rubrics.

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.

Part VI: LAP Assurances

School Name: P.S. 161X

School DBN: 07

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eliamarie Soto	Principal		11/4/11
Ibis Lopez	Assistant Principal		11/4/11
Denise Jourdan	Parent Coordinator		11/4/11
Myra Santiago	ESL Teacher		11/4/11
Lydia Martinez	Parent		11/4/11
Ms. Martha Ortiz	Teacher/Subject Area		11/4/11
Ms. Milagros Castro	Teacher/Subject Area		11/4/11
	Coach		
	Coach		
Ms. Candace Oreiro	Guidance Counselor		11/4/11
Ms. Roxanne Marks	Network Leader		11/4/11
Mr. Mark Fili	Other <u>Assistant Principal</u>		11/4/11
Ms. Patricia Balbuena	Other <u>Assistant Principal</u>		11/4/11
Ms. Gloria Flores-Lugo	Other <u>AIS Reading</u>		11/4/11
Yolanda Molina	Other <u>Parent</u>		11/4/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 07X161 **School Name:** Juan Ponce de Leon

Cluster: 401 **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.

Ninety-two percent of our ELL student's native language is Spanish and the remaining eight percent is Bengali, Haitian Creole, French and other. Half of our student population (57%) is of Hispanic/Latino origin. Consequently, Spanish is considered the secondary language of our school. We consider the fact that some of the English proficient students are not proficient in the English language and have a need for translations. We obtain this information from our home language surveys and the initial interview when students are registered in our school. Bilingual members (Spanish-speaking) are always available to parents for oral translations when they visit the school. School letters, flyers and calendars are always provided in both languages: English and Spanish.

We also utilize the Translation and Interpretation of

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.

Our parent coordinator informs parents that translation services are available to them as needed. Our Parents Association is also aware of the fact that translation services are available to our school community. All meetings and school communication letters/flyers/calendars are translated (English and Spanish).

Part B: Strategies and Activities

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

The norm in our school is that all meetings and school communication letters/flyers/calendars are translated (English and Spanish) in a timely fashion. Bilingual members of our staff are always available to parents for oral translations when they visit the school. Designated bilingual staff members are in charge of translating calendars and all school communication letters/flyers to parents.

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.

Bilingual members of our staff are always available to parents for oral translations when they visit the school. Designated bilingual staff members are in charge of translating calendars and all school communication letters/flyers to parents.

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>.

Bilingual members of our staff are always available to parents for oral translations when they visit the school. Designated bilingual staff members are in charge of translating calendars and all school communication letters/flyers to parents. We also obtain information from the Home Language Survey and initial interview when students are registered in our school. In addition, on-going open communication with teachers, other staff members and parents keep us informed of the parents' needs.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Juan Ponce de Leon	DBN: 07X161
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 6
of content area teachers:

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: This school year, 2012-2013, our intention is to utilize the Title III funds for an after school program and a Saturday Academy that will begin in January 2013 and end in April 2013. The after school program will be operational twice weekly (Tuesdays and Wednesdays) for a total of twenty-six 1.5 hour sessions (39 hours). Approximately twenty four students in grades 3 to 5 will invited to receive instruction on Tuesdays and Wednesdays from 3:40 p.m. to 5:10 p.m. The Saturday Academy will also consist of 13 Saturday sessions from 9 to 12 p.m. for approximately 24 students. Instruction will be delivered by 2 Bilingual/ESL teachers in the afterschool program and 2 Bilingual/ESL teachers in the Saturday Academy. We will target newly arrived, holdover, potentially holdover students that failed to demonstrate progress and at risk ELL students. Specifically, the subgroups targeted will be newcomers (0-3 years), ELLs with 4 to 6 yers, former ELLs (P1 and P2) and ELL/LEP students with an IEP (Individualized Education Plan). The teachers will provide supplementary instruction in English as a Second Language (ESL) and Native Language Arts (NLA) to ELL students in grades K-3 while our grade three/four and four/five after school teachers will provide ESL.

This year instruction for students in grades K, 1, 2 and 3 will focus on providing additional support in teaching non-fiction through links in reading in the content areas of Social Studies and/or Science. Teachers in these grades will focus on a Science theme that will in turn improve writing and reading comprehension skills. Tony Stead, author of "Is that a Fact? Teaching Nonfiction Writing, explains in his book that some of the key purposes for writing nonfiction is (Based on work by Martin 1985): to describe/explain, to respond, to instruct, to persuade, to retell information about oneself, another person or past event, to explore and maintain relationships with others, and to entertain and narrate fictional narrative." Students will write about some of these key purposes which will tap into the four areas (listening, speaking, reading and writing) that are crucial to learning a second language.

Kindergarten through fifth grade teachers will utilize the plethora of books and resources we have in our school to support students' reading and writing in the content areas. Non-fiction writing will be a natural outcome of these readings. We will encourage all students to prepare a culminating project to share with classmates, parents and/or other after school classes. The students will be motivated to produce their final culminating project by incorporating art to produce vivid, imaginative and unique projects.

In addition, this year we would like to further motivate our students and involve their parents by taking them on various Saturday field trips, i.e., the Museum of Modern Art (MOMA), the Whitney Museum, the Central Park Zoo, the Hall of Science, or Liberty Science Center.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: It is our intention to utilize Ms. Rayson from the Successful Learning Group to provide professional development for the Title III Program teachers. She will provide and model strategies that the teachers can use so their students can read and write about non-fiction texts. She will provide practical ways to reinforce and extend children's nonfiction reading skills, including working with visual information such as maps and diagrams. She will demonstrate how to teach children how to utilize the Ran frames to confirm, acquire and organize information. Ms. Rayson will provide a total of two days of professional development for our teachers. She will provide this professional development in the following manner: one three hour Saturday session with all four teachers, one three hour session with two of the teachers during the Saturday class, three- two hour sessions after school and three hours during the school day. The three Title III teachers receiving PD will be paid at teacher trainee rate. Please note that we have included a secretary to perform the following duties: complete per session and trainee rate payroll for all teachers on a timely basis, prepare attendance, snack, breakfast rosters and letters to parents of the students in the Title III after school and Saturday Academy.

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: This year we will have a teacher to provide a Beginner level English as a Second language class and another teacher to provide Basic Spanish for parents on Saturdays. Both classes will take place concurrently from 9:00 a.m. to 11:00 p.m. during the months of January, February, March and April 2013. This activity will run for 13 - two hour Saturday sessions. The service providers will be two certified teachers, one Bilingual and one ESL. Some of the proposed topics to be covered by the ESL teacher as well as the SSL teacher will include greetings, asking for directions, basic grammar, calling on the phone, shopping for clothes, telling the date, visiting the doctor, etc.

The rationale for these classes is due to the fact that we have many immigrant parents that have expressed the desire to learn English. Learning the English language will provide the vehicle for them to be able to fully participate in society and that includes their children's schools. We also have parents that have expressed the desire to learn Spanish. Some of these parents have their children in the dual language classes and would like to learn Spanish in order to acquire a basic level of Spanish. Learning Spanish would facilitate a basic understanding of homework assignments. Many parents know the value

Part D: Parental Engagement Activities

of learning a second language, particularly Spanish, which is so widely spoken in the United States. Good communication between parents and teachers has many benefits. When parents and teachers share information, children learn more and parents and teachers feel more supported. The ability to speak English results in good communication. Good communication can help create positive feelings between teachers and parents. Parents benefit because they learn more about what goes on in school and can encourage learning at home. Most importantly, children benefit by improved communication because contact between home and school helps children learn and succeed.

Please note that in order to inform the parents about these classes, letters and flyers (in both languages) will be sent home with students.

Part E: Budget

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

Allocation Amount: \$17348

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 	\$3914.82 After School (for students) \$3914.82 Saturday Academy (for students) \$2609.88 Saturday (Parents) \$ 822.96 \$ 742.32	13 sessions x 3 hrs x \$50.19 x 2 tchrs (39 hours) 13 sessions x 3 hrs x \$50.19 x 2 tchrs (39 hours) 13 sessions x 2 hours X \$50.19 X 2 teachers (26 hours) Teacher trainee (4 teachers X 9 hours X \$22.86) Secretary per session (1 secretary X 24 hours X \$30.93)
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$2000	1 consultant to provide teacher professional development
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional 	\$ 118.24	Art supplies i.e, poster boards

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$17348

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)	0	
Travel	\$2040	4 buses and toll fees to transport students, teachers and parents
Other	\$1185.	Admission fees to museum, zoo or science center etc.
TOTAL	\$17348.	