



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** PS 204X

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 09X204

**PRINCIPAL:** MARCY GLATTSTEIN

**EMAIL:** MGLATTS@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DOLORES ESPOSITO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Marcy Glattstein	*Principal or Designee	
Bernadette Alexander	*UFT Chapter Leader or Designee	
Karen Verges	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Yessenia Morillo	Member/Parent	
Drena Simon	Member/Parent	
Ebony Skullark	Member/Parent	
Lisa Barnet Ellis	Member/Teacher	
Mariano Maqueda	Member/Teacher	
Debra Salgueiro	Member/Teacher	

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

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

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

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

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

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

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

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

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

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

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

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

By June 2013, 100% of teachers will have collaborated and completed at least two units of study that integrate science or social studies content and English Language Arts (ELA), and two units of study in mathematics aligned to the Common Core Learning Standards (CCLS) as evidenced by tasks, classroom observations and teacher-team evaluations

### **Comprehensive needs assessment**

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

In order to ensure that students are developing the skills leading to college and career readiness by 2014, it is necessary to develop units of study that align to the Common Core Learning Standards (CCLS.) During the 2011-12 academic year teachers developed two units of study in English Language Arts (ELA) and implemented math bundles created by the Department of Education. In order to continue aligning instruction to CCLS, additional units must be created to ensure that all grade level standards are met by students. A gap analysis was conducted to identify and target key standards as well as any standards that were underrepresented in the existing units. The school utilizes the Houghton Mifflin Go Math program and needs to create units of study that promote critical thinking and rigor across grade levels in the math. A consultant from Ann Shannon & Associates has provided professional development (PD) on understanding the vertical alignment of the standards, and drilling down to the further professional development needs that will lead to developing instructional strategies to promote rigor in math. Specific focus will be directed on supporting students with disabilities (SWD), English Language Learners (ELLs) and students who are performing at a high level 3 as measured by multiple assessments.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Designate Math and ELA CCLS teams to meet bi-monthly to ensure vertical and horizontal alignment of units of study to CCLS
- Partner with Learning Centered Initiative (LCI) to provide on-going professional development on the development, implementation and revision of units of study
- Partner with Ann Shannon & Associates, LLC to provide professional development on the development of units of study in math as well as increasing the rigor in mathematical instruction
- Designate staff members to serve as an Instructional Cabinet
- Participate in Common Core Labsite professional development and serve as lab school site to partner schools
- Schedule multi-grade planning meetings where the needs of student subgroups are analyzed and strategies for instruction are developed
- Administrators will facilitate weekly team meetings that will focus upon the creation, implementation and revision of science and social studies themed ELA units of study and two math units of study
- Utilize Atlas Curriculum Management software to support curriculum mapping in ELA and math, and archiving student exemplars

- Meet with teachers to create and revise assessment tools that align with CCLS and monitor student performance
- Establish systems for analyzing student work to plan instruction aligned with CCLS and adjust instruction to promote student progress

**Timeline for Implementation**

- Summer 2012 - Conduct a summer institute in partnership with LCI to develop new and revise existing interdisciplinary units of study
- Fall 2012 and Spring 2013- Conduct learning walks with members of the instructional cabinet and LCI with a focus on collecting data on implementation of the units and identifying trends in instructional practice within and across grade levels
- Fall/Winter 2012/13 –Partner with Ann Shannon & Associates to provide PD on the Math standards, mathematical rigor and assessing instructional practices
- Fall 2012- Spring 2013- Act as a host school for Network 534 Common Core Labsite
- Spring 2013- Conduct math labsites in grades K-5 with a focus on increasing critical thinking and rigor in mathematics

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP
- Conduct parent workshops on the CCLS in ELA and Math
- Communicate with parents on a monthly basis on strategies to support students at home in meeting the CCLS
- Utilize school website to support parents with resources on CCLS
- Host grade level meetings for parents on grade specific curriculum

**Budget and resources alignment**

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

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

If other is selected describe here:

**Service and program coordination**

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

Funds will be budgeted in Curriculum Development for Ann Shannon & Associates and LCI. Per Session will be paid to teachers to participate in PD and to facilitate workshops for parents. ARRA RTTT Citywide Expectation and Common Core Lab funds will be used to support participation in Summer Institutes, Saturday PD sessions, and meeting of the Instructional Cabinet within and outside of the school. Title 1 Funds will be used to support professional development by Ann Shannon & Associates and LCI. NYSTL funds will be used to purchase the Atlas Curriculum Software program to support the school in curriculum mapping.

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

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

### **Annual Goal #2**

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

By June 2013, 100% of teachers will meet with administrators to identify individual teacher goals and develop action plans based upon Danielson's Framework for teaching and analysis of student work in order to improve student performance as measured by a minimum increase of one level on baseline assessments in reading, writing and math

### **Comprehensive needs assessment**

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

Due to increase in student enrollment, a citywide special education initiative and an increase in the arts course offerings for students, PS 204 hired 9 new teachers for the 2012-13 school year. Teachers conducted self assessments using ARIS Learns to identify areas of need in order to develop their pedagogical practice to prepare students to be college and career ready. Additionally, the following trends were identified with student performance on NYS ELA and Math Exams and the Diagnostic Reading Assessment (DRA2) for the 2011-12 school year:

### **ELA**

- Overall, the school had 7% of students performing at level 1, 38% at level 2, 53% at level 3 and 1% at level 4 on the NYS ELA Exam
  - In grade 3, 9% of students performed at level 1, 33% at level 2, 55% at level 3 and 3% at level 4
  - In grade 4, 7% of students performed at level 1, 32% at level 2, 59% at level 3 and 1% at level 4
  - In grade 5, 5% of students performed at level 1, 54% at level 2, 41% at level 3 and 0% at level 4
- There was an increase in the average proficiency level from 2.91 to 2.92 on the NYS ELA Exam for students in grade 3-5
- The median adjusted growth percentile for students in the lowest third increased 23% (from 52% to 75%) on the NYS ELA Exam
- Overall, there is no significant difference in the proficiency levels of Black/African American or Hispanic/Latino students, with both groups having 54% of students performing at above the proficiency level on the NYS ELA Exam
  - In grade 3, 64% of Black/African American students performed at or above the proficiency level compared to 55% of Hispanic/Latino students
  - In grade 4, 52% of Black/African American students performed at or above the proficiency level compared to 64% Hispanic/Latino students
  - In grade 5, 48% of Black/African American students performed at or above the proficiency level compared to 35% Hispanic/Latino students
- Overall, students with disabilities performed at lower levels than their peers in grades 3, 4 and 5, with 33% of SWD performing at or above the proficiency level on the NYS ELA Exam
  - In grade 3, 27% of SWD performed at level 1, 45% at level 2, 27% at level 3 and 0% at level 4
  - In grade 4, 22% of SWD performed at level 1, 35% at level 2, 43% at level 3 and 0% at level 4
  - In grade 5, 20% of SWD performed at level 1, 80% at level 2, 0% at level 3 and 0% at level 4
- Overall, English Language Learners performed at lower levels than their peers in grades 3, 4 and 5, with 36% of ELLs performing at or above the proficiency level on the NYS ELA Exam
  - In grade 3, 50% of ELLs performed at level 1, 17% at level 2, 33% at level 3 and 0% at level 4
  - In grade 4, 9% of ELLs performed at level 1, 36% at level 2, 55% at level 3 and 0% at level 4
  - In grade 5, 18% of ELLs performed at level 1, 64% at level 2, 18% at level 3 and 0% at level 4
- In 2011-12, 49% of students in grades K, 1 and 2 met or exceeded grade level as measured by the DRA2

- In Kindergarten, 8% of students performed far below grade level, 11% were approaching grade level, 22% performed at grade level and 58% exceeded grade level
- In grade 1, 22% of students performed far below grade level, 43% were approaching grade level, 20% performed at grade level and 14% exceeded grade level
- In grade 2, 36% of students performed far below grade level, 31% were approaching grade level, 17% performed at grade level and 16% exceeded grade level
- Overall, there was a decrease in the number of students who progressed one or more years in their reading ability as measured by the DRA2 in grades K-2
  - In Kindergarten, there was an increase from 69% to 81% of students who progressed one or more years from 2010/11 to 2011/12
  - In Grade 1, there was a decrease from 51% to 38% of students who progressed one or more years from 2010/11 to 2011/12
  - In Kindergarten, there was a decrease from 59% to 49% of students who progressed one or more years from 2010/11 to 2011/12

### Math

- Overall, the school had 1% of students performing at level 1, 27% at level 2, 50% at level 3 and 22% at level 4 on the NYS Math Exam
  - In grade 3, 1% of students performed at level 1, 40% at level 2, 52% at level 3 and 6% at level 4
  - In grade 4, 0% of students performed at level 1, 21% at level 2, 46% at level 3 and 33% at level 4
  - In grade 5, 4% of students performed at level 1, 20% at level 2, 52% at level 3 and 25% at level 4
- There was an increase in the average proficiency level from 3.30 to 3.39 on the NYS Mathematics Exam for students in grade 3-5
- The median adjusted growth percentile for students for students in the lowest third increased 8% (from 74.5% to 82.5%) on the NYS Math exam
- Overall, 74% of Black/African American students and 70% Hispanic/Latino students performed at above the proficiency level on the NYS Math Exam
  - In grade 3, 55% of Black/African American students performed at or above the proficiency level compared to 59% of Hispanic/Latino students
  - In grade 4, 74% of Black/African American students performed at or above the proficiency level compared to 81% Hispanic/Latino students
  - In grade 5, 92% of Black/African American students performed at or above the proficiency level compared to 65% Hispanic/Latino students
- Overall, students with disabilities performed at lower levels than their peers in grades 3, 4 and 5, with 51% of SWD performing at or above the proficiency level on the NYS Math Exam
  - In grade 3, 9% of SWD performed at level 1, 64% at level 2, 18% at level 3 and 9% at level 4
  - In grade 4, 0% of SWD performed at level 1, 30% at level 2, 61% at level 3 and 9% at level 4
  - In grade 5, 0% of SWD performed at level 1, 80% at level 2, 20% at level 3 and 0% at level 4
- Overall, English Language Learners performed at lower levels than their peers in grades 3, 4 and 5, with 50% of ELLs performing at or above the proficiency level on the NYS Math Exam
  - In grade 3, 0% of ELLs performed at level 1, 67% at level 2, 17% at level 3 and 17% at level 4
  - In grade 4, 0% of ELLs performed at level 1, 36% at level 2, 55% at level 3 and 9% at level 4
  - In grade 5, 18% of ELLs performed at level 1, 36% at level 2, 45% at level 3 and 0% at level 4

### Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Schedule common planning meetings for teachers to analyze student work and revise instructional plans to meet the differentiated needs of learners
- Provide professional development around Danielson's Framework for Teaching

- Develop observation checklists and protocols to be used to monitor professional goals and student performance, including ELLs, SWDs, and high achieving students
- Utilize ARIS Learn to engage in Teacher Competencies self assessment
- Meet with each teacher to develop an individualized professional development plan to address progress in achieving teacher goals throughout the year
- Participate in the Teacher Development Initiative under the direction of R.J. Rolon, Talent Coach at Office of Teacher Effectiveness
- Participate in Cluster 5 Teacher Effectiveness Intensive training and act as a host school for NYC schools
- Assign a mentor to provide support for new teachers through classroom visits, modeling lessons, co-planning and co-teaching and other interactions
- Provide opportunities for inter-visitations and reflections on best practices
- Conduct informal and formal observations to provide actionable feedback
- Provide a technology consultant to support new teachers in utilizing school technological systems for collaboration and sharing of information

**Timeline for Implementation**

- Fall 2012- Conduct Teacher Competency assessments in ARIS Learns and develop individual teacher goals
- October 2012, January 2013, and May 2013- Administer multiple assessment of student learning to establish individual student goals and determine student progress in meeting goals
- Winter 2012/13 – Participate in TEI learning walks and feedback and reflection sessions
- Winter 2012/13- Partner with Ann Shannon & Associates to conduct labsites in mathematics and facilitate school- based labsites based on grade level needs
- Spring 2013- Meet with teachers to reflect on goal achievement and determine next steps

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Analyze responses on Learning Environment Survey and on school administered surveys to determine any areas of concern as identified by parents and teachers
- Develop an action plan to respond to concerns and areas of need identified by parents and teacher
- Meet with School Leadership Team to develop school wide goals and determine resource allocation to meet the needs of all learners

**Budget and resources alignment**

- Indicate your school’s Title I status: X  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.

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

If other is selected describe here:

**Service and program coordination**

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

Funds from multiple sources (including Title 1, Fair Student Funding, (FSF) and Children's First Network Support) will be allocated to hire an F-status mentor to support five new teachers. Fair student funding will be used to purchase resources to support the development of teachers in accordance with the Danielson Framework. Title 1 funds will be used to partner with AUSSIE to provide professional development in the area of technology.

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

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

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

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

By June 2013, the RTI team will assess all students in PreK-5, collaborate with grade level teams to identify students for interventions at all three tiers, and develop toolkits to meet students' needs as measured by an increase of a minimum of one year of growth on the DRA2 and Renaissance Learning Assessment

#### **Comprehensive needs assessment**

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

An analysis of NYS ELA and Math exams, the DRA 2 and the Renaissance Learning assessment for 2011-12 was conducted and trends were identified. This data, along with a review of the minutes from RTI meetings revealed many students would benefit from strategies employed in occupational therapy and are experiencing problems with cognitive processing. As a result, students are receiving services on an as needed basis and special education service providers meet with grade level teams to support tier 1 and 2 instruction.

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Participate in network sponsored RTI professional development
- Schedule monthly planning meetings to allow for collaboration of RTI team and grade level teams in targeting Tier 1 instruction and interventions
- Research positive behavior programs to implement school-wide
- Partner with D75 to provide professional development on behavior interventions and resources, and conduct inter-visitations with P723
- Utilize RTI team to provide professional development on RTI to staff periodically throughout the year
- Identify students for Tier 2 and Tier 3 interventions, including ELLs and students with special needs, and develop actions to improve student performance
- Meet weekly on Fridays with RTI team to determine alternative instructional interventions for students identified for Tiers 2 and 3
- Continue to utilize Wilson Learning and provide professional development to teachers on the Wilson program
- Schedule universal screening of students using DRA2 and monitor progress using Renaissance Learning assessments for students in grades K-5 and ECERS-R for Pre-K

#### **Timeline for Implementation**

- August and September 2012- Analysis and identification of trends on NYS ELA and Math Exams
- October 2012, January 2013, and May 2013 Administration of DRA2, Renaissance Learning assessments
- September 2012-June 2013- RTI meetings held weekly on Fridays
- September 2012-June 2013- Meetings held once a month with special education service providers and grade teams

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Conduct parent surveys on the student learning styles and interest inventories
- Present school wide data to parents at parent meetings
- Parents are given multiple ways (including email, telephone and in person meetings) to contact teachers and administrators to discuss the academic and social emotional development of their children
- Maintain a parent library
- Monthly newsletters by all teachers and special education service providers offer strategies for supporting students at home

**Budget and resources alignment**

- Indicate your school's Title I status: X  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.

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

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Title 1, FSF, C4E, CFN Support and Deferred Program Planning Initiative funds will be used to fund two AIS teachers. The guidance counselor is funded Mandated Counseling and FSF to support students identified as in need of at-risk interventions. Title 1 will be used to fund Saturday Academy and After-School programs for ELLs, SWD and students who

Title III LEP funds will be used to fund Saturday Academy and After-School programs for ELLs.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Fundations - This K-3 reading intervention program provides a structured, sequential and cumulative phonics/spelling program during the school day in a small group setting by the AIS teacher.	Small group	During school day, extended day
	Wilson – This grade 4 and 5 reading intervention system teaches students how to fluently and accurately decode sound-symbols for reading and spelling. It is an interactive and multisensory program that helps improve reading comprehension.	Small group, one-to-one	During school day, extended day
	AIS – This small group instruction services students in grades 1 and 2 by AIS teachers with a focus on accuracy, fluency and comprehension. The Contract for Excellence (C4E) Saturday Academy services small groups of the lowest third of our students in grades 1 and 2 for three hours. Grouping for instruction in this program is based upon data from DRA2 and Fundations. The small group work will assist students with phonemic awareness and phonics instructions.	Small group, one-to-one	During school day, extended day
	The Title 1 Academy services small groups of students in grades 3-5 on Saturdays for three hours. These students are performing at Levels 1 and 2. Grouping for instruction in this program is based upon data from DRA2, Renaissance Learning assessments, formative and standardized	Small group	Saturdays (throughout the school year)

	<p>assessments. Small group work will assist students in acquiring strategies and skills needed to become proficient readers.</p> <p>The Title III Enhance Language Proficiency after school program that meets two times a week for one hour and fifteen minutes. The program targets first and second grade students who have not met the NYSESLAT criteria. It utilizes Imagine Learning which engages students in activities in all four modalities to enhance language acquisition.</p>	Small group	After school
Mathematics	<p>The AIS program services small groups of students in grades 3-5 students who are having difficulty understanding math concepts. The AIS teacher provides activities to strengthen students' number sense and review essential basic math skills during the school day.</p> <p>The Title I Academy services small groups of students in grades 3-5 on Saturdays for three hours. These students are performing at levels 1 and 2. Grouping for instruction in this program is based upon data from Acuity Benchmark Assessments, standardized assessments and Go Math unit tests. Small group work provides the students with opportunities to become effective problem solvers.</p>	Small group  Small group	During school day, extended day  Saturdays (throughout the school year)
Science	The Title I after school program services small groups of students at-risk for not meeting the performance standards in science. Students engage in small group hands-on exploration to support content area learning twice a week for 1 hour and 15 minutes.	Small group	After school
Social Studies	The Title I after school program services small groups of students at-risk for not meeting the performance standards in social studies. Students use a variety of	Small group	After school

	materials and resources to become critical thinkers in the area of history and social studies twice a week for 1hour and 15 minutes..		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The Guidance Counselor services mandated and at-risk students. The school psychologist takes care of mandated and at-risk services two days a week. There is a nurse who addresses health concerns daily.	Small group, one-to-one	During school day, extended day

## HIGHLY QUALIFIED TEACHERS (HQT)

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

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

As of September 2012, 100% of our teachers are certified and 88% hold masters degrees. To ensure that there continues to be high quality instruction, we will implement the following:

- Coordinate professional development activities with LCI and Shannon Associates for application of higher order thinking skills in the classroom
- Provide workshops for developing practices on common core standard-setting instruction in specific content areas
- Implement small, focused study groups for teachers to share and reflect on practices
- Develop action research projects in which teachers formulate questions, examine school-based data, and address areas of instruction
- Provide labsites in ELA and math to improve instructional practices
- Continue to provide training in the balanced literacy model and math workshop model
- Participate in city and state conferences

High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- Plan weekly curriculum team meetings where administrators, consultants, teachers and paraprofessionals can collaborate on planning and revising units of study
- Develop a professional development calendar that aligns with strategies outlined in curriculum calendars
- Provide professional development in Common Core Learning Standards and unit planning
- Provide professional development in Webb's Depth of Knowledge and Bloom's Taxonomy
- Provide professional development to deepen understanding of effective data driven instructional practices
- Implement study groups around professional literature and resources on [engageny.org](http://engageny.org)

Strategies to attract high-quality highly qualified teachers to high-need schools.

- Attend job fairs
- Take applicants on a tour of the school's facilities and meet with staff and students
- Encourage all candidates to work as summer interns preceding fall assignments
- Require that all candidates be licensed and possess NYS certification
- Interview teachers who apply for teaching positions on the Department of Education website, NYC TEACH

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 <b>Debra Maldonado/Ben Waxman</b>	District <b>9</b>	Borough <b>Bronx</b>	School Number <b>204</b>
School Name <b>P.S. 204 The Morris Heights School</b>			

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

Principal <b>Marcy Glattstein</b>	Assistant Principal <b>Josephine Bazan</b>
Coach	Coach
ESL Teacher <b>Elizabeth Miskimmon</b>	Guidance Counselor <b>Dale Drakeford</b>
Teacher/Subject Area <b>Carmen Depompeis/Bilingual</b>	Parent <b>Dashaland Brown</b>
Teacher/Subject Area <b>Doreen Gonzalez/Bilingual</b>	Parent Coordinator <b>Lilly Nissing</b>
Related Service Provider <b>Reyna Rafael</b>	Other <b>Jacqueline Merced/Bilingual</b>
Network Leader <b>Ben Waxman</b>	Other <b>Erica Sass/ESL</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>3</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>458</b>	Total Number of ELLs	<b>62</b>	ELLs as share of total student population (%)	<b>13.54%</b>
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## Part II: ELL Identification Process

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

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

#### ELL IDENTIFICATION PROCESS

P.S. 204x strives to promote increased parental involvement by helping and encouraging parents to become more active in the education of their children. All parents of newly enrolled students in the New York City School System are required to complete a Home Language Identification Survey and an oral interview at registration. The ESL teacher, assistant principal and parent coordinator assist parents in completing the survey. The survey is placed in the assistant principal's ELL binder and in students' cumulative record cards. The oral interview is conducted in English and in the student's native language by the assistant principal. This survey and interview are used to determine the home language and to identify students who may have limited English proficiency. If the Home Language Identification Survey and oral interview are in English and student's native language indicate that a language other than English is used in the home, the student is administered the Language Assessment Battery (LAB-R). First, the students are given the LAB-R in English. If they fail, they are given the LAB-R in Spanish. The LAB-R is administered to the student within ten days of the initial registration date by the ESL teacher. The results of the LAB-R indicate whether students require services. After testing, parents are informed by telephone and in writing whether or not their children require services. The parents of proficient students are informed that their children do not qualify for ELL services. Students scoring at the beginning/intermediate or intermediate/advanced on the LAB-R are identified as ELL students and are entitled to language program services. NYCDOE transfer students are checked for ELL entitlement by utilizing the ATS exam history report to ensure proper placement. Additionally, all other relevant academic baseline assessments are administered in order to facilitate appropriate academic programming and placement (e.g., Transitional Bilingual or ESL Push-in/Pull-out). Parents are informed of the results and choose the placement. The assistant principal, ESL teacher and parent coordinator provide an orientation session in September in English and Spanish for all parents of newly enrolled ELL students. During this session, parents view an orientation video which provides an overview of the freestanding English as a Second Language, Transitional Bilingual and the Dual Language programs. After the presentation, parents are given written materials in their native language and questions are addressed. This meeting gives parents the opportunity to learn the identification and placement procedures for ELL students in the NYC public schools. They are also given entitlement letters which include the program selection forms. The parent coordinator follows up with parents to ensure that everyone has received and returned letters. These placement and entitlement letters are placed in the assistant principal's ELL binder and in students' cumulative record cards. Upon review of the parent selection surveys and entitlement letters over the past five years, trends show that parents had a preference for the Transitional Bilingual program in grades K-2 and opted for the ESL Push-in/Pull-out program in grades 3-5. Throughout the school year, the classroom and ESL teachers communicate with parents to track students' progress, problem solve, and collaborate in creating a comprehensive and rigorous academic program for each student. Additionally, appropriate school personnel provide parent workshops on school regulations, common core standards, city and state assessments, balanced literacy, math approaches and academic intervention programs. All entitled ELL students are required to take the New York State English as a Second Language Achievement Test (NYSESLAT) based upon the RLER and LAT reports from ATS. To ensure that all students take the four components of the NYSESLAT, the testing coordinator schedules each grade for a specific date for test administration. She keeps track of students that are absent so that they can take a make-up exam upon their return to school.

After analyzing test results, students are grouped according to his or her score on each modality (listening, speaking, reading, and writing.)

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	50	Special Education	13
SIFE	1	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	1

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	23		4							23

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language	0									0
ESL				38	1	8	1			39
<b>Total</b>	<b>23</b>	<b>0</b>	<b>4</b>	<b>38</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>62</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7		16											23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>7</b>	<b>0</b>	<b>16</b>	<b>0</b>	<b>23</b>									

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		13		5	9	10								37
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>	<b>0</b>	<b>39</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

### ELL DEMOGRAPHICS

P.S. 204x is an elementary school located in the Morris Heights section of the Bronx associated with CEI-CFN. This prekindergarten through fifth grade school has a population of four hundred fifty eight students. According to the latest ethnic data, 66 % of the students are Hispanic and 34 % are Black. There are sixty two ELL students in grades kindergarten through five. Within this student population, twenty three students in grades K and 2 are receiving Transitional Bilingual instruction. Thirty-nine students are opted-out of bilingual classes by their parents and are in monolingual classes. These students receive instruction in an ESL Push-in/Pull-out program by the certified ESL teacher.

### Programming and Scheduling Information

#### Organizational Models:

Our school provides two language models: Transitional Bilingual Education and ESL Push-in/Pull-out.

Each language model provides the following:

1. Transitional Bilingual classes are heterogeneously grouped to address the three language proficiencies (Beginning, Intermediate and Advanced).
2. ESL Push-in/Pull-out Program is provided by ESL teachers to ELL students in monolingual classes.

#### Transitional Bilingual Program (Spanish/English)

Our kindergarten and second grade Transitional Bilingual classes are designed to provide instruction in the student's native language along with intensive ESL instruction. The instruction is aligned with the New York State Standards to achieve proficiency in English. Differentiated instruction is provided depending on the student's level of proficiency in English. The Language Allocation Policy for the Transitional Bilingual program provides the following instructional time in English and Spanish:

- 60/40 (Spanish/English) model for beginners
- 50/50 for intermediate students

## A. Programming and Scheduling Information

- 25/75 for advanced students

Students are grouped heterogeneously in the kindergarten, first and second grade Transitional Bilingual classes. Literacy groups are differentiated based upon DRA2, Running Records, and NYSESLAT sub-proficiency levels (Listening/Speaking & Reading/Writing). For each instructional unit and individual lesson, teachers target students' specific instructional needs in listening, speaking, reading and writing. The components of our bilingual Spanish reading program are in alignment with NYCDOE core curriculum of balanced literacy - guided reading, independent reading, independent writing, shared reading, interactive writing, read aloud and word study. There are both leveled and genre libraries in both English and Spanish in our bilingual classrooms. The bilingual program for mathematics is Go Math. Teachers provide opportunities for students to communicate mathematically through the use of journals, learning logs and accountable talk. Students utilize manipulatives to solve problems. Additionally, ELL students who are identified as levels 1 and 2 in reading and math receive targeted instruction from the AIS teacher during the day and during our extended day program. Small group instruction is differentiated according to students' demonstrated needs and their proficiency levels.

### ESL Push-in/Pull-out

The ESL Push-in/Pull-out program provides instruction in English with native language support emphasizing English language acquisition. This program provides services to small groups of ELL students in grades 1-5. Based upon the LAB-R and NYSESLAT scores, these students are at the beginning, intermediate and advanced proficiency levels. The students at the beginning and intermediate levels receive 360 minutes per week of ESL and students at the advanced level receive 180 minutes per week of ESL. ELL students receive explicit instruction by licensed ESL teachers. The following instructional strategies are used by the ESL teacher to facilitate language acquisition: Total Physical Response, Peer Tutoring, Flexible Grouping, Cooperative Learning, Language Experience Approach and Role Playing.

Differentiated Instructional techniques along with critical thinking strategies are also incorporated across the content areas in both language models to enhance second language acquisition and cognitive academic language proficiency. The bilingual, ESL and AIS teachers differentiate instruction for newcomers, SIFE and ELL students with special needs. The Imagine Learning Software program is an interactive program that closely tracks and monitors language acquisition and literacy progress for our ELL subgroups.

All ELL student have the opportunity to participate in Extended day, Saturday Academy, Enrichment programs and AIS programs. The following interventions are offered for ELL groups listed above:

- Extended Day program and Saturday Academy provide targeted small group instruction.
- ESL strategies are incorporated to scaffold language development across the modalities
- Our AIS program for reading and mathematics provide explicit instruction for small groups of ELL students
- Our parent coordinator provides ongoing support for the parents as they adapt to the school and the neighborhood

### ORGANIZATION OF STAFF

ELLs receive mandated instructional minutes according to CR Part 154 in Transitional Bilingual Education and ESL Push-in/Pull-out classrooms according to their English proficiency level. The administration ensures that the appropriate mandated units are being implemented through ongoing administrative and staff articulation periods, common preps, grade meetings and collegial team meetings. Bilingual/ESL services are provided by certified Bilingual/ESL teachers.

Programs are always aligned with the parents' choices for program placement. In the past few years, parents have demonstrated a preference for the Transitional Bilingual program in the early grades. As a result, the option for ESL placement has increased in the upper grades. If parents select a bilingual program for students in grades 3-5, the students' names are placed on a waiting list. When the waiting list has 15 students in the same grade level, a Transitional Bilingual class will be formed and a certified Bilingual teacher will be assigned. While awaiting placement, the ELL students receive mandated ESL instruction. Additionally, parents of ELLs entering grades 3-5 have the option to transfer to a neighboring school which offers a bilingual program.

### Description of Instructional Delivery in Each of the Program Models

## A. Programming and Scheduling Information

SIFE: According to the data, we currently have one SIFE (Students with Interrupted Formal Education) student. SIFE students require special attention to facilitate their transition to formal schooling and help decrease their educational gap. Therefore, the following interventions are in place for SIFE students

- Individualized instruction on a daily basis to enhance oral language skills
- Review of ELL periodic interim assessments to track progress (i.e., benchmarks) in target areas and to differentiate instruction
- Portfolio reviews to ensure grade-level performance
- Extended day to provide reinforcement of essential skills
- Native Language Arts (Spanish) support as needed
- Counseling services and/or support as needed

NEWCOMERS: Newcomers entering P.S. 204x in grades K-2 have the option of selecting a Transitional Bilingual program or a ESL Push-in/Pull-out program.

ELLs entering grades 3-5 have the opportunity to receive Freestanding ESL Push-in/ Pull-out, which is designed to support academic learning in monolingual classes. Additionally, Academic Intervention Services (AIS) are provided by highly qualified teachers in daily small group instruction during regular school hours.

Foundations, Guided Reading and Imagine Learning are also provided on a daily basis for entitled students.

The following support services are offered for newcomers in grades 3-5:

- Extended day program provides targeted, small group instruction
- ESL strategies incorporated to scaffold language development across the modalities
- Supplementary After-School Program funded by Title III
- Parent coordinator provides ongoing support for the parents as they adapt to the school and their new neighborhood.

ELL STUDENTS (4-6 years): The data indicates that there are currently twelve ELL students with 4-6 years in grades 3 through 5. In order to ensure that these students do not become long term ELLs and continue to make Adequate Yearly Progress (AYP), teachers and support staff collaborate to create responsive language, literacy and content-area instruction. It is essential that content-area material be readily accessible to our ELLs to ensure their success on the ELA, mathematics, social studies and science exams.

ESL teachers, classroom teachers, and support staff provide the following services for our fourth and fifth-graders:

- Differentiated instruction on a daily basis
- Review of ELL Periodic and interim assessments to plan individualized instruction
- Portfolio reviews to track overall academic progress (i.e., reaching benchmarks)
- Extended day programs to provide tutoring and academic enrichment

LONG -TERM ELLs (completed 6 years): The data indicates that there is one long term English Language Learners enrolled.

The following interventions are in place for our Long-Term ELL student:

- Individualized instruction on a daily basis with certified and highly qualified ESL teachers and AIS teachers.
- Regular review of interim assessments to track progress in targeted instructional areas through differentiated instruction based on need (i.e., running records, Periodic Assessments).
- Portfolio reviews to ensure grade-level performance and meeting benchmarks
- Native language support
- Academic Intervention Services (AIS) to support literacy and content-area learning

ELL-SWDs: The data indicates that there are twelve ELL-SWDs.

## A. Programming and Scheduling Information

The following interventions are in place for ELL-SWDs:

- Daily Individualized instruction by certified Bilingual Special Education and ESL teachers, SETSS and related service providers.
- Regular review of interim assessments to track progress in targeted instructional areas through differentiated instruction based on need (i.e., running records, Periodic Assessments).
- Portfolio reviews to ensure grade-level performance and meeting benchmarks
- Native language support
- Academic Intervention Services (AIS) to support literacy and content-area learning
- Individualized Education Program (IEP) for eligible students. Students are given services based on the Least Restrictive Environment (LRE). Whenever possible, students remain in the General Education class and receive part-time services such as SETSS (Special Teacher Support Services), Speech, and Counseling. If additional interventions are needed, students are placed in a self-contained classroom (12:1). For all program placements, students must receive mandated ESL services in accordance with their IEP.

Title III After-School and Supplemental Services for ELLs

The goal of our Title III program is to provide supplementary instructional support to enhance language proficiency for twenty three students in grades 1 and 2 who have not met the NYSESLAT criteria.

Our Title III after-school program utilizes Imagine Learning which is a computerized research-based program. Students receive one to one instruction specifically designed to meet their individual language acquisition needs in all four modalities. The strategies that the students learn through the Imagine Learning program give them the opportunity to progress and make gains on the NYSESLAT. There are various reports that teachers can utilize to document student progress and plan next steps for the students in their language development. Articulation forms are maintained by the Title III teacher and shared with the classroom teachers to ensure instructional continuity. The Imagine Learning program features printouts that are sent home with students in English or Spanish so that parents can practice the vocabulary words that the students learned in the program.

Instructional Materials Used to Support the Learning of ELLs are:

Rigby Literacy Books and Materials (Appropriate for all ELL Sub-groups in grades K-5) provides targeted instruction to support the school's balanced literacy program. The literacy materials include: Genre study, word work, leveled books, guided reading and writing, phonemic awareness and comprehension skills in English and Spanish.

Imagine Learning (Appropriate for all ELL Sub-groups at Beginning and Intermediate Proficiency Levels) is an interactive technology program to support the literacy development of targeted ELL students in grades K-5. Imagine Learning English integrates technology and curriculum to differentiate literacy instruction. The software program is implemented in the Bilingual and ESL Push-in/Pull-out program to closely monitor the literacy progress of ELL students.

Imagine Learning provides activities to build vocabulary development, listening and speaking and phonemic awareness. These activities prepare students for the NYSESLAT. Progress reports are used to create more responsive literacy and language instruction for each student.

Getting Ready for the NYSESLAT and Beyond (Appropriate for all ELL Sub-groups) provides activities to help students develop and strengthen skills across the four modalities: listening, speaking, reading and writing. These activities prepare students for the NYSESLAT and the ELA assessment.

Into English (Appropriate for all ELL Sub-groups) is an ESL content-based instructional program designed to build academic language proficiency in all ELL subgroups in grades K-5. It provides ELLs access to authentic literature. ESL teachers use the ongoing assessments to monitor growth across proficiency levels. The program comes with a special section for newcomers and includes songs, poems, and chants integrated with each unit themes. Content posters and visuals are used to make language comprehensible, encourage innovations and use of academic language in a meaningful practical way.

## A. Programming and Scheduling Information

Bicultural/Bilingual Relevant Materials (Appropriate for all Sub-groups) are available in students' native languages. The ESL and Bilingual teachers have a variety of reading materials that focuses on students' native cultures. Classroom libraries have a variety of genres and content-based books. Our resource room and book room have a wide selection of books to support students' literacy development in both English and Spanish. Audio books help support newcomers and struggling readers as they build fundamental literacy skills. The audio books are often incorporated into center activities and are used during extended day to reinforce targeted reading skills and provide additional practice.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

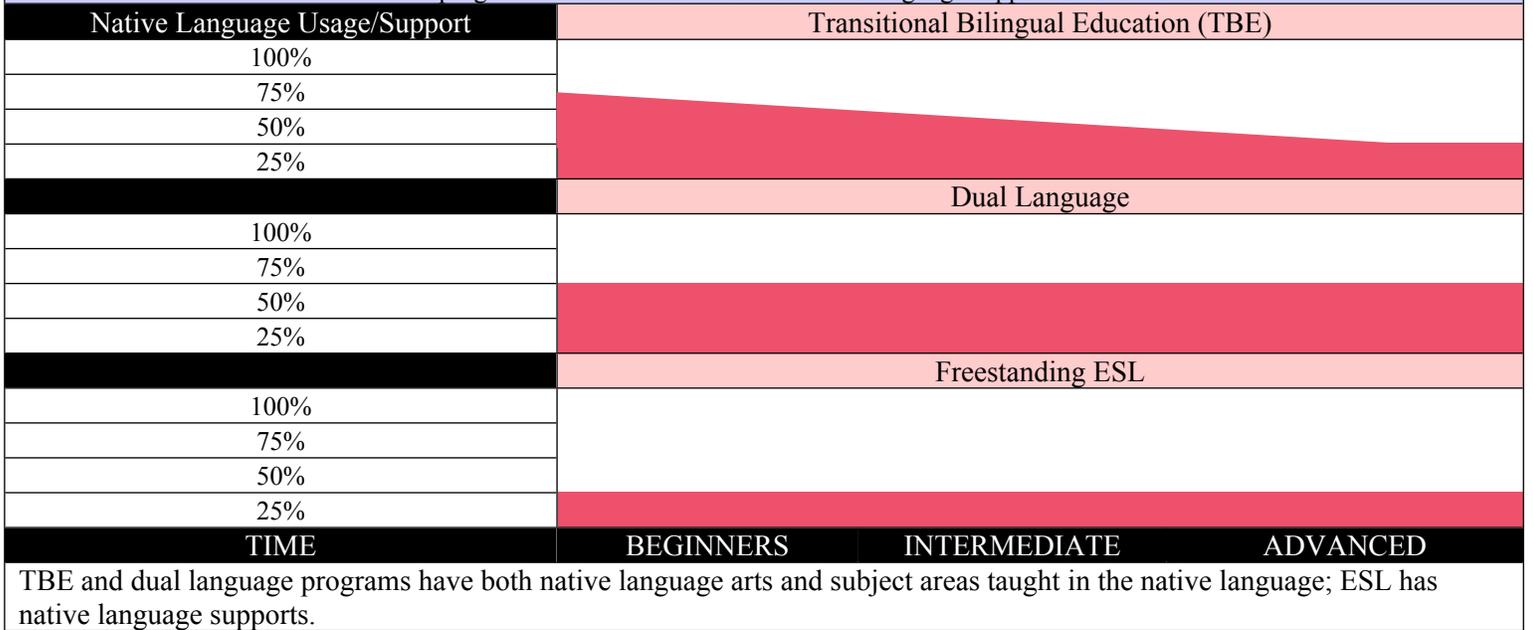
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

### Native Language Usage and Supports

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



## 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?

### TARGETED INTERVENTION PROGRAMS:

The following are the targeted intervention programs that are being used by Academic Intervention Specialist (AIS):

- Imagine Learning, Grades K-5
- Getting Ready for the NYSESLAT and Beyond, Grades K-5
- Foundations, Grades K-2
- Comprehensive Reading Assessment, Grades 3-5
- NYS Coach ELA, Grades 3-5
- STAR Reading Program, Grades 3-5, Levels C, D, E
- Ladder to Success ELA, Grades 3-5
- ELAP, Grades 3-5
- Best Practice Reading Options C,D,E, Grades 3-5
- Buckle Down, ELA and Math, Grades 3-5
- Foundation, Math, Grade 4
- ELL Component of Everyday Mathematics Program, Grades K-5
- NYS Coach Math, Grades 3-5

### 2 YEAR TRANSITIONAL SUPPORT:

ELL students who tested out of the Bilingual/ESL programs are provided with Academic Intervention Services (AIS). Additionally, these students attend extended day activities and participate in the Saturday Academy.

### IMPROVEMENTS/PROGRAMMING TO BE CONSIDERED FOR THE UPCOMING SCHOOL YEAR TO SUPPORT ELLS:

Common Planning (Involves all Bilingual, ESL and Monolingual Classroom teachers when appropriate)

Common planning periods are utilized for collaboration between the ESL and monolingual teachers. Teachers and support staff ensure that literacy and content area instruction is consistent and addresses the needs of ELLs.

- Literacy: ESL and Bilingual staff work with the classroom teachers to ensure that the balanced literacy model provides a bridge to English language acquisition.
- Content Area: All staff collaborate to ensure that content area objectives are met by ELLs

### Orientation and Activities for New Students

Prior to the beginning of the school year, students and parents are invited to a school orientation. They are presented with the opportunity to

meet and greet teachers and school personnel. Activities are conducted to familiarize students and parents with their surroundings and to create a comfort zone for them.

### **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)?

## D. Professional Development and Support for School Staff

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

### Professional Development and Support for School Staff

P.S. 204x believes that effective learning opportunities are the key to increasing student performance and have created several learning models that support professional growth. Professional development in ESL techniques and methodologies provide support for teachers and staff, including but not limited to secretaries, related service providers and parent coordinator while they master new strategies and improve their skills. The principal, assistant principal and consultants provide professional development activities during common planning and Chancellor's Professional Development days. The Professional development plan for 2011-2012 is designed to focus on the teaching and learning process of second language learners.

#### PROFESSIONAL DEVELOPMENT PLAN:

•Analyzing NYSESLAT and ELA data to drive instruction	September 2011
•Differentiated Instruction for ELLs	October 2011
•Using Balanced Literacy in the ESL Classroom	Nov/Dec 2011
•Jose P. Training	Jan/Feb 2012
•Understanding How Standard Based Instruction Impacts ESL, NLA and ELA	Feb/Mar 2012
•Preparing ELLs for the ELA and NYSESLAT	March 2012
•Principles for Quality Teaching for English Language Learners	April 2012
•Using ESL Strategies in the Content Areas	May 2012
•Analyzing Data from Imagine Learning	Feb 2012
•Inquiry Team findings on best practices in ELL literacy instruction	Ongoing

#### Description of the Minimum 7.5 hours of ELL Training as per Jose P.

Teachers will be given the opportunity to receive mandated training and professional development. The instructional approaches presented are modeled by presenters and can be applied immediately in a variety of program models. Additionally, ESL and Bilingual staff share their understandings during common planning sessions. These sessions target how to utilize research-based strategies such as: language functions and structures within the context of an ESL content based lesson, how teachers can scaffold academic language to support students' participation and how to align language instruction to ESL and ELA standards.

#### Jose P and Mandated ESL workshops for Special Education Teachers

All new special education teachers participate in a workshop that focus on ESL compliance issues, the rationale for ESL and Bilingual programs, ESL best practices and assessment policies/procedures. Additionally, teachers are given insight into the ELL identification and programming processes. Discussion of ELL strategies and interventions empowers teachers with effective instructional strategies to use in their own classrooms. The Jose P training is only the first step in a detailed, collaborative process of inquiry, observation, and revision.

## 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

Parents at PS 204x are provided with ample opportunities to interact with teachers and school personnel. A variety of workshops and orientations ensure that parents gain knowledge and become active participants in their children's education.

Parents are invited to meet the teachers, attend orientation meetings and visit with the administration. Throughout the year, parents are invited to writing and reading celebrations, family nights, monthly award assemblies, book fairs, open school week, classroom trips, parent field trips and workshops.

Each month, parents are invited to attend Parent Association meetings where they receive updates on school issues. Through their participation in these activities, parents develop personal skills as well as attain a better understanding of their child's academic life. A school calendar and a monthly newsletter ensure that parents are always informed about school activities and programs.

Bilingual staff provides parents with information on educational, social, recreational, health and immigration issues. The school works closely with many community agencies to provide these services for parents and students. Some of these agencies are: Fordham Tremont Mental Health Clinic, SCAN NY and Bronx Lebanon Hospital.

The parent coordinator gives out a parent survey at the beginning of the school year. Through these parent surveys and evaluations, the school is more informed about the needs, talents and concerns of the parents. Parents are able to share their comments and suggestions after each workshop, parent orientation and parent/teachers conference. Additionally, parents have the opportunity to provide their input when completing the DOE Annual Parent's Survey. Workshops and activities are planned for the parents. The workshops and activities conducted not only give parents ideas and tools to help their children with homework and study habits, but also gives them life skills.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	4	4	1	1	0								17
Intermediate(I)	0	4	3	1	4	2								14
Advanced (A)	0	6	9	3	5	8								31
Total	7	14	16	5	10	10	0	0	0	0	0	0	0	62

### NYSESLAT Modality Analysis

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

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	3	2	0	1	0	0							
	<b>I</b>	0	0	0	0	0	0							
	<b>A</b>	6	6	2	4	1	1							
	<b>P</b>	5	7	3	7	10	2							
READING/ WRITING	<b>B</b>	4	2	1	1	1	1							
	<b>I</b>	4	4	3	4	2	0							
	<b>A</b>	6	8	1	4	5	0							
	<b>P</b>	0	1	0	3	3	2							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3	5	0	11
4	1	7	2	0	10
5	0	2	0	0	2
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	2		5		5		0		12
4	1		1		9		0		11
5	0		3		0		0		3
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		1		8		2		11
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)								
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.

The Diagnostic Reading Assessment 2(DRA2) is administered to all ELL students in grades K-5 three times a year. Based upon student assessment results, differentiated goals are developed for each student. An individual Fountas and Pinnell level is assigned to each student for independent and guided reading.

#### NYSESLAT DATA AND ANALYSIS

An analysis of K-5 NYSESLAT results for 2010-2011 indicate the following:

New York State English as a Second Language Achievement Test (NYSESLAT)

	# Test	Beginning	Intermediate	Advanced	Proficient
Listening and Speaking (K-1)					
All Students	29	5	0	12	12
Reading and Writing (K-1)					
All Students	29	6	8	14	1
Listening and Speaking (2-4)					
All Students	28	1	0	7	20
Reading and Writing (2-4)					
All Students	28	3	9	10	6
Listening and Speaking (5)					
All Students	3	0	1	0	2
Reading and Writing (5)					
All Students	3	0	0	1	2
Listening and Speaking					
Total Students	60	6	0	20	34
Reading and Writing					
Total Students	60	9	17	25	9

The data indicates that students progress and become more proficient as they move from one grade to the next grade.

Implications:

- In grades K and 1, most of the students need support in all four modalities

- In grades 2-4, the majority of students need support in reading and writing
- In grade 5, most of the students tested were the proficient level in all four modalities
- Continue to provide professional development on effective ESL teaching practices
- Continue to provide intensive ESL instruction in an after school ESL program
- Fund professional development, parent workshops and the purchasing of technology to support ELL students
- Continue to use ESL strategies that were found effective for ELL students by the Inquiry Team

#### STATE ASSESSMENTS DATA AND IMPLICATIONS FOR INSTRUCTION

On the English Language Arts Assessment, 79 % of the ELL students scored at Level 2 and above. On the New York State Math Assessment 52% of the ELL students scored at Level 2 or above. On the New York State Science Assessment 100% of the students scored at Level 2 and above. Students that scored at Level 2 receive academic intervention services. Also, teachers must continue to differentiate instruction to ensure that these students master content area and language objectives.

Native Language Reading Test- (not applicable)

Our current bilingual population ranges from grades K-2 and are not mandated to have native language reading test in Spanish. Therefore, there are no patterns on how our ELLs are fairing in in tests taken in English as compared to the native language.

ELL periodic Assessment

The administrators and the ESL teacher review the ELL periodic assessment data and look for trends in the item analysis. The ESLm teacher crafts lessons based upon the data.

### 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.204

**School DBN:** 09x204

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marcy Glattstein	Principal		10/10/11
Josephine Bazan	Assistant Principal		10/10/11
Lilly Nissing	Parent Coordinator		10/10/11
Elizabeth Miskimmon	ESL Teacher		10/10/11
Dashaland Brown	Parent		10/10/11

**School Name: P.S.204**

**School DBN: 09x204**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Doreen Gonzalez	Teacher/Subject Area		10/10/11
Jacqueline Merced	Teacher/Subject Area		10/10/11
	Coach		
	Coach		
Dale Drakeford	Guidance Counselor		10/10/11
Ben Waxman	Network Leader		10/10/11
Erica Sass	Other <u>ESL</u>		10/10/11
Reyna Rafael	Other <u>SETTS</u>		10/10/11
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **09x204** School Name: **P.S.204X**

Cluster: \_\_\_\_\_ Network: **534**

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

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

P.S. 204X reaches out to the 59 parents/guardians whose home language is not English in order to communicate information about the school's academic program, student achievement and parent learning opportunities. There are 2 parents/guardians who are native Twi speakers, one parent/guardian who is a Hausa speaker and the remaining parents are native Spanish speakers. Our Home Language Surveys indicate that translations are mostly needed in Spanish. Teachers are notified of individual student's home language so that oral and written translations can be provided as needed. The Department of Education (DOE) meets most of our written translation needs. Additionally, the parent coordinator and bilingual teachers translate all other written correspondences that are not sent out by the DOE. The parent coordinator is available at all parent workshops and parent teacher conferences to translate information, questions and responses.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The DOE provides most of our written translation services. Our parent coordinator and bilingual teachers translate all other written documents. Oral interpretation is available by our parent coordinator for all parent meetings and workshops. The school community is informed of our translation and interpretation policy in the parent handbook.

## Part B: Strategies and Activities

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

All written documents are translated in Spanish to meet the needs of our parents in a timely manner by school staff. Parents who speak other languages than English and Spanish are offered translation services through the Department of Education Translation and Interpretation Unit.

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.

School staff will provide oral interpretation services during workshops, meetings and parent teacher conferences. Our parent coordinator, school secretary and school aides provide oral interpretation services to parents on a daily basis.

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>.

At the beginning of each school year, a Home Language Survey is administered to parents to identify the primary language spoken in the home. Our school, in accordance with Regulation A663, provides translation and interpretation services to our parents who require language assistance in order to communicate effectively with the school community.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>P.S. 204</u>	DBN: <u>09X204</u>
Cluster Leader: <u>Debra Maldonado</u>	Network Leader: <u>Ben Waxman</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u> # of certified ESL/Bilingual teachers: <u>3</u> # 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: P.S. 204X is an elementary school located in the Morris Heights section of the Bronx. This pre-kindergarten through fifth grade school has a population of 527. According to the latest ethnic data, 68% of students are Hispanic, 30% are Black, 1% is Native American and 1% is White. Within this population 14.6% of our students are ELLs. There are seventy-five ELL students in grades kindergarten through five. All of the ELL students receive Free Standing ESL as requested by their parents.

Upon examination of the needs of our students through the 2012 NYSESLAT and the AMAO data analysis, it is clear that our first, second and third grade ELLs need more support in all four modalities of listening, speaking, reading, and writing. The goal of the Title III program is to provide supplementary instructional support to enhance language proficiency for 40, first, second and third grade students who have not met the NYSESLAT criteria.

This year we are continuing to focus on technology. For this reason we are requesting Title III funds to help us invest in licenses for the number of ELL students that are being invited to participate in our Title III program. Our after-school program will utilize Imagine Learning which is a computerized, research-based program. Students will receive one-to-one instruction through engaging activities specifically designed to meet their individual language acquisition needs in all four modalities. The various strategies the students will learn through the Imagine Learning program will give them optimum opportunity to progress and make gains on the NYSESLAT. There are a variety of reports that teachers can utilize to document student progress and plan next steps for the students in their language development. Articulation forms will be maintained by each teacher and shared with the classroom teachers to ensure instructional continuity.

This program will begin on January 26, 2013. The first session will be on Saturdays from 9:00am-12:00pm. The second session will begin on January 28, 2013 and will be on Mondays from 3:00pm-5:00 pm. The program will run for eight weeks and will terminate when testing for NYSESLAT begins in April. The program will be implemented by one certified ESL teacher and two certified bilingual teachers. The language of instruction will be English. The teachers will receive professional development prior to the implementation of this program.

## Part C: Professional Development

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

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

### Part C: Professional Development

Begin description here: P.S. 204 believes that effective learning opportunities are the key to increasing student performance. There will be workshops with consultants from Imagine Learning and Renaissance Learning to help us analyze the data from the progress reports to better meet the needs of our students. Professional development will be provided by Learner Centered Initiatives (LCI) on best practices for ELL instruction and aligning curriculum to the Common Core Standards throughout the year. In addition, staff will participate in network sponsored NYSESLAT Assessment professional development. Attendance at these workshops will take place from September-June at no cost to the program. In addition, the ESL provider will attend professional development workshops sponsored by the Department of Education and the UFT Teacher Center throughout the year.

### 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: P.S. 204 will implement Imagine Learning for ELLs in first, second and third grade. Staff will provide workshops for parents on the program three times per year on all components of the program including: assessment data and home connections. The Imagine Learning program features individual student data reports and differentiated supplemental activities that will be sent home with students in English and Spanish. These resources allow parents to support students and practice vocabulary and practice vocabulary with their children at home. Teachers will utilize the Star Renaissance Learning assessment to identify student goals and determine benchmarks. Goals and benchmarks will be communicated to parents at least three times per year.

P.S. 204X will continue to offer parent workshops through a partnership with Flame. Workshops will focus upon literacy and include workshops such as Parents and Children as Authors, and Reading with Children using Dual Language books. Workshops will be offered throughout the year, with a minimum of 6 workshops offered.

The Parent Coordinator will conduct dual language parent workshops through a partnership with Cookshop. Workshops focus upon supporting students at home by connecting literacy and nutrition.

Communication with parents will occur using multiple media; written notices, School Messenger, on the school message scroll, as well as through telephone communication.

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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**Part E: Budget**

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

Allocation Amount: \$

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