



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: DR. EVELINA LOPEZ ANTONETTY CHILDREN'S LITERACY CENTER

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X277

PRINCIPAL (I.A.): SAGRARIO JORGE **EMAIL:** SJORGE@SCHOOLS.NYC.GOV

SUPERINTENDENT: YOLANDA TORRES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Sagrario Jorge	*Principal or Designee	
Jennifer Villacis	*UFT Chapter Leader or Designee	
Noemi Lizardi	*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	
Monica Terron	Member/Parent	
Lana Rivera	Member/Parent	
Guadalupe Perez	Member/Parent	
Angelica Gonzalez	Member/Parent	
Maria Calixto	Member/Parent	
Tasha Rucker	Member/Parent	
Claritza Zambrana	Member/ UFT	
Jennifer Cepeda	Member/ UFT	
Aracelis Araujo	Member/ UFT	
Elissa Davidowitz	Member/ UFT	

Denise Capasso	Member/ UFT	
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** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

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

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

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

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

Major Recommendation

School leaders should create a classroom observation schedule to monitor the quality of teaching and learning, with a focus on ELLs and students with disabilities. Feedback should be provided to staff following all formal, informal and walkthrough observations, including clear targets for improvement. Follow-up observations should be conducted in a timely manner to ensure teachers implement the recommendations for improvement. The outcome of lesson observations should become the focus of the PD plan. (JIT, 2012, Page 5)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- *In order to improve and deepen teachers' understanding around effective pedagogical practices, school leaders will conduct regular and consistent observations per teacher and provide immediate feedback and professional development supports to improve teacher practice. All teachers will receive at least 6 formal and informal classroom observations, during the day and after school, that are based on the Danielson framework. The formative feedback (not for file) will be both verbal and written and aligned to the 3 school-selected competencies (questioning and discussion designing coherent instruction and assessment). Select teachers will collaborate to develop and share common core aligned units / lessons that incorporate Danielson's framework. 80% of teachers will move one rubric level for each feature selected as their goal.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal.
- 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.
- *Using an informal observation tool based on the Danielson Framework for Teaching, the administrative team will observe each teacher multiple times within a 6-week cycle. Cycles will be planned to ensure that teachers receive feedback while they are teaching Common Core-aligned units of study and systematic follow-ups will ensure that the feedback is being implemented. The administrative team will norm and calibrate the use of the Danielson Framework in order to develop consistency and a common language around its use. The administrative team will provide every teacher with immediate feedback of the observation through email or one to one meetings. The administrative team will sit and analyze data gathered from the observations and link our school wide professional development plan to these observations. The Instructional Leads will also lead a Collaborative Inquiry group where teacher leaders (from each grade level) will work closely with the administration to norm and calibrate the Danielson framework, conduct vertical and horizontal grade level inter-visitations, and provide collegial feedback to one another. Additionally, the Inquiry Team will research, advise, as well as develop next steps and plans around the implementation of the Danielson Framework collaboratively with the administrative team.*
- *Select teachers will be provided opportunities to develop curriculum aligned to the common core and reflective of lessons learned from the Danielson's framework.*
- *All teachers will select 2 Danielson Domains for the year (one, which must be one of the three identified by the DOE's instructional shifts) and create SMART*

goals. The teacher and administration will identify where they fall on the rubric and we will monitor their progress at three checkpoints (January, March, and June) as outlined by their SMART goals. Teachers will select a partner to provide feedback on their goals through informal observations/feedback as well as participate in grade level learning walkthroughs. The documented evidence (at each check point) as well as principal and administration observations will be used to track the teacher's progress and advancement of at least of one level for each indicator. The assessment and measures would be used to evaluate the impact around teacher effectiveness and the formative use of the framework.

Key personnel and other resources used to implement these strategies/activities

- Literacy and Math Coaches
- Assistant Principals
- Instructional Leads
- Network Achievement Coaches
- Teachers
- Atlas Rubicon
- Feedback from teachers and Instructional Leads
- Professional Development plan
- Danielson Framework Rubric
- Extended-Extended Day Program

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

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

Extended Extended Day Program /Per Session for Teachers (Title 1 Priority Focus Money Title 1 School Project Money)

- 17 Teachers * 6 weeks * 2 days/week * 2 hours/day * 41.98 (plus fringe). See Galaxy.
- 7 Teachers * 5 weeks 2 days/week *2 hours/day *41.98 (plus fringe). See Galaxy.
- 1 Teacher * 30 weeks 3 days/ *45 minutes/day *41.98 (plus fringe). See Galaxy
- 1 Teacher (Enrichment) 15 weeks 2 days/week *2 hours/day *41.98 (plus fringe). See Galaxy.
- 1 Supervisor * 15 weeks * 2 days/week * 2 hours/day * 43.93 (plus fringe). See Galaxy.

Curriculum Planning Teachers (Title 1 Priority Focus Money Title 1 School Project Money)

- Per Diem for Teachers (pre-k-5) \$154/day for 16 days (See Galaxy).



- Parents will be invited to Open School Night and Open School Week to learn about the curriculum at PS 277.
- Monthly light breakfast with the Principal to discuss curriculum among other topics.
- Teacher information sessions at Parent Teacher Association meetings and Family Fridays on curricular topics and learning strategies to incorporate at home.

Key personnel and other resources used to implement these strategies/activities

- Literacy and Math Coaches
- Assistant Principals
- Instructional Leads
- Network Achievement Coaches
- Teachers
- Atlas Rubicon
- Teacher's College Professional Development Package
- Instruction of units of study will reflect the standards/objectives of the Common Core Learning Standards for each grade
- Written Formal and Informal Observations will identify the standards of the lesson as they align to the Common Core Learning Standards.
- Student Work
- Lesson Plans, checklist, and rubrics
- Feedback from teachers and Instructional Leads
- Professional Development plan
- Teacher team agendas and minutes
- Math Consultants from Aussie

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- 8 days Math Consultants from Aussie @ \$1175/day– Title 1 Priority Focus Money
- Teachers College Reading and Writing Project Consultants = \$27,900 – Title School Wide Project
- Per Diem for Teachers \$154/day for 25 days – Title 1 School Wide Project / Priority Focus Parent Engagement
- Refreshments for Parent Meeting \$500 – Priority Focus Parent Engagement

- Teachers will be asked to engage in a self-assessment of their strengths and areas in need of improvement aligned with the four domains of the Danielson's Framework for Teaching; and participate in an end-of-year reflection.
- The purchasing of professional development books to support our professional development initiatives.

Key personnel and other resources used to implement these strategies/activities

- Literacy and Math Coaches
- Assistant Principals
- Instructional Leads
- Network Achievement Coaches
- Teachers
- Danielson Network
- Coverage of Inquiry Team Members for Intra-visitations
- Math Consultants from Metamorphosis
- Literacy Consultants from Wilson
- Writing Coach from Story Pirates

Budget and resource 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 Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- 6 Teachers Trained – Metamorphosis @ \$1200/teacher - Title 1 Priority Focus Money
- Math Consultants from Metamorphosis 8 days @ \$1799/day - Title 1 Priority Focus Money
- Wilson Foundations – Title 1 School Wide Projects
- 2 days Literacy Consultants from Wilson @ \$1500/day - Title 1 Priority Focus Money
- 2 day of training and 1 celebration performance from Story Pirates @ \$3236
- Per diem Substitutes for Instructional Leads and Professional development Coverage = \$154/day (plus fringe) for 30 days See Galaxy. - Title 1 Priority Focus Money
- Professional Development Books \$1,000 - Title 1 School Wide Projects
- Fiction and Nonfiction Books \$20,000 Title SWP – Success Grant

June 2013).

- Monthly review of data collection/OORS reports to review Levels 3, 4, and 5 occurrences and students in need of intervention will be conducted (February 2013 through June 2013).
- Student suspensions (numbers and situations) will also be reviewed (February 2013, April 2013, May 2013 and June 2013).
- Child Study Team Meetings based on need will be held to address the needs of specific students (February 2013 – June 2013)
- Functional Behavior Assessments (FBA's) and Behavior Intervention Plans (BIP's) which will include input from classroom staff members (both teachers and paraprofessionals) will be completed for all students with Crisis Management Paraprofessionals and students who have been involved in repeated Level 4 or 5 Incidents/occurrences (scheduled as needed).
- Student led Town meetings once a month to promote greater student autonomy and initiative.
- Parent and student (day and evening) events will be purposefully planned to foster the parent –school partnership to reinforce and celebrate identified positive behavior and student achievement.
- Beginning in February, students can use their acquired tokens in the School Store and (student selected) planned school-wide events.
- Partnerships with Acacias and Unitas (health and mental health agencies/CBO's) will partner with PS 277 to provide parents and students health services at nearby clinics.
- Guidance Counselor push-in into classroom.

Key personnel and other resources used to implement these strategies/activities

- PBIS School Committee (comprised of teachers, guidance counselor)
- Network Support /Professional Development Workshops
- School wide personnel
- Guidance Counselor
- CBO Partnerships

Budget and resource 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 Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- OTPS for supplies for PBIS = \$3806 - Title 1 Priority Focus Money
- PBIS Per Session – 5 Teachers * 20 weeks * 2 hours/week * 41,98 (plus fringe). See Galaxy. Title 1 Priority Focus Money (**\$10,038**)

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
- Teachers and school leaders with Network support should participate in professional development (PD) on how to plan and implement an ELA curriculum with rigor, inclusive of the NYS learning standards and Common Core Learning Standards (CCLS), performance indicators, core competencies and grade-to-grade progressions. (JIT, 2012, Page 2)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
In order to implement a cohesive home/school support system for students engaged in rigorous tasks, as required by the CCSS, and to foster a stronger and more supportive parent partnership, there will be an increase of parent workshops, and student –parent celebration activities at a minimum 3-4 event a month.

Strategies to increase parental involvement and engagement

- 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 21 through 23 in this SCEP.
- Describe the research-based 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) staff 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.
- Bi-Monthly Parent Workshops on Curriculum, State Exams, Ways to Help Their at Home, Health Wellness, Parenting Tips, College and Career Readiness Workshops for Middle and High School, and College etc.
- Once a month evening parent and child workshop (i.e. Family Math Night, Family Literacy, Fine Arts Program Shows).
- Monthly Café con Libros Meetings with the Principal where the parents can meet with the principal to share concerns, ideas or talk about books.
- Provide a multiplicity of ways to communicate with the parents via fliers, letters, newsletters, phone messenger, and one to one meetings.
- Family Fridays in which families engage in learning an activity in the classroom.
- Onsite CBO partnership with Unitas and Acacias to provide parents and their families with health and mental health services.

Key personnel and other resources used to implement these strategies/activities

- Literacy and Math Coaches
- Guidance Counselor
- Parent Coordinator

- Instructional Leads
- Network Achievement Coaches
- Teachers

Budget and resource alignment

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

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

Service and program coordination

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

The money below is the 1% set aside for parent Engagement

- Food and Utensils - \$500 - Title 1 Priority Focus Parent Engagement Money
- Furniture for Parent Center \$3,000 - Title 1 Priority Focus Parent Engagement Money
- Furniture for Parent Center \$21,000 School-wide Success grant & \$1500 Schoolwide Projects
- Bilingual Pamphlets and Books with strategies for parents to support their child's literacy - Title 1 Priority Focus Parent Engagement Money

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	<ul style="list-style-type: none"> • A. 2 Guided Group Reading Periods for identified struggling students for 1st, 2nd and 3rd graders. • B. Remedial Support provided for students in grades 1-2. (Extended Day Support) • C. Remedial Support provided for students in grades 3-5. (Extended Day Support) • D. Newly arrived students that are ELL are given repeated readings, phonics support and guided reading support 	<ul style="list-style-type: none"> • A. Small group Instruction (with a maximum of 5 students per group) where push in and pull out models are followed. • B. Students are grouped according to identified need and work in small groups of 10 students or less with one teacher. • C. Students are grouped according to identified need and work in small groups of 10 students or less with one teacher. • D. Newly arrived students that ELL (that are early/intermediate levels) is provided 1-2 group support. 	<ul style="list-style-type: none"> • A. Services are provided during the school day. Total number of students serviced is 53. • Services are provided after school from 2:50—3:40 for grades 1-2. Total number of students serviced is 50. • C. Services are provided from 2:50-5:40 for students in grades 3-5. Total number of students serviced is 140. • D. Services are provided after school from 2:50—3:40 for grades 1-2. Total number of students serviced is 2.
Mathematics	<ul style="list-style-type: none"> • A. Remedial Support provided for students in grades 1-2. • B. Remedial Support 	<ul style="list-style-type: none"> • A. Students are grouped according to identified need and work in small groups of 10 students or less with one 	<ul style="list-style-type: none"> • A. Services are provided after school from 2:50—3:40 for grades 1-2. Total number of students

	<p>provided for students in grades 3-5.</p> <ul style="list-style-type: none"> • C. ELL students in 3rd, 4th and 5th grade are provided math instruction around multi-step word problems. • D. Enrichment for higher performing students in math in the 5th grade (with accelerated math problems) 	<p>teacher.</p> <ul style="list-style-type: none"> • B. Students are grouped according to identified need and work in small groups of 10 students or less with one teacher. • C. Students are grouped according to identified need and work in small groups of 10 students or less with one teacher. • D. Students are grouped according to identified need and work in a small group of 14 students with one teacher. 	<p>serviced is 10.</p> <ul style="list-style-type: none"> • B. Services are provided from 2:50-5:40 for students in grades 3-5. Total number of students serviced is 140. • C. ELL remedial group meets 5 times a week before the start of the school day. Total number of students serviced is 11. • D. Students meet twice a week for two hours. Total number of students serviced is 14.
Science		Small group Instruction	<ul style="list-style-type: none"> • Extended Day Support (see above)
Social Studies		Small Group Instruction	<ul style="list-style-type: none"> • Extended Day Support (see above)
At-risk services (e.g. provided by the School Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Student identification of problem behavior or specific need • Individual goal making • Strategy development toward goal achievement for academic and behavior achievement • Social skills and character education • Second Step 	<ul style="list-style-type: none"> • Students are scheduled for individual counseling based on demonstration of need or request of parent. • Students are brought to the attention of service providers through the Child Study Team. • Students are counseled in groups for specific topics based on current needs and issues. • Classroom intervention and support for students 	<ul style="list-style-type: none"> • Services are provided during the school day for students in grades K-5. • Individual and group sessions are provided in 20-30 minute sessions throughout the day. • Voluntary lunch groups around specific topics are available for grades 3-5. • Total number of students serviced per provider ranges from 45 to 90 in 8 week cycles.

	Program to provide skills for social and academic success.		
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HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- Buddy Teachers and special emphasis on classroom intra-visitations
- A program schedule that builds on common planning time, and professional development opportunities that are grouped horizontally and vertically.
- Special emphasis on Depth of Knowledge Wheel and to promote rigor and higher order thinking tasks/questions.
- Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis.
- All staff participates in a goal-setting program to provide a structure to discuss goals and progress aligned with Danielson's Framework.
- Identified teachers who will work on a weekly basis with a network based achievement coach on best teaching practices.
- Partner with Network to provide lesson plan clinics, Instructional Rounds and classroom visits.
- Monthly staff meetings to address teaching practices and data awareness.
- Attend teacher fair to recruit teachers or other pedagogues.
- Network with other Principals and Assistant Principals with the focus of recruiting teachers of staff members.
- Teacher's College Networking provides intern teachers with an opportunity to be mentored by 277 staff, which provides the administration with an opportunity to evaluate for future hiring.
- Mentorship by both the Literacy and Math coach is provided to both new and veteran teachers on a weekly basis.
- Purchased services from teacher's College to provide quality Professional Development in school as well as workshops outside of school where the teachers have an opportunity to collaborate with other NYCDOE teachers.
- PS 277 strives to retain highly qualified staff by offering leadership opportunities and involving them in decision-making. For example staff members were invited to participate in our PBIS initiative to make decisions and execute critical initiatives aligned with school's mission and vision statements.
- Staff is assigned based on license areas and interests.
- Danielson Inquiry Team which meets and participate in weekly intra-visitations.
- Weekly Inquiry Groups that focus on special sub-topics.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundson/Dan Feigelson	District 07	Borough Bronx	School Number 277
School Name Dr. Evelina Lopez-Antonetty			

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

Principal Cheryl Tyler	Assistant Principal Adele Cammarata
Coach Tiana Silvas	Coach Grisselle Fortuna
ESL Teacher Nancy Shnider/ Coordinator	Guidance Counselor Denise Capasso
Teacher/Subject Area Ms. Zambrana-1st Grade Teacher	Parent
Teacher/Subject Area	Parent Coordinator Jeanette Vega
Related Service Provider Jennifer Villacis	Other Shirley Villacis
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	521	Total Number of ELLs	97	ELLs as share of total student population (%)	18.62%
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Part II: ELL Identification Process

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

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

1. The home language and eligibility for the LAB-R is determined at registration based on the Home Language Identification Survey. All students who enter the New York City school system for the first time are screened using the Home Language Identification Survey in their native language. Our bilingual coordinator assists parents in filling out the HLIS and conducts interviews with the parents and students at registration when administering the HLIS in parents' native language. The LAB-R is administered by the ESL teacher to eligible students based on the analysis of the HLIS within the first 10 days of admission. All eligible students are given the LAB-R to determine ELL status. The Spanish LAB is given to students whose home language is Spanish and have scored as eligible for services on the LAB-R. This sheds light on language ability in the Native Language. The results of the LAB-R, the Parent Survey and Program Selection form and program availability determine placement. Informal interviews are conducted at registration as a way to inform parents of the services available to their children. To ensure all ELLs receive the NYSESLAT annually we use ATS reports. The ESL Teacher and the Testing Coordinator collaborate every spring to arrange the schedule for administering the NYSESLAT to all ELLs who are eligible.

2. We hold Parent Orientation meetings to inform parents of the programs offered by the Department of Education: Transitional Bilingual Education, Dual Language and Free Standing ESL. Entitlement Letters, in the native language, are sent home to parents whose children are entitled to ESL/Bilingual services informing them of a Parent Orientation. Within the first 10 days of school, the ESL teacher and Parent Coordinator conduct the Parent Orientations for parents of entitled students. These orientation meetings also take place throughout the year as new students are found to be entitled. Our bilingual staff and Parent Coordinator translate for parents who speak only Spanish. Interpreters are provided to parents who speak languages other than English. At the parent orientation, parents view the Chancellor's DVD for ELLs in their native language, which describes the different program options available for ELLs. After the viewing of the video, there is a question and answer session. We ask parents to select the program of their choice on the Parent Selection Survey. If parents select a program that is not offered at our school, we inform the parents of schools with that particular program and explain that they have the option of a transfer.

3. All parents of ELLs are required to fill out a Parent Survey and Program Selection form. These forms are filled out at the Parent Orientation meeting and collected at the end. For parents who cannot attend the meeting another Parent Orientation is scheduled and if they still cannot attend, the forms are sent home with a follow-up call to ensure they are returned to the ESL teacher. If parents do not return their Parent Survey and Program Selection forms, the ESL teacher sends home another form and the parent coordinator contacts the family. If forms are still not returned, they are informed that the default program is Transitional Bilingual Education. The ESL teacher sends home entitlement letters along with invitations to invite parents to the orientaton in the native language. Continued entitlement letters are sent home to parents whose child will continue to receive services based on the NYSESLAT from the previous year. Letters are in English and the Native Language. Tear-offs were created asking parents to sign that they have received and understand the letters and to ensure that all parents are kept up to date with their child's services.

4. Based on parent choice and program availability students are placed in instructional programs. For students who are continuing services based on the NYSESLAT, parents receive the Continuation Letters informing them that their children are entitled to continued services in the current program placement. For students who scored proficient on the NYSESLAT, Non-Entitlement letters/Transition Letters are sent home informing parents that their child is no longer entitled to services. Non-Entitlement Letters are also sent home to

parents of students who met the LAB-R cut-scores informing them that their child was administered the assessment based on the HLIS and that they are not entitled as per assessment. Letters are kept on file with the ESL teacher. Informal interviews are conducted with the parents at registration and at the Parent Orientation meeting. Based on the HILS, LAB-R and Spanish LAB results, students are placed based on the results of these assessments, as well as parent choice, where students qualify. After the Parent Orientation and the Program Selection forms are collected, they are reviewed by the ESL teacher and a placement letter is sent home to the parents informing them of their child's program placement. These letters have tear-offs asking parents to sign that they've read and understood the letter. This is to insure all parents are kept up to date with services.

5. The trend in Parent Selection over the past few years shows that more parents have chosen the ESL program. For example, this year eleven out of twelve parents chose ESL as the first choice for their children. The program models at our school are aligned with parent requests. For parents who choose the Dual Language Program, we provide a list of schools with the requested program, and inform the parents of their option to transfer.

Part III: ELL Demographics

A. ELL Programs

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

Transitional bilingual education program	Yes <input 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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>			1	1										2
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	1	1	1								6
Total	1	1	2	2	1	1	0	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	97	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	8
SIFE	3	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	14			1						15
Dual Language										0
ESL	59	3	7	23		1				82
Total	73	3	7	24	0	1	0	0	0	97

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			7	8										15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	7	8	0	15								

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	10	13	9	10	17	18								77
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1			1		2								4
TOTAL	11	13	10	11	17	20	0	82						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Programming and Scheduling Information

1. We offer Transitional Bilingual Education to students in a second/third grade bridge class and English as a Second Language to grades K-5. The TBE classes are grouped by grade level. In the pull-out ESL program, students are grouped by levels of proficiency as well as by grade levels. Beginning and intermediate students are serviced together. Advanced students in grades K-3 are grouped together except for the times that the ESL teacher works with them in their classroom at which time the students are grouped heterogeneously.
2. New York State CR Part 154 mandates dictate that Beginning and Intermediate ELLs receive 360 minutes of ESL instruction per week and Advanced students receive 180 minutes per week. ELLs in TBE receive ESL mandates from their classroom teacher. Students in bilingual classes who have been identified as being in the beginning or intermediate levels of proficiency by the NYSESLAT receive 90 minutes of instruction per day and advanced students receive 45 minutes of native language instruction per day.
3. In the TBE program content areas are delivered in both languages depending on the levels and needs of the students. Heterogeneous language level grouping is used within the Transitional Bilingual classrooms. In our TBE program Math is taught in Spanish and Social Studies is taught in English with native language support. PS 277 uses Teachers College curriculum for the teaching of reading and writing. We use this program for all our students in both bilingual and monolingual classes. Students in bilingual classes who have been identified as being at the beginning or intermediate levels of English proficiency by the NYSESLAT receive native language instruction for 90 minutes per day. Advanced students receive 45 minutes of native language instruction. Students in bilingual classes use Spanish and/or English material as needed. Students in TBE receive their ESL from their classroom teacher. Students in monolingual classes are taught mathematics in English with ESL strategies implemented by the classroom teachers. ELLs receive additional native language support with books, thesauri, and word to word dictionaries in their native language. ESL is thematic through the content areas.
4. Eligible students with a home language of Spanish are given the Spanish Lab when they first enter the NYC Public School. This reflects their ability in the native language. Students in the TBE classes are given El Sol to evaluate them in their native language.
5. ELL students whose teachers have identified them as at risk receive AIS services through small group instruction in mathematics and literacy. Students receive these support services in the language that best meets their individual needs. Our ELLs participate in supplemental programs such as: AIS, after-school programs and extended-day instruction. During this time students receive instruction in

A. Programming and Scheduling Information

academic areas as well as language development. Our SIFE students receive AIS, ESL or TBE, and extended-day assistance to target their learning needs. Students are assessed in the native language and receive supplemental mathematics instruction and language instruction in the native language.

Newcomers (0-3 years)-Newcomers receive small group native language support during Extended-Day to strengthen literacy skills in their native language. They may participate in the Title III after school program where they receive hands-on activities and intense small group instruction by the ESL teacher. The students also receive academic support in mathematics from the math specialist in the native language.

4-6 years -Based on the NYSESLAT, students who fall under this category need additional support in reading, writing and mathematics. This group of students receive academic intervention from a reading and math specialists. Students receive small group instruction in their classrooms as well.

Long-Term ELLs -The classroom teachers provide small group instructional support to develop the reading and writing skills. In addition to this support, they may be pulled out for small group intervention support during the regular school day.

6&7. ELLs with Special Needs -English Language Learners with an Individual Education Plan (IEP) receive services as per their IEP.

Students participate in small group instruction with their classroom teacher as well as with the SETSS teacher. These students also participate in our Title III after-school program. Instructional materials used are grade appropriate and meet the students' reading levels. The classroom teacher, the ESL teacher and the service providers meet to collaborate and strategize instructional planning and scheduling to best meet the needs of students.

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

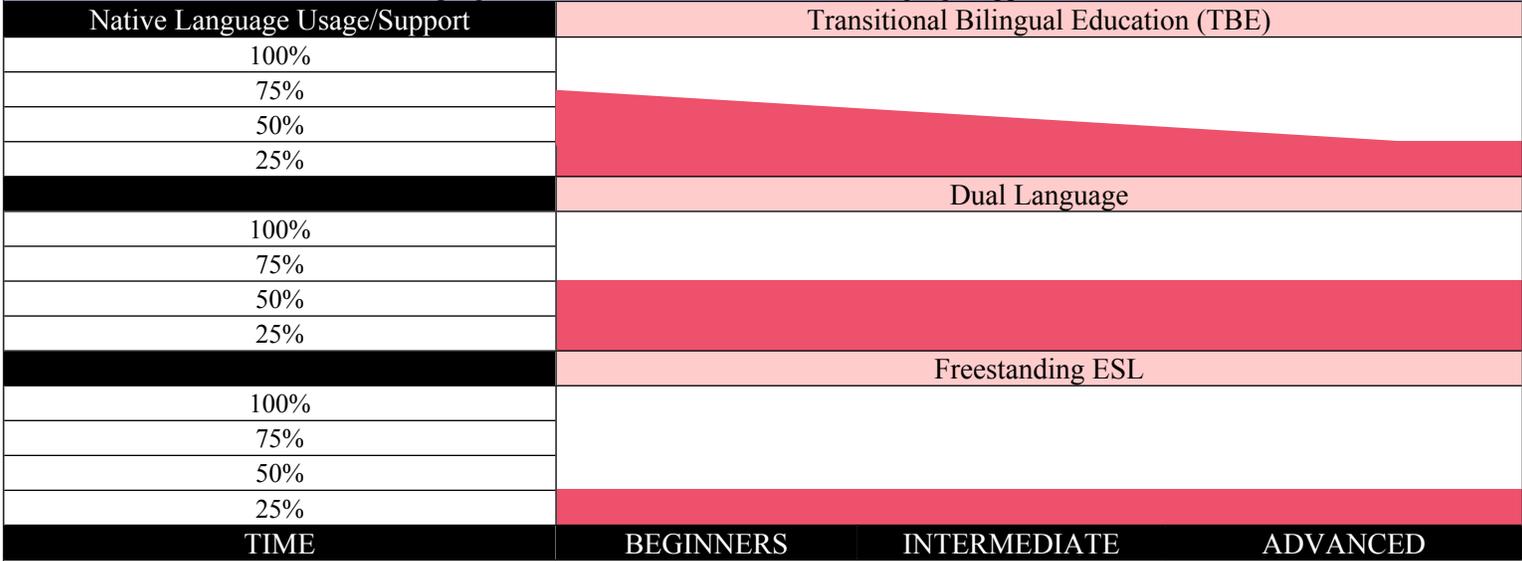
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

8. ELLs receive push-in support in the content areas in small groups from our math coach and literacy coaches. We have content area books/materials available in Spanish. Students receive native language support through leveled books in the students native language, books on tape, the use of glossaries and word to word dictionaries. ELLs are given entry into the curriculum through work in the Inquiry Room where they work with multiple sign systems, as well as being given strategies to express their ideas and thinking through art, drama, construction materials and digital literacy. Science is taught through a hands-on approach using visuals and Total Physical Response strategies. Newcomers are paired with other students who offer support in the native language.

9. Students who scored proficient on the NYSESLAT will receive transitional support for two years. The ESL teacher works closely with classroom teachers to ensure that all former ELLs make adequate progress. Students who fall under this category receive testing accommodations, such as bilingual word to word dictionaries, time and a-half, and separate locations.

10. Although the Inquiry Room is not new to our school, there will be an emphasis placed on its use for our ELLs and the development of oral language as well as reading, writing and listening skills. Students will be given the opportunity to demonstrate their comprehension and knowledge of content through a different medium such as dramatic play, art, construction materials and digital literacy. Materials and resources are appropriately matched to the grade levels and reading levels of the students. Materials that address the Common Core Learning Standards are available in the classroom in the native language.

11. We are discontinuing our TBE First Grade due to lack of numbers of eligible students and due to the parents choice. This year eleven out of twelve parents chose ESL as their first choice of instruction for their children. There aren't enough students to sustain a bridge 4th/5th grade TBE class.

12. ELLs are given the same access to all programs offered in the school including, Supplemental Educational Services and class trips. Students also participate in the in the PS 277 extended day academic program, Eastside House and Betances Community Center after-school programs. Our after-school and supplemental services, as well as our technology classes, are available to all students equally. Fliers are posted throughout the school and an activity calendar is sent home every month in English and Spanish. Letters are sent home to invite ELLs to participate in the Title III program in the native language. All school messages are also communicated through a school-wide phone messaging system. Our Title III program is offered afterschool and targets literacy and content knowledge. It is aligned with Common Core Standards, scope as well as sequence for science, math and social studies. It is aimed at increasing english language proficiency across all modalities.

13. Many of our classrooms have listening centers and computer centers where students listen to books on tape or on the computer. These centers provide students the opportunities to access books. Teachers use document cameras during shared reading and guided writing. There are also several Smartboards and LCD televisions that support all types of learners as well as Native Language books and word-to-word dictionaries.

14. Native Language support is embeded in the TBE classes according to the mandates set by NYS. Math is in Spanish, Social Studies is in English with native language support and Science is in English using ESL methodology. Native language suport is included in the ESL program by use of dictionaries as well as books in the native language in conjunction with the content area themes.

15. Required services and resources correspond to ELLs' ages and grade levels.

16. Many of our students and their families visit the school in June to take part in a school tour. During this time, they have the opportunity to observe the classroom teachers and the activities that are provided for students. The Parent Coordinator is available to answer questions.

We also provide Speech for students who qualify as needing this intervention.

17. We currently do not offer language electives.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. All teachers participate in Teachers College professional development in reading and writing for ELLs. All new teachers participate in ESL professional development. General education teachers are required to attend seven and a half hours of PD, while special education teachers need ten hours. Also, we will be implementing in-house PD for all our classroom teachers once a week during Wednesday's extended-day sessions with a certified TBE teacher and a certified TESOL teacher. All staff including counselors, school psychologist, the SBST members and related service providers are invited to attend. This PD will be developed according to the needs identified by the teachers. Additionally, with Title III support, we have a professional study group planned, based on the book "Learning to Learn in a Second Language" by Pauline Gibbons. This book exemplifies current theories of Second Language development through a wide range of strategies. The study group will meet on Mondays from 3:15 to 4:15 and will be 10 sessions long.

2. Students transitioning to middle school receive support with the application process as well as with the transition process through Information sessions by our parent coordinator, guidance counselor and fifth grade teachers. Teachers assist students and parents in making informed choices about middle school through individual meetings and workshops. The Parent Coordinator is available to assist parents who do not speak English. The ESL teacher collaborates with classroom teachers, guidance counselor, and staff to provide pertinent information about individual ELLs needs.

3. Staff members are asked to maintain an agenda of professional development meetings attended and they are asked to give a copy of such agenda to the office. ESL and bilingual teachers provide in house professional development for staff and attendance is also taken at these meetings. General education teachers are required to attend 7.5 hours of professional development while special education teachers need 10 hours of ELL training as per Jose P.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parental Involvement

1. PS 277 has several programs which involve and inform parents of the educational programs in which their children are participating. We hold Family Friday the first Friday of each month. During this time, parents are encouraged to come into school in the morning and participate in classroom activities with their children. Translators are available for any parent who requires this service. Teachers communicate with the parents daily through the individual homework sheets sent home with the students. Parents receive a progress report after all units of study informing them of the progress their child has made. Teachers are available to talk with the parents at dismissal and by appointment. Letters in the native language are regularly sent home with news of classroom and school activities providing parents a connection with their children's education. Translators are available for all parent/teacher meetings including Curriculum Night and Parent/Teacher conferences.
2. There are several Community Based Organizations that provide services to our parents. The East Side House and Betances Center both provide parent activities. Cornell Cooperative Extension will be providing a series of wellness (nutrition) workshops for parents. The Parent Coordinator is available to provide translation services and we also use the translation unit when needed.
3. Our Parent Coordinator has an open-door policy for parents to go for information or concerns. She supports them with resources and assistance with completing applications and she provides workshops on a regular basis covering topics, such as ELA, Math, TBE, ARIS and information sessions for parents of ELLs.
4. All correspondence is provided in multiple languages. We support our parents with interpreters whenever possible.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	7	3	5	1	3								22
Intermediate(I)	3	2	6	8	4	7								30
Advanced (A)	6	4	8	5	12	10								45
Total	12	13	17	18	17	20	0	0	0	0	0	0	0	97

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	6	7		15
4	7	10	1		18
5	5	11	2		18
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	3		2		10		1		16
4	3		15		1				19
5	3		16		1				20
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		12		6				19
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Assessment Analysis

- Our school uses the Teacher’s College Reading and Writing Program to assess early literacy skills of our ELLs. Teachers use this data

to inform instruction. Every student has a writing portfolio that monitors progress and the meeting of benchmarks. Genre specific rubrics are used to assess student writing. We use the results of the NYSESLAT and the NYS ELA and Mathematics assessment to evaluate the success of our program.

2. The data patterns of the NYSESLAT reveal that all our ELLs show improvement in language skills. Listening and speaking continue to be areas of strength for our students. They show significant improvement in the Speaking/Listening modality. In Reading/Writing, students progress from beginning levels to advanced levels at an adequate rate. However, they stay in the advanced level longer than expected.

3. The fact that our ELLs tend to stay in Advance Level in Reading/Writing longer than expected will affect instruction by drawing attention to their needs for intervention in these areas. Students will continue to receive academic intervention in these areas. The instruction received during this time will support students with the development of content language as well as content skills. Students will be involved in many hands-on experiences that will enhance their knowledge and language. All students will be involved in inquiry based learning using drama, art and construction. During the time students spend in the inquiry room, they will be involved in literacy activities that use all modalities of learning and that tap into all intelligences.

4. a. Patterns on content area state exams for our ELL students reveal stronger performance on mathematics exams as compared to the scores on the English Language Arts assessment. However, looking at our 5th graders from 2010-2011 more ELA scores improved than Math scores. Of 15 eligible for comparison 6 improved on the ELA as opposed to 3 improving on the Math, 7 stayed the same in ELA whereas 12 stayed the same in Math. Looking at the 5th Grade results tends to show better achievement in Math than on the ELA, also the 4th grade Science scores are above the ELA. The students tend to be stronger in the content areas than in the English Language Arts. The students take the test in English not in the native language.
Test results are analyzed by our ELL coordinator, principal and assistant principal.

b. No ELL periodic assessments are being implemented at this time.

5. N/A

6. We evaluate the success of our programs for ELLs with the results of all assessments: formal and informal. This is including the work they do in the classroom, the work collected in their portfolios and observation in the classroom. The data patterns of the NYSESLAT reveal that all of our ELLs show improvement in language skills. Listening and speaking continue to be areas of strength for all students. Students show significant improvements in the speaking/listening modalities. In reading/writing students progress from beginning levels to advanced levels at an adequate rate, however they stay at an advanced level longer than expected.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: PS 277

School DBN: 7BX277

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cheryl Tyler	Principal		
Adele Cammarata	Assistant Principal		

School Name: PS 277

School DBN: 7BX277

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeanette Vega	Parent Coordinator		
Nancy Caputi Shnider	ESL Teacher		
	Parent		
Ms. Zambrana	Teacher/Subject Area		
	Teacher/Subject Area		
Grisselle Fortuna	Coach		
Tiana Silvas	Coach		
Denise Capasso	Guidance Counselor		
	Network Leader		
Shirley Villacis	Other <u>AIS</u>		
Jennifer Villacis	Other <u>Related Service Prov</u>		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 07x277 **School Name:** PS 277

Cluster: _____ **Network:** CFN 203

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

Part A: Needs Assessment Findings

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

To assess our schools written translation and oral interpretation needs we manually go through The Home Language Identification Survey (HLIS) of all new registrants to determine which new admits speak another language. Additionally, we use the data from the Language Aggregate Report (RHLA). The major findings of this report currently show that of 521 students 168 have a home language of Spanish. 1-3 students show up for 5 other languages, including: Arabic, Bambara, Hausa, French and Soninke.

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 major findings of the HLIS and the RHLA show that of 521 students 168 have a home language of Spanish. 1-3 students appear for 5 other languages.

Based on these findings all written information is sent home in English and Spanish. Written Spanish translations are provided by School Aides and teachers who are bilingual. Written communication regarding ESL and Bilingual support are sent home in the 5 "other" languages to those families in their language. These translated communications are from the DOE website. The home language identification survey (HLIS) has a section which asks for what language the parents would like information sent home in. This aids greatly in determining who may need written or oral translations as well as what languages are needed.

Part B: Strategies and Activities

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

To ensure that the parents are provided with appropriate and timely information in their native language, all written communication to parents, including fliers and monthly newsletters, will be translated into the Spanish by either staff, parent/community volunteers, or by the NYCDOE Translation and Interpretation Service. Parent letters can be translated into any language that is needed. Important and time-sensitive information and letters are translated well in advance of scheduled parent meetings, and conferences to ensure that materials are available in the parents' native languages when needed. If needed we will contact translations@schools.nyc.gov or call 718-752-7373.

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

Oral interpretation is always provided for our Spanish speaking parents by School Aides, teachers who are bilingual and parent volunteers. If needed, we can access the NYCDOE phone translation system. Language interpreters will be available to interpret for parents during activities including conferences with parents, assemblies, Curriculum Night, IEP meetings, etc. Depending on the language that is needed, we usually have an in-house translator available. If in the future we find that we do not have a translator available for use, we will contact the DOE Translation Services number. In September a Welcome Letter is sent home to all parents welcoming them and inviting them to Curriculum Night. This letter informs them that translators will be available. This letter as well as verbal announcements also state that if translations in languages other than Spanish are needed we can make accommodations through the DOE Office of Translations.

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>.

Notification of parents' rights regarding translation and interpretation services is available in the main office. The parent coordinator has each of the necessary pamphlets with the information that is required of Section VII of Chancellor's Regulations A-663. Parents may also be made aware of these rights during our Parent Orientation, meetings with school staff, IEP meetings, etc.

We understand and fully comply with the Chancellor's regulation that states that minor students may not provide translation services. We provide in-house training for our staff regarding language access.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>277</u>	DBN: <u>07x277</u>
This school is (check one): <input 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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: <u>?????</u>
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input 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>2</u> # of content area teachers: <u>1</u>

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: Students in the 4th grade will develop a research project that is aligned to Social Studies Scope and Sequence: The New Nation. The students will have the opportunity to explore a larger essential question: What It Means to Be Free while investigating and exploring this topic through a multisensory and multimedia approach that includes: expository writing, nonfiction reading, listening and speaking. The curriculum will be aligned to the Common Core Reading Standards of Informational, Writing, Foundational Skills and Listening and Speaking. The students will present a culminating project. The culminating project will allow students to answer the essential question by formally presenting using Universal Design approach. The students that will participate in this afterschool program will be twenty 4th grade English Language Learners ranging from Beginners to Advanced as per the NYSESLAT. The program will run from December -February on Mondays and Friday from 2:55-4:30 pm. The classes will be taught in English by two certified ESL teachers. Additionally, there will be another group of fourteen 3rd- 4th graders that will receive literacy support around deconstructing mathematical word problems from 8:00-8:30 Monday through Thursday in Mid November through March. Materials needed 1 Computer, 3 Ipads, Achieve 3000, Field Trips, and supplies.

Part C: Professional Development

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

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

Begin description here: Some of the monies will be set aside to pay per diem subs to send teachers to ELL Professional Development Workshops offered by our of English Language Learners Specialist from the Network and by Office of ELL. We will send one teacher from each grade level to an ELL workshop and the teachers will turn key the information to their grade team. We will also have an Inquiry Group dedicated to teaching ELLS how to deconstruct mathematical word problems. This will be led by our Math Coach and will take place every Wednesday throughout the school year from 2:50-3:40. Finally, we will also do a book study on language acquisition with a book titled Classroom Instruction that Works with English Language Learners during teacher team meetings. Per-session will be paid classroom teachers of ELLs who participate and this will be led by either the Literacy Coach or one of our ESL Teacher. There will be 6 sessions beginning beginning in January running through March.

Part D: Parental Engagement Activities

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:

Parents will be invited to several mid-development workshops (one in January and another one in February) so that they can learn how to create a powerpoint presentation taught by their children as well as providing parents with support in understanding the content of their child's work. The culminating project will include an opportunity for the children to present to the community and their parents. The rationale is for parents to experience the learning process and integration of technology with their children. They will also have an opportunity to participate, ask questions and even present suggestions to the children. The parent workshops will take place mid January. The culminating presentation will be in February at 9:00 a.m. The parents will be invited via phone, paper invitation and at pickups. Finally, parents will be invited to a Math Night in December that is geared in supporting our second language population around math and Literacy Night in January.

Part E: Budget

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

Allocation Amount: \$??????

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

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.
Educational Software (Object Code 199)	??????	??????
Travel	??????	??????
Other	??????	??????
TOTAL		??????