



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

SCHOOL NAME: **PEACE AND DIVERSITY ACADEMY**

DBN: **12X278**

PRINCIPAL: **ANDREW M.L. TURAY**

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

SUPERINTENDENT: **ELAINE LINDSEY**

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
Andrew M.L. Turay	*Principal or Designee	
Michelle Noonan	Assistant Principal	
Raymond Hofmiller	*UFT Chapter Leader or Designee	
Sulai Sanchez	*PA/PTA President or Designated Co-President	
Gladys Gomez	DC 37 Representative, if applicable	
Janee Ojaiko	Student Representative	
Jeffrey Severino	Student Representative	
Bank of America	CBO Representative, if applicable/Micki Joseph	
Minoska Romero	Member/Teacher	
Awilda Sanchez	Member/Parent	
Veronica Sumpter	Member/Parent	
Denise Roman	Member/Parent	

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is

provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

- Ensure that the professional development plan supports the clear delivery of instruction, academic rigor, accountable talk, meaningful student work, purposeful rubrics, and providing teacher feedback (JIT p. 6).

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

Strengthen teacher effectiveness by providing purposeful, targeted feedback using a research based teaching framework to clarify expectations for teacher practice and development through suggested by JIT recommendation. All teachers will be observed at least six times per year, both informally and formally and be provided written and oral feedback for each observation based on Danielson's Framework for Teaching

Instructional strategies/activities

- School administration will continue to implement best practices based upon participation in last year's Talent Management Pilot.
 - September & October- Administration will have beginning of the year goal conferences with each individual teacher to discuss plans for the year. All teachers will then be observed at least twice informally with written and verbal feedback provided.
 - Monthly- The network achievement coach and network leader manager will work with the principal co-visiting classes and norming the language and process of effective feedback.
 - Network coach to co-facilitate classroom observations.
 - Network coach to support principal and AP's in providing targeted written and verbal feedback .
 - Network coach to help school leader review reports in order to ensure alignment and clear messaging aligned to Danielson priorities and school goals.
- The network achievement coach with support administration in providing professional development for the faculty around the Danielson framework.
- In department teams, teachers will plan units of instruction aligned to Domain 1 of Danielson, while implementing instructional strategies consistent with domain 3.
- All formative feedback given to teachers will be aligned to the framework.
- Teachers will set framework-aligned personal goals for their teaching which will be reviewed with administration during mid-year and end of year

conferences.

- Teachers will attend monthly network-supplied PD sessions for English Language Learners, Students with Disabilities, ELA, social studies, and math. These sessions will most heavily focus on aspects of the framework the city have highlighted, discussion techniques and differentiation strategies.
- Outside Aussie consultant will further assist teachers in developing differentiated teaching strategies aligned to the framework

Budget and resource alignment

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

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

Service and program coordination

Network Achievement coach to provide support to administration best practices for teacher observation and feedback.

Curriculum and Staff Development Focus Money to fund AUSSIE Consultant ---Title IA

- 10 days of work coaching two ELA, three science, and two Social studies teachers specifically and other teachers generally though department meetings funded by title 1.
- Teachers to plan, implement rigorous Common Core Standards’/Aligned curricula, and implement the Chancellor’s 2012-2013 Instructional priorities and PDA SMART Goals and Objectives.
- Leads data analysis work to help teachers center all learning on students’ needs for achieving mastery, engage next learning tasks in order to make substantial improvement.

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

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

Major Recommendation

Engage in effective data analysis to monitor student achievement and to inform instruction (JIT p. 8)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- 80% of students will gain one or more rating point on common core ELA and Math tasks from fall to spring as measured by a standard rubric.

Instructional strategies/activities

Timeline:

- By November, all ELA and Math teachers will have planned and submitted for feedback a summative performance task aligned to targeted Common Core standards.
- By December, department teams will chart student performance on common core tasks against a common rubric and discuss next steps for instruction across grade levels.
- By March, all science, social studies, ELA, and math teachers will have planned and submitted an additional summative performance task aligned to targeted Common Core standards.
- By April, department teams will chart student growth performance on common core tasks against the same common rubric and discuss next steps for instruction across grade levels.

Actions

- Network instructional coaches will familiarize the faculty with the common core and the expectations of the targeted standards through a series of whole school PDs.
- **Bi-Weekly** Network instructional coach also goes to the school every week to support literacy teachers in instruction and planning. He also supports teachers teams in looking at student data to develop data driven units that are tied to the prioritized CCLS.

- The Network Achievement coach will work with grade team facilitators to develop tuning protocols which will encourage teachers to evaluate the alignment of current performance tasks and their resulting student work to the standards.
- The Achievement Coach will train department facilitators in effective group facilitation and implement a system for teams to self-reflect on goals and benchmarks throughout the year. As part of this process, teams will review task performance data and determine appropriate next steps for both individual students and classes on the whole.
- Scholastic Reading Intervention Program will teach and support literary growth in 9th grade

Budget and resource alignment

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

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

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

Service and program coordination - Educational Software Focus Money - Title IA

- AUSSIE consultant to support teachers in implementation and teaching of student progress on CCLS task.
- Scholastic Reading Intervention Program will teach and support literary growth of struggling readers.

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

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

Major Recommendation

- Utilize professional development, currently provided by the Teacher’s college literacy coach, the AUSSIE literacy consultant, and math consultant, to address the implementation of the NYS Learning Standards and Performance Indicators in ELA and mathematics, with an emphasis on differentiated instruction based on student needs, as determined by ongoing data analysis and teacher observations.

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

_____ 4.2 Instructional Practices and strategies

 x 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

_____ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

The school will increase its weighted four-year graduation rate from 71.5% to at least 81% for the 2012-2013 school year through targeted support for academic achievement as demonstrated by increased credit completion and regents test scores.

Instructional strategies/activities

Actions

- School will partner with Fordham University to send targeted students to evening credit completion classes.
- Network Coach will work with 12th grade team to develop a graduation plan and needs assessment for each student. Individual students will be targeted for interventions accordingly.
- School will use Title 1 and Tax Levy funds to develop an afterschool tutoring and Saturday intervention program for targeted students in need of extra support in preparing for Regents examination.
- AUSSIE consultant will work weekly with each academic department to develop and give feedback on CCLS aligned tasks and the monitoring of student progress.
- By February, 50% of current 12th grade students will have completed enough credits for on-time graduation
- Students not on track with credit accumulation for on-time graduation will have been targeted for specific interventions.

Budget and resource alignment

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

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

Service and program coordination

Curriculum and Staff Development Focus Money to fund AUSSIE Consultant ---\$18966 Title IA

- 10 days of work coaching two ELA, three science, and two Social studies teachers specifically and other teachers generally through department meetings.
- Guides teachers to plan, implement rigorous Common Core Standards’/Aligned curricula, and implement the Chancellor’s 2012-2013 Instructional priorities and PDA SMART Goals and Objectives.
- Leads data analysis work to help teachers center all learning on students’ needs for achieving mastery, engage next learning tasks in order to make substantial improvement.

Network Achievement Coaches help teachers collect, analyze and use diagnostic student learning data in order to develop SMART students learning goals and objectives, to improve student learning and socio-emotional health. Work with grade data to support the need of the student across disciplines.

Regents Preparation Per Session Allocation Focus Allocation – Title IA

Weekly – After school tutoring for Regents preparation and Credit

6 teachers will be assigned to work for 3 hours per week for 12 weeks totaling = 10,812.96
1 Para-professional will be assigned to work for 3 hours per week for 14 weeks totaling = 1,103.34
1 supervisor will be assigned to work 3 hours per week for 14 weeks totaling = 1,845.06

Saturdays – Saturday School for regents preparation

3 teachers will be assigned to work on Saturday for 3 hours per week for 4 weeks totaling = 1802.16
1 supervisor will be assigned to work on Saturday for 3 hours per week for 4 weeks totaling = 527.14

Total for Per Session = \$16090.66

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

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

Major Recommendation

Provide effective scheduling of classes and effective guidance services to ensure that all students' credit accumulation and graduation requirements are addressed on a timely basis (p. 8)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

School will implement a multi-prong socio-emotional support program to support students in Earning credits. This will be measured by a 10+ credits in their 1st year will increase from 50% to at least 68%.

Instructional strategies/activities

- All teachers will use the Engrade system to record student progress and allow for the real-time monitoring of student performance by teachers, teams, parents, and administration.
- School will embark on a PENCIL supported partnership with Bank of America to provide student workshops in college readiness, job skills, and career placement assistance.
- The Network will support the development and work of the 9th grade teacher team to identify and support individual students in danger of failing.
 - The Network data specialist will provide school administration and the freshmen grade level team will disaggregate data on student credit accumulation and 8th grade preparedness.
 - The network achievement coach will train the 9th grade teacher team in effective means of looking at student data and developing targeted interventions for specific students. He will further support their weekly meetings.
 - The 9th grade team will work with the school guidance and attendance team to ensure a collaborative, whole-school approach.
 - The school's assistant principal will sit in on all team meetings and assist in their facilitation.
 - The team will track their progress and benchmarks through a network-provided self-reflection tool throughout the year.
 - Targeted students will be placed in Extended Day Program.

Budget and resource alignment

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

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

Service and program coordination – Focus Funds to support Guidance Consultant – Title 1

- Guidance consultants assist to create programs to support students’ socio-emotional development needs.
- **Through PENCIL partnership, Bank of America** is working to address prioritized student needs and interest, particularly interest such as college readiness-career awareness; it also hopes to provide students appropriate extracurricular activities; career coaching and internship opportunities. It’s expressed particular interest in struggling and students with disabilities who generally and excluded in extracurricular activities. The partnership is nascent---but appears promising. No funding required.

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

- Communicate high expectations for student learning (p. 8)

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

- School-wide attendance rate will increase from 75.8%to at least 80% for the 2012-2013 academic year.

Strategies to increase parental involvement and engagement

- School will re-design program to eliminate poorly attended Friday half-days. Instead, Fridays will be full days of continued instruction no different from Monday – Thursday.
- All stake holders will promote an “all-hands-on-deck” approach to boosting attendance. School administration will provide weekly attendance figures to grade team leaders. Network achievement coach will work with teacher teams to monitor weekly attendance and promote increased attendance through relationship building with targeted students and the development of grade-specific incentive programs.
- The Network attendance teacher and network guidance support coach will develop and oversee the implementation of an attendance accuracy plan, which will include the twice-scanning of attendance and regular monthly meetings of the joint school/network attendance team.
- Network will support implementation of Global Connect and phone calls home to absent students no later than noon.
- Network attendance teacher will work closely with staff to close all open 407s, including home visits and the opening of PI processes where appropriate.
- The network leader will continue to consult regularly with the principal on attendance and track progress closely.
- School will reach out to parents through Common Core workshop nights in Spring of 2013, targeted specific parents for personal invites. Parents to be provided with refreshments, city-prepared resources, and copies of Common Core resources.

Budget and resource alignment

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

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

Service and program coordination

Set Aside Funds

Parent outreach funds to promote and support workshop nights and conferences.

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	Structural writing and guided reading; independent reading; literacy support; evidence based research essays	Small group instruction, one to one and tutoring	In school and after school; Saturday School when offered
Mathematics	numeracy	Small group instruction, one to one and tutoring	In school and after school; Saturday School when offered
Science	More writing in lab reports; support for literacy specifically in subject	Small group instruction, one to one and tutoring	In school and after school; Saturday School when offered
Social Studies	Annotations; structured writing of document based and thematic essays; evidence based research essays	Small group instruction, one to one and tutoring	In school and after school; Saturday School when offered
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1:1 counseling; group counseling; Bronx Health Partnership workshops; Planned Parenthood; Other CBOs	One on one conferences with students; student newsletter; speakers; workshops both in and out of school	During school time

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.

**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 YEAR'S 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. Students' Responsibilities : Per Chancellor's Citywide School Regulations

- Attend school regularly, arrive on time and go straight home at the end of the day
- Complete all class and homework and submit all assignments on time
- Follow the school rules and be responsible for individual actions
- Show respect for themselves, other people and property
- Try to resolve disagreements or conflicts respectfully, collaboratively and peacefully
- Be proactive in their education
- Develop good learning habits
- Develop confidence and be persistent and patient on working of challenging tasks
- Share the best ways students' learn with each teacher
- Ask for help when needed
- Be honest about what they do not understand and tell the truth
- Participate fully and engage in learning during each class period throughout the day
- Attend after school and / or Saturday school tutorials
- Work with classmates collaboratively and cooperatively
- Share accountability for the learning of all classmates in every class
- Help other students when needed to understand the lesson and to reinforce my own understanding
- Understand the teachers' grading policies and class rules and regulations
- Work cooperatively and be inquisitive about what I am expected to learn or study
- Volunteer to help teachers and classmates
- Participate in school service programs
- Encourage parents to actively be involved in school activities, such as attending monthly PTA /SLT meetings, Open School sessions, Multicultural and other schools

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 [i](#).

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A. School Information [i](#)

Cluster Leader/Network Leader Chris Groll/ Michael Alcoff	District 12	Borough Bronx	School Number 278
School Name Peace and Diversity Academy			

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

Principal Andrew M. L. Turay	Assistant Principal Michelle Noonan
Coach Pablo Schelino	Coach Michael Joseph Anthony-Mercanti
ESL Teacher Dinu Pietraru	Guidance Counselor Lubi Ruiz
Teacher/Subject Area Kyle Hall, Social Studies	Parent type here
Teacher/Subject Area Imee Joy Ramilo	Parent Coordinator Vacant
Related Service Provider John Lajara, Social Worker	Other type here
Network Leader Michael Alcoff	Other type here

C. Teacher Qualifications [i](#)

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		Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	23
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			

D. School Demographics

Total number of students in school	265	Total Number of ELLs	36	ELLs as share of total student population (%)	14%
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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. [i](#)

(1.) In compliance with CR Part 154 regulations, NYC Aspira Consent Decree, and Children First Reforms, initial identification of students who may possibly be ELL's and their eligibility are determined in the following manner:

The guidance counselor meets with parents and all new enrolling students. Parents of newly admitted students complete the HLIS administered by the guidance counselors Lubi Ruiz (bilingual) and Paulette Parris. These trained pedagogues also interview the parents in their native language. During the actual interview, Dinu Pietraru, the ESL Coordinator, who has knowledge of Spanish and French, can be consulted.

LEP students are identified by a Home Language code under the "OTELE" box in the HLIS forms, according to the Home Language codes given to the schools by the DOE.

The HLIS is then reviewed by Dinu Pietraru, ESL Coordinator, to determine the OTELE code. HLIS forms that clearly indicate that the student has no LEP indicators are not referred to the ESL Coordinator. Any HLIS forms that are referred to and reviewed by the ESL Coordinator with clearly non-eligible students are marked as "NO" for their OTELE code on the HLIS form. These forms are copied and returned to guidance to file in the students' cumulative files, which are stored in the guidance office.

The new admits who have home languages other than English and declare that they use at home other languages are eligible to take the LAB-R test. Testing takes place in their first week of school and is administered by the ESL Coordinator.

Spanish-speaking students who score below proficiency on the English LAB-R are administered a Spanish LAB-R to determine language dominance and level of literacy in first language.

The ESL Coordinator hand-scores the LAB-R and ascertains the level of proficiency in English and in Spanish (if applicable). These scores are compiled with findings from an informal conversation with that student to determine conversational speaking and listening skills, and with other information about home/school languages. This process provides initial information on whether ELL students are potential SIFE, if they have beginning literacy skills in native language, or they have learning disabilities.

The school informs the parents promptly (usually as soon as the testing is completed) of their child's eligibility for services, it provides information and service options, and also informs them of their child's placement.

The child will be placed in the ESL instructional model available in our school; the model includes programs for the ESL Beginning students, the ESL Intermediate, and the ESL Advanced.

The information gathered from the initial assessment of each student is recorded in a "New ELL Intake" journal. Additionally, the ESL Coordinator created a template to record new Intake information. The completed forms and the template are in the ELL Compliance Binder under "Intake Process."

Every spring, the ESL teacher administers the NYSESLAT annual exam. He prepares a list of names of all participating ELLs required to take the NYSESLAT and sends this list to the teachers of ELLs to notify them of the dates and times of the test. Students are notified of their required participation and completion of the exam in person, and parents by letter and/or phone call.

NYSESLAT results show the progress of ELLs in each modality (listening, speaking, reading, and writing). These results are shared with content area teachers. Pedagogues working with ESL students plan instruction accordingly, by individualizing teaching to meet

specific needs. For instance, there is a large group of ELLs that need additional instruction in reading and writing, as shown by their NYSESLAT scores. These students will benefit from additional reading and writing programs in their ESL, ELA (if advanced students) or content-area classes.

In October, our school participates in the administration of the English Language Proficiency Test. This test is short version of the NYSESLAT and measures ESL students' competencies in all four modalities (listening, speaking, reading, and writing). By offering a prediction on the coming NYSESLAT, the Proficiency Test is a useful tool in planning instruction ahead.

(2.) The ESL Coordinator and the Parent Coordinator plan an ELL Parent Orientation Meeting. A letter is mailed home to notify parents of the date and time of the orientation. Parents who do not attend are sent a follow-up letter and/or phone call. Additionally, the school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion. Parents of students who did not come for the orientation are invited to come to school on another day and meet with the ESL Coordinator to receive the important documents for the new admits: eligibility for services, service options and program placement. The ESL Coordinator will keep a list of parents who received these packets in the ELL Compliance Binder.

At this meeting, parents sign-in, receive an Agenda, watch Program Orientation DVD in their preferred language, and discuss the three program options available to the ESL students: Transitional Bilingual Education (TBE), Dual Language Instruction, and ESL. The ESL Coordinator provides some research-based information on the three programs. Additional information available for parents includes the NYSESLAT Parent Information Brochure and more from the DOE. At the end of the meeting, the parents fill out a Parent Survey and Program Selection form that indicates in order which program they prefer for their children. If parents select TBE or Dual above ESL, then the ESL Coordinator gives the location of these programs in alternative schools. All paperwork from these meetings will be filed in the ELL Compliance Binder.

(3.) Entitlement and Continued Entitlement Letters are mailed home in the parents' preferred languages. Copies are kept on file in the ELL Compliance Binder. Also, second notices requesting parent signatures are sent as a follow-up with students' signing a list acknowledging receipt of the letter; when parents return signed Continued Entitlement Letters, they are checked off and dated on the same list. Copies of the letters are made available during Parent Teacher Conferences with the ESL Coordinator, the Parent Coordinator and the Spanish Teacher as a last resort.

It is necessary that parents attend the ELL Parent Orientation Meeting to receive all the materials and information to make an informed choice about the language program they want for their child. However, if parents do not attend the meeting and do not return the forms, they are sent a follow-up letter and/or phone call. This year as a last resort, the school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion in the parent's preferred language, along with a note of encouragement in their preferred languages to come into the school for the orientation or contact the Parent Coordinator or the ESL Coordinator. Parents will also be notified that if they do not return their forms, their default choice is for a bilingual program. Completed Parent Survey and Program Selection forms will be copied and placed into the ELL Compliance Binder, while the originals will be stored in the students' cumulative files.

(4.) An Entitlement letter and ELL Orientation Meeting letter in the parent's preferred language, as indicated during the informal interview during the intake process or by other meetings in person or over the phone, are mailed home to notify parents of ELL entitlement and the date and time of the orientation. Parents who do not attend are sent a follow-up letter and/or phone call; this year as a last resort, the school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion in the parent's preferred language, along with a note of encouragement to come into the school or contact the Parent or the ESL Coordinators. The ESL Coordinator keeps a list of parents who received these packets in the ELL Compliance Binder and record the date when these packets are received. The ESL Coordinator and the Parent Coordinator plan an ELL Parent Orientation Meeting for the parents of newcomers.

At this meeting, parents sign-in, receive an Agenda, watch Program Orientation DVD in their preferred language, and discuss the three program options of TBE, Dual, and ESL. The ESL Coordinator provides some research-based information on the three programs. Additional information available for parents includes the NYSESLAT Parent Information Brochure and DOE-provided materials. At the end of the meeting, the parents fill out a Parent Survey and Program Selection form that indicates in order which program they prefer for their children. If parents select TBE or Dual above ESL, then the ESL Coordinator or the Parent Coordinator explains to these parents that those options are not available at this school, but that our school can assist the parents locate alternative schools with those language programs. Last year, a parent opted for a bilingual program; therefore, the ESL Coordinator, the Spanish teacher, and guidance

counselors assisted in providing a list of schools with bilingual programs, calling those schools to find open seats, and otherwise supporting the transfer process. However, ultimately the parent did not find open seats in a bilingual program and decided to keep her son in our ESL program. All paperwork from these meetings will be filed in the ELL Compliance Binder.

For continuing ELLs, a Continued Entitlement Letter is mailed home in the parent’s preferred language to be signed by parents and returned to the school to keep on file. Second notices requesting parent signatures are sent as a follow-up with students’ signing a list acknowledging receipt of the letter; when parents return signed Continued Entitlement Letters, they are checked off and dated on the same list.

(5.) The majority of the Parent Surveys and Selection forms over the years indicate ESL as the first choice. However, some parents have voiced a preference for native language support in the classrooms for their children. There was one parent who requested bilingual education programs for her child, and went elsewhere for that purpose.

(6.) Some parents have expressed concern that their children receive help with reading, sometimes only in English, or both native language and English; some parents have requested bilingual programs or bilingual support in classes, after school programs, and Saturday school. Program models are being aligned towards one for newcomers with native language support and literacy interventions for SIFE students and newcomers. Ms. Garcia, our NLA Teacher, co-teaches with a social studies teacher to make the content more accessible in both languages, English and Spanish.

Other parents requested ESL programs that will address the literacy issues many children have. This year, our school will have a structured literacy program and an after school program. In response to some parents’ requests for after-school programs, Saturday school and literacy support, last year there was an extensive after-school program and Saturday school that included multiple teachers. This year, after-school will have a Reading Interventions component to assist students with low literacy. The newcomers receive literacy and native language support during their ESL reading period with the ESL teacher and the bilingual paraprofessional. There are Spanish, French, and bilingual books and resources available; the ESL teacher provides translated materials, explanations, directions, or such on a daily basis to assist newcomers.

Students and parents requested more ESL and native language assistance in the content area classes. As a response to this concern, the ESL teacher co-teaches in the Social Studies class and the Science Class, providing language support with ESL methodologies. In addition, during department meetings and grade meetings, the ESL Coordinator will work with the teachers of these newcomer ELLs and their coaches to support the differentiation and accommodation process for curriculum planning, lesson delivery and assessments.

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	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 checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)		17	Special Education	5
SIFE	7	ELLs receiving service 4-6 years		5	Long-Term (completed 6 years)	14

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17	5	1	5	1	0	14	1	4	0
Total	17	5	1	5	1	1	14	1	4	0

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

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										5	12	7	5	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	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																		
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	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	12	7	5	29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1	1		2	4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	1			3
TOTAL	0	8	14	7	7	36								

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?

(1) a. The organizational models that the ESL program are using are: self-contained and co-teaching.

b. The program models are: homogeneous (for the ESL Beginning); heterogeneous (for the Intermediate and the Advanced students). There are only four Advanced students; they are taught in the Intermediate class, where the teacher will use differentiated instruction to meet their needs.

A. Programming and Scheduling Information

(2) The ESL Beginning class benefits from 630 minutes of ESL instruction every week. The Intermediate ESL students take 405 minutes of instruction with an ESL teacher weekly. The advanced ESL students are offered 225 minutes of ESL instruction, in addition to ELA instruction.

(3) The ESL program has been adapted to support the newcomers and the long-term ELLs with two instructional models: self-contained ESL class and the co-teaching model, where the content area teacher pairs up with the ESL instructor.

The Living Environment class is a mixed proficiency ESL content area class. It contains all the Beginners ESL, and the Intermediate and Advanced ESL who did not pass the Living Environment Regents Exam. The class is taught by the Science certified teacher and the ESL teacher.

The ESL teacher provides English language support with ESL methodologies.

One Social Studies class contains all the ESL ninth graders: 4 ESL Beginners and 2 ESL Advanced. The class is taught by the Social Studies teacher and also by the ESL certified teacher who provides English language support.

Each Friday, all ESL students (Beginner, Intermediate, and Advanced) gather for another class, Language Enrichment, where the ESL teacher, with the help of the bilingual paraprofessional, teaches language content, leadership, and study skills.

In the other classes where native language support from teachers is unavailable, ELLs have such native language resources as books, a bilingual paraprofessional, and bilingual dictionaries.

(4) The ESL Coordinator, the Spanish teacher, and some of the teachers teaching ELLs meet in the beginning of the year to discuss the newcomer ELLs by looking at Spanish and English LAB-R scores, informal interview notes and the informal written interview samples. This year, the newcomers are Spanish-speaking and French-Speaking.

The same group of educators look at the results of the ELLs who spent two or more years of instruction in this school. All Spanish-speaking ELLs take Spanish classes and are evaluated in their first language. The certified Spanish teacher uses standardized NLA tests to determine the level of proficiency and the progress attained in native language. The French-speaking students and the students speaking different languages are also given periodic literacy tests in their native language by the certified ESL teacher who is fluent in French and Spanish. However, educators' expertise is limited; children come from different parts of the world, where remote dialects and languages are spoken. Literacy has different meaning in different places. The parents and relatives of these students are asked to come to school to be part of a continuous assessment of first-language skills these children possess. Parents meet once a month with the ESL Coordinator and the Parent Coordinator and go over first-language literacy skills, as well as second-language acquisition.

5a. SIFE: SIFE students identified on the RSIFE report, or through informal interviews and the ALLD diagnostic, will receive differentiated activities, lesson delivery, support, and/or assessments. The classes for low-performing ELLs, SpEd-LEPs, SIFEs, and newcomer ELLs are restructured in pace, linguistic load, activities, and groupings. The ESL teacher, the Spanish teacher, the content-area teachers, and the bilingual paraprofessional all work very closely and communicate daily regarding the SIFE students. They plan together during lunch meetings, preps or afterschool; the freshman grade team meets on every Tuesday and Friday. The teachers work in close consensus regarding parent and staff communication regarding these students. They provide individualized academic and behavioral support to provide structure for the SIFE students. They monitor student attendance, social behaviors and school motivation and improvements. SIFE students are provided with more targeted literacy support for class instruction such as read-alouds, simplified sentence structure, "chunked" readings, translated readings that are read aloud, and are graded on an adjusted scale for comprehension of concepts rather than assessing writing style or form. Teachers meet to discuss student progress and performance, SIFE strategies, activities, and fair grading policies for SIFEs in mainstream classes. Exit slips will be a routine for the classes to instantly gauge comprehension.

5b. Plan for newcomer ELLs: The ESL teacher/coordinator reviews academic transcripts with guidance to provide newcomers the most relevant program based on previous coursework, credit accumulation, age of entry, and English language abilities (as per LAB-R, LAB or NYSESLAT). Specific courses are modified or adjusted to fit newcomer needs. The ESL Coordinator works closely with the guidance counselors to provide native language support during the process. The teachers/ coaches support other teachers of newcomers to differentiate their curriculum maps, materials, pacing, and expected goals from their mainstream classes. For example, the ESL teacher plans with the Global teacher and with the Science teacher to make curriculum, seating charts, activities, assessments more accessible for

A. Programming and Scheduling Information

the beginners ELLs. SIFE and beginner newcomers will be in a standard program where they will not deal with Regents exams or pressure for the first year. Teachers meet to discuss student progress and performance, ESL strategies, activities, and fair grading policies for newcomers in mainstream classes. Exit slips will be a routine for the classes to instantly gauge comprehension. Additionally, the first phase of the Reading Interventions Program will include newcomers, SIFEs, and SpEd LEP students. These services will support this subgroup by developing literacy skills in decoding and comprehension in English to prevent unnecessary special education referrals.

5c. (4-6 YOS) These students are in co-taught content classes for extra content support. Many of this subgroup, along with the newcomers, have an independent reading and writing component in the self-contained ESL class. These services will support this subgroup in reaching proficiency on the NYSESLAT in literacy and writing.

5d. LTE: The LTE population mainly contains 11th and 12th grades. These LTE students have, at different times, verbalized feelings of stigma and shame at being in self-contained ESL classes, but also recognition that they struggle with reading comprehension and writing. Thus, the ESL teacher co-teaches in a Living Environment Regents Prep to support long-term ELLs. The ESL teacher plans with the Living Environment teacher for senior Regents Prep to tailor curriculum for LTE needs and support ELLs who have passed out. These services will support this subgroup by strengthening motivation and self-esteem, reading skills, concept retention and vocabulary development.

6e. SpEd LEPs: Please note that “x-coded ELLs,” or SpEd LEP students, whose IEPs mandate no ESL services do not receive ESL classes as per IEP. The Spanish and ESL teachers participate in setting IEP goals for students during their reevaluation process, program selection, and class assignment. The ESL Coordinator works with the Special Education Department (Robert Li, Katharine Larsen, and Brittany Quigg) in identifying SpEd-LEPs, determining program placements, and ensuring that these students receive their modifications and testing accommodations. In the class, these students also receive more targeted literacy support for class instruction such as read-alouds, simplified sentence structure, “chunked” readings, translated readings that are read aloud, and are graded on an adjusted scale for comprehension of concepts rather than assessing writing style or form. These services will support this subgroup by building up reading comprehension skills and essay writing skills in a comprehensible way.

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

A.Programming and Scheduling Information--Continued

- 1.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.
- 2.Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- 3.What new programs or improvements will be considered for the upcoming school year?
- 4.What programs/services for ELLs will be discontinued and why?
- 5.How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 6.What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 7.How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- 8.Do required services support, and resources correspond to ELLs' ages and grade levels?
- 9.Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- 10.What language electives are offered to ELLs?

(1) Intervention Services offered at our school currently includes a literacy program with Read 180 curriculum for struggling readers. The Inquiry target group focuses on ELLs and students with individualized education plans. Students are programmed in a class taught by Special Education teachers Brittany Quigg (Special Education and Math), Katie Larsen (Special Education and ELA) and supported by the ESL teacher. There will be a formal meeting time after-school to analyze data and plan for the week together.

An after-school program for newcomers and SIFEs will have the following schedule: every Monday from 3:30 PM – 5 PM with basic phonics, homework help and study skills, Fridays from 12PM to 1PM, and each morning from 7:30AM to 8AM. During the longer sessions students will have a 60-minute literacy program. The goal of the literacy block is to improve sustained silent reading and reading comprehension, either in the students' native language or in English. There are books in various languages, bilingual books, English books, audiobooks, and Read 180 that the students may use. The after-school program for the ELLs offers an unique opportunity for small-group instruction and individualized setting.

(2) Transitional support for ELLs reaching proficiency include conferencing with cohort teachers during grade team meetings and/or dept meetings to monitor academic progress and attendance, and planning discussions to support instruction for ELLs. Curriculum mapping is beginning to be implemented to help align curriculum and spiral or scaffold skills and knowledge to better support ELLs with a more seamless and efficient curriculum. There are testing modifications that former ELLs benefit in their first two years of mainstreaming. The ESL coordinator makes sure that these testing modifications are in effect at the time of testing.

(3) This year there will be more support and curriculum coordination so the support services have appropriate preparation time. Students with special needs, including ELL students, are programmed first before the rest of the student population. A bilingual social studies teacher with bilingual extension has been hired to provide native language support in content area to the Spanish-speaking ELL population. Also, there will be training for new staff on ESL methodologies, ELL data, and support at the end of this school year and the beginning of next year and coaches will provide more staff training to teachers of ELLs in dept-team meetings to incorporate ELL-focused differentiation. There will also be a training review for guidance counselors of proper protocol for conducting HLIS and informal parent interviews. The ESL Coordinator, administrators, guidance and Parent Coordinators will work closely to be ready for the first 10 days of school regarding intake, proper completion of the HLIS, coordinating LAB-R and LAB testing, parent outreach and support. Additionally, new incoming ELL students will be diagnosed upon enrollment with the Read 180 diagnostic. Remedial students in Math and Reading will be automatically tracked into a double literacy and math block schedule for their freshman year. Newcomers and SIFE students will have a basic ESL literacy class to support native language learning and/or English language learning on a different pace for their first year upon entry. The class would also support the students with strategies and behaviors to become successful in school. It would be co-taught by the Spanish and ESL teacher. Additionally, there will be a study hall class designed for all newcomer ELLs to support them with the cultural and academic transition for newcomers. They will have one extra period during the day to have time to study, do homework, and other needs. These classes will be staffed by their teachers during a circular six time period. Their school program for the semester will contain classes that are co-taught with either the ESL or bilingual teacher and bilingual paraprofessional with a content teacher.

(4) Due to the sheer size of the ELL population, the ESL program will have a Beginner self-contained ESL class, unlike last year where all ELLs had a self-contained ESL class. The Intermediate level ESL students will have ESL with the three Advanced students. Meanwhile, the rest of the ELLs will be supported in content-area classes co-taught with the ESL teacher and the content teacher. Advanced level ELLs will receive extra support by being tracked into cohorts for key Regents time-sensitive areas, according to grade level and course level.

Protocol for intake of new ELL admits will be adjusted so that students and their families will complete HLIS forms with a trained parent coordinator, counselor, or teacher. All staff that has contact with newcomers and their parents and guardians will be trained in how to

B.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

C. 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 will attend in-house ESL professional development in the fall. The training will concentrate on developing best practices for curriculum planning, delivery, and creating differentiated assessments for ELLs.

(2) In the beginning of the school year, the ESL teacher met with staff on an individual basis to make sure ELL students and their needs are identified. For new staff, this information included students strengths and weaknesses according to their NYSESLAT performance. The ESL teacher also made available the writing samples and background information of all newcomer ELLs for teachers of ELLs. Additionally, departments work with coaches for curriculum mapping and differentiation practices, and the freshman team works with the ESL teacher to better assist ELLs.

(3) During the Spring 2011 semester, our school organized in-house PD with the ESL and Spanish teacher to the new teachers of newcomer ELLs as part of the Title III professional development component. Topics to cover included how to differentiate planning, lesson delivery, activities, assessments, and fair grading practices for a mainstream class with newcomer ELLs, SIFEs, and/or Special Education LEPs. During Fall 2011 the ESL coordinator will present learning strategies and ESL methodologies to small groups of teachers during meetings organized around grades and departments. Twice a week, groups will meet around grades and twice around departments. The ESL teacher will present on the weekly agenda the learning needs of ELLs. In addition, the last Friday of each month leaves a full hour of PD. The ESL teacher has planned three PD sessions on ESL mandates, learning styles, and methodologies.

D. 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?

(1) Parents are involved in many different ways in our school. Parents participate in monthly PTA & SLT meetings. Parents, teachers, and students are organizing bake sales during the school year. One example of effective community effort was the fundraising and community awareness campaign “Making Strides Against Breast Cancer Walk”, that took place on October 16th, 2011. Our parents, teachers, and educators raised almost \$1,000 to this noble cause.

In addition, parents and educators from our school were involved in another awareness campaign, against domestic violence, throughout the month of October.

Our Parent Coordinator, Shar'nee Francis, is involved in planning workshops with parents and students, monthly newsletters, and bringing the information that the parents want.

Active parents of ELL students are involved in a meeting and planning group that is organized by the ESL teacher and coordinator. Their meeting takes place monthly and covers the topics of entitlement, testing, academics, and curriculum for the ELLs.

(2) The school is working with Planned Parenthood on a number of social and health issues that touch the needs of families in this neighborhood. Since its inception the school has formed a partnership with Anti-Defamation League to support activities, attitudes, and a learning environment that promotes peace and leadership.

(3) The needs of parents are expressed clear and loud during monthly PTA meetings.

(4) The needs of parents are reflected in the activities that we organize in our school. The Parent Coordinator provides information and resources to parents, such as free ESL after-school tutoring, free SES tutoring, free immigration information, health coverage information, and contacts to free clinics.

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)										4	8	1	1	14
Intermediate(I)										4	6	3	4	17
Advanced (A)										0		3	2	5
Total	0	0	0	0	0	0	0	0	0	8	14	7	7	36

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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	5		4	
Integrated Algebra	16		5	
Geometry	2		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	4		2	
Living Environment	4		2	
Physics				
Global History and Geography	4		1	
US History and Government	6		3	
Foreign Language		4		4
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

4. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

5. For dual language programs, answer the following:

a. How are the English Proficient students (EPs) assessed in the second (target) language?

b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

(1) Early assessment tools include the LAB-R and the LAB for first time admit newcomers, an informal written interview in native language and in English, the ALLD diagnostic for potential SIFE students, and the ELL Periodic Assessment.

a. From this data, we have learned about our ELLs: more students are entering the school with below-grade level literacy in both the mother tongue and the target language.

b. This information helps inform our school's instructional plan by identifying our program needs. For example, this data indicates the high priority need for a reading intervention program and a SIFE program. We have just instituted a literacy program and enrolled the newcomers, SIFEs, and SpEd LEP students who struggle with reading.

(2) Data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades from last year revealed that 33% (3 of 9 ELLs) passed the US History Regents, 100% (all 6 ELLs) failed the ELA, 46% (6 of 13 ELLs) passed Math, 75% (3 of 4 ELLs) passed Living Environment, and 100% (all 3 ELLs) passed the Spanish Regents.

(3) Patterns across NYSESLAT modalities affect instructional decisions by prioritizing the need to focus on nonfiction reading for information and analysis and writing to identify main idea and supporting details, writing for literary analysis in the classroom.

(4) For ESL, patterns across proficiencies and grades of student results show that high numbers of ELLs score lowest on the Reading and Writing section of the NYSESLAT and highest on the Listening and Speaking. NYSESLAT patterns indicate that many incoming freshman newcomers enter at the Beginner level, the SpEd LEP students progress slowly.

The analysis of the NYSESLAT results show that five out of the 9 ninth graders took the exam for the first time or they did not take it at all. Four of the ninth graders reported grades that placed them in the same proficiency level.

5 10th graders (out of 14) took the exam in 2011 for the first time, 7 10th graders remained in the same proficiency level; 2 10th graders went down in proficiency.

Out of 6 11th graders, 4 remained the same, 1 took the NYSESLAT for the first time, and 1 was moved back.

Out of 8 12th graders, 4 remained in the same proficiency level, 2 took the exam for the first time, and 2 went down.

From the ELL Periodic Assessments, the school can predict student performance on the NYSESLAT for the listening, reading, and writing modalities according to the ESL performance indicators.

(5) We evaluate the success of our ELL programs in this school with soft and hard data: "soft" data includes attendance in school and after-school programs, and behavior and motivation in the ESL class and content classes. "Hard" data includes course grades, performance on the ELL Periodic Assessment from the fall term to the spring term, the NYSESLAT and the Regents.

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School Name: Peace and Diversity Academy **School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrew Turay	Principal		1/1/01
Michelle Noonan	Assistant Principal		1/1/01
Vacant	Parent Coordinator		1/1/01
Dinu Pietraru	ESL Teacher		1/1/01
	Parent		1/1/01
Kyle Hall, Social Studies	Teacher/Subject Area		1/1/01
Imee Joy Ramilo, Science	Teacher/Subject Area		1/1/01
Pablo Schelino	Coach		1/1/01
Michael Mercanti	Coach		1/1/01
Lubni Ruiz	Guidance Counselor		1/1/01
Michael Alcoff	Network Leader		1/1/01
	Other		1/1/01

**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 [i](#).

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A. School Information [i](#)

Cluster Leader/Network Leader Chris Groll/ Michael Alcoff	District 12	Borough Bronx	School Number 278
School Name Peace and Diversity Academy			

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

Principal Andrew M. L. Turay	Assistant Principal Michelle Noonan
Coach Pablo Schelino	Coach Michael Joseph Anthony-Mercanti
ESL Teacher Dinu Pietraru	Guidance Counselor Lubi Ruiz
Teacher/Subject Area Kyle Hall, Social Studies	Parent type here
Teacher/Subject Area Imee Joy Ramilo	Parent Coordinator Vacant
Related Service Provider John Lajara, Social Worker	Other type here
Network Leader Michael Alcoff	Other type here

C. Teacher Qualifications [i](#)

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		Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	23
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			

D. School Demographics

Total number of students in school	265	Total Number of ELLs	36	ELLs as share of total student population (%)	14%
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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. [i](#)

(1.) In compliance with CR Part 154 regulations, NYC Aspira Consent Decree, and Children First Reforms, initial identification of students who may possibly be ELL's and their eligibility are determined in the following manner:

The guidance counselor meets with parents and all new enrolling students. Parents of newly admitted students complete the HLIS administered by the guidance counselors Lubi Ruiz (bilingual) and Paulette Parris. These trained pedagogues also interview the parents in their native language. During the actual interview, Dinu Pietraru, the ESL Coordinator, who has knowledge of Spanish and French, can be consulted.

LEP students are identified by a Home Language code under the "OTELE" box in the HLIS forms, according to the Home Language codes given to the schools by the DOE.

The HLIS is then reviewed by Dinu Pietraru, ESL Coordinator, to determine the OTELE code. HLIS forms that clearly indicate that the student has no LEP indicators are not referred to the ESL Coordinator. Any HLIS forms that are referred to and reviewed by the ESL Coordinator with clearly non-eligible students are marked as "NO" for their OTELE code on the HLIS form. These forms are copied and returned to guidance to file in the students' cumulative files, which are stored in the guidance office.

The new admits who have home languages other than English and declare that they use at home other languages are eligible to take the LAB-R test. Testing takes place in their first week of school and is administered by the ESL Coordinator.

Spanish-speaking students who score below proficiency on the English LAB-R are administered a Spanish LAB-R to determine language dominance and level of literacy in first language.

The ESL Coordinator hand-scores the LAB-R and ascertains the level of proficiency in English and in Spanish (if applicable). These scores are compiled with findings from an informal conversation with that student to determine conversational speaking and listening skills, and with other information about home/school languages. This process provides initial information on whether ELL students are potential SIFE, if they have beginning literacy skills in native language, or they have learning disabilities.

The school informs the parents promptly (usually as soon as the testing is completed) of their child's eligibility for services, it provides information and service options, and also informs them of their child's placement.

The child will be placed in the ESL instructional model available in our school; the model includes programs for the ESL Beginning students, the ESL Intermediate, and the ESL Advanced.

The information gathered from the initial assessment of each student is recorded in a "New ELL Intake" journal. Additionally, the ESL Coordinator created a template to record new Intake information. The completed forms and the template are in the ELL Compliance Binder under "Intake Process."

Every spring, the ESL teacher administers the NYSESLAT annual exam. He prepares a list of names of all participating ELLs required to take the NYSESLAT and sends this list to the teachers of ELLs to notify them of the dates and times of the test. Students are notified of their required participation and completion of the exam in person, and parents by letter and/or phone call.

NYSESLAT results show the progress of ELLs in each modality (listening, speaking, reading, and writing). These results are shared with content area teachers. Pedagogues working with ESL students plan instruction accordingly, by individualizing teaching to meet

specific needs. For instance, there is a large group of ELLs that need additional instruction in reading and writing, as shown by their NYSESLAT scores. These students will benefit from additional reading and writing programs in their ESL, ELA (if advanced students) or content-area classes.

In October, our school participates in the administration of the English Language Proficiency Test. This test is short version of the NYSESLAT and measures ESL students' competencies in all four modalities (listening, speaking, reading, and writing). By offering a prediction on the coming NYSESLAT, the Proficiency Test is a useful tool in planning instruction ahead.

(2.) The ESL Coordinator and the Parent Coordinator plan an ELL Parent Orientation Meeting. A letter is mailed home to notify parents of the date and time of the orientation. Parents who do not attend are sent a follow-up letter and/or phone call. Additionally, the school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion. Parents of students who did not come for the orientation are invited to come to school on another day and meet with the ESL Coordinator to receive the important documents for the new admits: eligibility for services, service options and program placement. The ESL Coordinator will keep a list of parents who received these packets in the ELL Compliance Binder.

At this meeting, parents sign-in, receive an Agenda, watch Program Orientation DVD in their preferred language, and discuss the three program options available to the ESL students: Transitional Bilingual Education (TBE), Dual Language Instruction, and ESL. The ESL Coordinator provides some research-based information on the three programs. Additional information available for parents includes the NYSESLAT Parent Information Brochure and more from the DOE. At the end of the meeting, the parents fill out a Parent Survey and Program Selection form that indicates in order which program they prefer for their children. If parents select TBE or Dual above ESL, then the ESL Coordinator gives the location of these programs in alternative schools. All paperwork from these meetings will be filed in the ELL Compliance Binder.

(3.) Entitlement and Continued Entitlement Letters are mailed home in the parents' preferred languages. Copies are kept on file in the ELL Compliance Binder. Also, second notices requesting parent signatures are sent as a follow-up with students' signing a list acknowledging receipt of the letter; when parents return signed Continued Entitlement Letters, they are checked off and dated on the same list. Copies of the letters are made available during Parent Teacher Conferences with the ESL Coordinator, the Parent Coordinator and the Spanish Teacher as a last resort.

It is necessary that parents attend the ELL Parent Orientation Meeting to receive all the materials and information to make an informed choice about the language program they want for their child. However, if parents do not attend the meeting and do not return the forms, they are sent a follow-up letter and/or phone call. This year as a last resort, the school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion in the parent's preferred language, along with a note of encouragement in their preferred languages to come into the school for the orientation or contact the Parent Coordinator or the ESL Coordinator. Parents will also be notified that if they do not return their forms, their default choice is for a bilingual program. Completed Parent Survey and Program Selection forms will be copied and placed into the ELL Compliance Binder, while the originals will be stored in the students' cumulative files.

(4.) An Entitlement letter and ELL Orientation Meeting letter in the parent's preferred language, as indicated during the informal interview during the intake process or by other meetings in person or over the phone, are mailed home to notify parents of ELL entitlement and the date and time of the orientation. Parents who do not attend are sent a follow-up letter and/or phone call; this year as a last resort, the school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion in the parent's preferred language, along with a note of encouragement to come into the school or contact the Parent or the ESL Coordinators. The ESL Coordinator keeps a list of parents who received these packets in the ELL Compliance Binder and record the date when these packets are received. The ESL Coordinator and the Parent Coordinator plan an ELL Parent Orientation Meeting for the parents of newcomers.

At this meeting, parents sign-in, receive an Agenda, watch Program Orientation DVD in their preferred language, and discuss the three program options of TBE, Dual, and ESL. The ESL Coordinator provides some research-based information on the three programs. Additional information available for parents includes the NYSESLAT Parent Information Brochure and DOE-provided materials. At the end of the meeting, the parents fill out a Parent Survey and Program Selection form that indicates in order which program they prefer for their children. If parents select TBE or Dual above ESL, then the ESL Coordinator or the Parent Coordinator explains to these parents that those options are not available at this school, but that our school can assist the parents locate alternative schools with those language programs. Last year, a parent opted for a bilingual program; therefore, the ESL Coordinator, the Spanish teacher, and guidance

counselors assisted in providing a list of schools with bilingual programs, calling those schools to find open seats, and otherwise supporting the transfer process. However, ultimately the parent did not find open seats in a bilingual program and decided to keep her son in our ESL program. All paperwork from these meetings will be filed in the ELL Compliance Binder.

For continuing ELLs, a Continued Entitlement Letter is mailed home in the parent's preferred language to be signed by parents and returned to the school to keep on file. Second notices requesting parent signatures are sent as a follow-up with students' signing a list acknowledging receipt of the letter; when parents return signed Continued Entitlement Letters, they are checked off and dated on the same list.

(5.) The majority of the Parent Surveys and Selection forms over the years indicate ESL as the first choice. However, some parents have voiced a preference for native language support in the classrooms for their children. There was one parent who requested bilingual education programs for her child, and went elsewhere for that purpose.

(6.) Some parents have expressed concern that their children receive help with reading, sometimes only in English, or both native language and English; some parents have requested bilingual programs or bilingual support in classes, after school programs, and Saturday school. Program models are being aligned towards one for newcomers with native language support and literacy interventions for SIFE students and newcomers. Ms. Garcia, our NLA Teacher, co-teaches with a social studies teacher to make the content more accessible in both languages, English and Spanish.

Other parents requested ESL programs that will address the literacy issues many children have. This year, our school will have a structured literacy program and an after school program. In response to some parents' requests for after-school programs, Saturday school and literacy support, last year there was an extensive after-school program and Saturday school that included multiple teachers. This year, after-school will have a Reading Interventions component to assist students with low literacy. The newcomers receive literacy and native language support during their ESL reading period with the ESL teacher and the bilingual paraprofessional. There are Spanish, French, and bilingual books and resources available; the ESL teacher provides translated materials, explanations, directions, or such on a daily basis to assist newcomers.

Students and parents requested more ESL and native language assistance in the content area classes. As a response to this concern, the ESL teacher co-teaches in the Social Studies class and the Science Class, providing language support with ESL methodologies. In addition, during department meetings and grade meetings, the ESL Coordinator will work with the teachers of these newcomer ELLs and their coaches to support the differentiation and accommodation process for curriculum planning, lesson delivery and assessments.

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	5
SIFE	7	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	14

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17	5	1	5	1	0	14	1	4	0
Total	17	5	1	5	1	1	14	1	4	0

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

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										5	12	7	5	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	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																		
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	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	12	7	5	29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1	1		2	4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	1			3
TOTAL	0	8	14	7	7	36								

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?

(1) a. The organizational models that the ESL program are using are: self-contained and co-teaching.
 b. The program models are: homogeneous (for the ESL Beginning); heterogeneous (for the Intermediate and the Advanced students). There are only four Advanced students; they are taught in the Intermediate class, where the teacher will use differentiated instruction to meet their needs.

A. Programming and Scheduling Information

(2) The ESL Beginning class benefits from 630 minutes of ESL instruction every week. The Intermediate ESL students take 405 minutes of instruction with an ESL teacher weekly. The advanced ESL students are offered 225 minutes of ESL instruction, in addition to ELA instruction.

(3) The ESL program has been adapted to support the newcomers and the long-term ELLs with two instructional models: self-contained ESL class and the co-teaching model, where the content area teacher pairs up with the ESL instructor.

The Living Environment class is a mixed proficiency ESL content area class. It contains all the Beginners ESL, and the Intermediate and Advanced ESL who did not pass the Living Environment Regents Exam. The class is taught by the Science certified teacher and the ESL teacher.

The ESL teacher provides English language support with ESL methodologies.

One Social Studies class contains all the ESL ninth graders: 4 ESL Beginners and 2 ESL Advanced. The class is taught by the Social Studies teacher and also by the ESL certified teacher who provides English language support.

Each Friday, all ESL students (Beginner, Intermediate, and Advanced) gather for another class, Language Enrichment, where the ESL teacher, with the help of the bilingual paraprofessional, teaches language content, leadership, and study skills.

In the other classes where native language support from teachers is unavailable, ELLs have such native language resources as books, a bilingual paraprofessional, and bilingual dictionaries.

(4) The ESL Coordinator, the Spanish teacher, and some of the teachers teaching ELLs meet in the beginning of the year to discuss the newcomer ELLs by looking at Spanish and English LAB-R scores, informal interview notes and the informal written interview samples. This year, the newcomers are Spanish-speaking and French-Speaking.

The same group of educators look at the results of the ELLs who spent two or more years of instruction in this school. All Spanish-speaking ELLs take Spanish classes and are evaluated in their first language. The certified Spanish teacher uses standardized NLA tests to determine the level of proficiency and the progress attained in native language. The French-speaking students and the students speaking different languages are also given periodic literacy tests in their native language by the certified ESL teacher who is fluent in French and Spanish. However, educators' expertise is limited; children come from different parts of the world, where remote dialects and languages are spoken. Literacy has different meaning in different places. The parents and relatives of these students are asked to come to school to be part of a continuous assessment of first-language skills these children possess. Parents meet once a month with the ESL Coordinator and the Parent Coordinator and go over first-language literacy skills, as well as second-language acquisition.

5a. SIFE: SIFE students identified on the RSIFE report, or through informal interviews and the ALLD diagnostic, will receive differentiated activities, lesson delivery, support, and/or assessments. The classes for low-performing ELLs, SpEd-LEPs, SIFEs, and newcomer ELLs are restructured in pace, linguistic load, activities, and groupings. The ESL teacher, the Spanish teacher, the content-area teachers, and the bilingual paraprofessional all work very closely and communicate daily regarding the SIFE students. They plan together during lunch meetings, preps or afterschool; the freshman grade team meets on every Tuesday and Friday. The teachers work in close consensus regarding parent and staff communication regarding these students. They provide individualized academic and behavioral support to provide structure for the SIFE students. They monitor student attendance, social behaviors and school motivation and improvements. SIFE students are provided with more targeted literacy support for class instruction such as read-alouds, simplified sentence structure, "chunked" readings, translated readings that are read aloud, and are graded on an adjusted scale for comprehension of concepts rather than assessing writing style or form. Teachers meet to discuss student progress and performance, SIFE strategies, activities, and fair grading policies for SIFEs in mainstream classes. Exit slips will be a routine for the classes to instantly gauge comprehension.

5b. Plan for newcomer ELLs: The ESL teacher/coordinator reviews academic transcripts with guidance to provide newcomers the most relevant program based on previous coursework, credit accumulation, age of entry, and English language abilities (as per LAB-R, LAB or NYSESLAT). Specific courses are modified or adjusted to fit newcomer needs. The ESL Coordinator works closely with the guidance counselors to provide native language support during the process. The teachers/ coaches support other teachers of newcomers to differentiate their curriculum maps, materials, pacing, and expected goals from their mainstream classes. For example, the ESL teacher plans with the Global teacher and with the Science teacher to make curriculum, seating charts, activities, assessments more accessible for

A. Programming and Scheduling Information

the beginners ELLs. SIFE and beginner newcomers will be in a standard program where they will not deal with Regents exams or pressure for the first year. Teachers meet to discuss student progress and performance, ESL strategies, activities, and fair grading policies for newcomers in mainstream classes. Exit slips will be a routine for the classes to instantly gauge comprehension. Additionally, the first phase of the Reading Interventions Program will include newcomers, SIFEs, and SpEd LEP students. These services will support this subgroup by developing literacy skills in decoding and comprehension in English to prevent unnecessary special education referrals.

5c. (4-6 YOS) These students are in co-taught content classes for extra content support. Many of this subgroup, along with the newcomers, have an independent reading and writing component in the self-contained ESL class. These services will support this subgroup in reaching proficiency on the NYSESLAT in literacy and writing.

5d. LTE: The LTE population mainly contains 11th and 12th grades. These LTE students have, at different times, verbalized feelings of stigma and shame at being in self-contained ESL classes, but also recognition that they struggle with reading comprehension and writing. Thus, the ESL teacher co-teaches in a Living Environment Regents Prep to support long-term ELLs. The ESL teacher plans with the Living Environment teacher for senior Regents Prep to tailor curriculum for LTE needs and support ELLs who have passed out. These services will support this subgroup by strengthening motivation and self-esteem, reading skills, concept retention and vocabulary development.

6e. SpEd LEPs: Please note that “x-coded ELLs,” or SpEd LEP students, whose IEPs mandate no ESL services do not receive ESL classes as per IEP. The Spanish and ESL teachers participate in setting IEP goals for students during their reevaluation process, program selection, and class assignment. The ESL Coordinator works with the Special Education Department (Robert Li, Katharine Larsen, and Brittany Quigg) in identifying SpEd-LEPs, determining program placements, and ensuring that these students receive their modifications and testing accommodations. In the class, these students also receive more targeted literacy support for class instruction such as read-alouds, simplified sentence structure, “chunked” readings, translated readings that are read aloud, and are graded on an adjusted scale for comprehension of concepts rather than assessing writing style or form. These services will support this subgroup by building up reading comprehension skills and essay writing skills in a comprehensible way.

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

A. Programming and Scheduling Information--Continued

1. 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.
2. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
3. What new programs or improvements will be considered for the upcoming school year?
4. What programs/services for ELLs will be discontinued and why?
5. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
6. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
7. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
8. Do required services support, and resources correspond to ELLs' ages and grade levels?
9. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
10. What language electives are offered to ELLs?

(1) Intervention Services offered at our school currently includes a literacy program with Read 180 curriculum for struggling readers. The Inquiry target group focuses on ELLs and students with individualized education plans. Students are programmed in a class taught by Special Education teachers Brittany Quigg (Special Education and Math), Katie Larsen (Special Education and ELA) and supported by the ESL teacher. There will be a formal meeting time after-school to analyze data and plan for the week together.

An after-school program for newcomers and SIFEs will have the following schedule: every Monday from 3:30 PM – 5 PM with basic phonics, homework help and study skills, Fridays from 12PM to 1PM, and each morning from 7:30AM to 8AM. During the longer sessions students will have a 60-minute literacy program. The goal of the literacy block is to improve sustained silent reading and reading comprehension, either in the students' native language or in English. There are books in various languages, bilingual books, English books, audiobooks, and Read 180 that the students may use. The after-school program for the ELLs offers an unique opportunity for small-group instruction and individualized setting.

(2) Transitional support for ELLs reaching proficiency include conferencing with cohort teachers during grade team meetings and/or dept meetings to monitor academic progress and attendance, and planning discussions to support instruction for ELLs. Curriculum mapping is beginning to be implemented to help align curriculum and spiral or scaffold skills and knowledge to better support ELLs with a more seamless and efficient curriculum. There are testing modifications that former ELLs benefit in their first two years of mainstreaming. The ESL coordinator makes sure that these testing modifications are in effect at the time of testing.

(3) This year there will be more support and curriculum coordination so the support services have appropriate preparation time. Students with special needs, including ELL students, are programmed first before the rest of the student population. A bilingual social studies teacher with bilingual extension has been hired to provide native language support in content area to the Spanish-speaking ELL population. Also, there will be training for new staff on ESL methodologies, ELL data, and support at the end of this school year and the beginning of next year and coaches will provide more staff training to teachers of ELLs in dept-team meetings to incorporate ELL-focused differentiation. There will also be a training review for guidance counselors of proper protocol for conducting HLIS and informal parent interviews. The ESL Coordinator, administrators, guidance and Parent Coordinators will work closely to be ready for the first 10 days of school regarding intake, proper completion of the HLIS, coordinating LAB-R and LAB testing, parent outreach and support. Additionally, new incoming ELL students will be diagnosed upon enrollment with the Read 180 diagnostic. Remedial students in Math and Reading will be automatically tracked into a double literacy and math block schedule for their freshman year. Newcomers and SIFE students will have a basic ESL literacy class to support native language learning and/or English language learning on a different pace for their first year upon entry. The class would also support the students with strategies and behaviors to become successful in school. It would be co-taught by the Spanish and ESL teacher. Additionally, there will be a study hall class designed for all newcomer ELLs to support them with the cultural and academic transition for newcomers. They will have one extra period during the day to have time to study, do homework, and other needs. These classes will be staffed by their teachers during a circular six time period. Their school program for the semester will contain classes that are co-taught with either the ESL or bilingual teacher and bilingual paraprofessional with a content teacher.

(4) Due to the sheer size of the ELL population, the ESL program will have a Beginner self-contained ESL class, unlike last year where all ELLs had a self-contained ESL class. The Intermediate level ESL students will have ESL with the three Advanced students. Meanwhile, the rest of the ELLs will be supported in content-area classes co-taught with the ESL teacher and the content teacher. Advanced level ELLs will receive extra support by being tracked into cohorts for key Regents time-sensitive areas, according to grade level and course level.

Protocol for intake of new ELL admits will be adjusted so that students and their families will complete HLIS forms with a trained parent coordinator, counselor, or teacher. All staff that has contact with newcomers and their parents and guardians will be trained in how to

B.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

C. 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 will attend in-house ESL professional development in the fall. The training will concentrate on developing best practices for curriculum planning, delivery, and creating differentiated assessments for ELLs.

(2) In the beginning of the school year, the ESL teacher met with staff on an individual basis to make sure ELL students and their needs are identified. For new staff, this information included students strengths and weaknesses according to their NYSESLAT performance. The ESL teacher also made available the writing samples and background information of all newcomer ELLs for teachers of ELLs. Additionally, departments work with coaches for curriculum mapping and differentiation practices, and the freshman team works with the ESL teacher to better assist ELLs.

(3) During the Spring 2011 semester, our school organized in-house PD with the ESL and Spanish teacher to the new teachers of newcomer ELLs as part of the Title III professional development component. Topics to cover included how to differentiate planning, lesson delivery, activities, assessments, and fair grading practices for a mainstream class with newcomer ELLs, SIFEs, and/or Special Education LEPs. During Fall 2011 the ESL coordinator will present learning strategies and ESL methodologies to small groups of teachers during meetings organized around grades and departments. Twice a week, groups will meet around grades and twice around departments. The ESL teacher will present on the weekly agenda the learning needs of ELLs. In addition, the last Friday of each month leaves a full hour of PD. The ESL teacher has planned three PD sessions on ESL mandates, learning styles, and methodologies.

D. 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?

(1) Parents are involved in many different ways in our school. Parents participate in monthly PTA & SLT meetings. Parents, teachers, and students are organizing bake sales during the school year. One example of effective community effort was the fundraising and community awareness campaign “Making Strides Against Breast Cancer Walk”, that took place on October 16th, 2011. Our parents, teachers, and educators raised almost \$1,000 to this noble cause.

In addition, parents and educators from our school were involved in another awareness campaign, against domestic violence, throughout the month of October.

Our Parent Coordinator, Shar'nee Francis, is involved in planning workshops with parents and students, monthly newsletters, and bringing the information that the parents want.

Active parents of ELL students are involved in a meeting and planning group that is organized by the ESL teacher and coordinator. Their meeting takes place monthly and covers the topics of entitlement, testing, academics, and curriculum for the ELLs.

(2) The school is working with Planned Parenthood on a number of social and health issues that touch the needs of families in this neighborhood. Since its inception the school has formed a partnership with Anti-Defamation League to support activities, attitudes, and a learning environment that promotes peace and leadership.

(3) The needs of parents are expressed clear and loud during monthly PTA meetings.

(4) The needs of parents are reflected in the activities that we organize in our school. The Parent Coordinator provides information and resources to parents, such as free ESL after-school tutoring, free SES tutoring, free immigration information, health coverage information, and contacts to free clinics.

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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)										4	8	1	1	14
Intermediate(I)										4	6	3	4	17
Advanced (A)										0		3	2	5
Total	0	0	0	0	0	0	0	0	0	8	14	7	7	36

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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	5		4	
Integrated Algebra	16		5	
Geometry	2		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	4		2	
Living Environment	4		2	
Physics				
Global History and Geography	4		1	
US History and Government	6		3	
Foreign Language		4		4
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

4. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

5. For dual language programs, answer the following:

a. How are the English Proficient students (EPs) assessed in the second (target) language?

b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

(1) Early assessment tools include the LAB-R and the LAB for first time admit newcomers, an informal written interview in native language and in English, the ALLD diagnostic for potential SIFE students, and the ELL Periodic Assessment.

a. From this data, we have learned about our ELLs: more students are entering the school with below-grade level literacy in both the mother tongue and the target language.

b. This information helps inform our school's instructional plan by identifying our program needs. For example, this data indicates the high priority need for a reading intervention program and a SIFE program. We have just instituted a literacy program and enrolled the newcomers, SIFEs, and SpEd LEP students who struggle with reading.

(2) Data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades from last year revealed that 33% (3 of 9 ELLs) passed the US History Regents, 100% (all 6 ELLs) failed the ELA, 46% (6 of 13 ELLs) passed Math, 75% (3 of 4 ELLs) passed Living Environment, and 100% (all 3 ELLs) passed the Spanish Regents.

(3) Patterns across NYSESLAT modalities affect instructional decisions by prioritizing the need to focus on nonfiction reading for information and analysis and writing to identify main idea and supporting details, writing for literary analysis in the classroom.

(4) For ESL, patterns across proficiencies and grades of student results show that high numbers of ELLs score lowest on the Reading and Writing section of the NYSESLAT and highest on the Listening and Speaking. NYSESLAT patterns indicate that many incoming freshman newcomers enter at the Beginner level, the SpEd LEP students progress slowly.

The analysis of the NYSESLAT results show that five out of the 9 ninth graders took the exam for the first time or they did not take it at all. Four of the ninth graders reported grades that placed them in the same proficiency level.

5 10th graders (out of 14) took the exam in 2011 for the first time, 7 10th graders remained in the same proficiency level; 2 10th graders went down in proficiency.

Out of 6 11th graders, 4 remained the same, 1 took the NYSESLAT for the first time, and 1 was moved back.

Out of 8 12th graders, 4 remained in the same proficiency level, 2 took the exam for the first time, and 2 went down.

From the ELL Periodic Assessments, the school can predict student performance on the NYSESLAT for the listening, reading, and writing modalities according to the ESL performance indicators.

(5) We evaluate the success of our ELL programs in this school with soft and hard data: "soft" data includes attendance in school and after-school programs, and behavior and motivation in the ESL class and content classes. "Hard" data includes course grades, performance on the ELL Periodic Assessment from the fall term to the spring term, the NYSESLAT and the Regents.

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School Name: Peace and Diversity Academy **School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrew Turay	Principal		1/1/01
Michelle Noonan	Assistant Principal		1/1/01
Vacant	Parent Coordinator		1/1/01
Dinu Pietraru	ESL Teacher		1/1/01
	Parent		1/1/01
Kyle Hall, Social Studies	Teacher/Subject Area		1/1/01
Imee Joy Ramilo, Science	Teacher/Subject Area		1/1/01
Pablo Schelino	Coach		1/1/01
Michael Mercanti	Coach		1/1/01
Lubni Ruiz	Guidance Counselor		1/1/01
Michael Alcoff	Network Leader		1/1/01
	Other		1/1/01

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Peace and Diversity Academy	DBN: 12X278
Cluster Leader: Chris Groll	Network Leader: Michael Alcott
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: <input type="text"/>
Total # of ELLs to be served: 38
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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

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: There will be a before-school and after-school program that will focus on direct instruction in English and content areas, using ESL methodologies. The ESL teacher will push in. The program will serve all 38 ESL students, grades 9-12, in English with French and Spanish native language support. The ESL teacher will coordinate services with three other content-area teachers who teach the ESL students in Math, Science and Social Studies. All ESL students will be invited to attend this program. The participating teachers will reflect the disciplines that ELL students need separate instruction: Math, Science, and Social Studies. Title III teachers will have a sizable number of ESL students in their regular classes, and will express a strong commitment to learn and share strategies that work well with ELLs. The After-School Program Reading component will support ELL students by giving them monitored silent sustained reading time, pair reading, read-alouds with the teacher, or targeted reading strategies. Most of the students are part of the in-school Reading Inquiry Program, and are required to spend at least an extra sixty minutes after school doing independent reading.

The Read 180 Leveled Library with Audiobooks, a leveled Bilingual Spanish-English Library, French native language books, online reading and vocabulary resources are some ways to engage students and allow them to use multiple modalities. The ESL and ELA teachers monitor independent reading, offer support such as modeling reading strategies or pair reading, and conference with individual students during this time. Students' Weekly Reading Logs are signed in ten-minute blocks, and require a minimum of five hours a week. Students who complete the first fifteen hours are awarded a personalized bookmark with an inspirational quote. Students who complete fifty hours of reading are awarded their own, self-selected book as a motivational reward.

After school/before school direct instruction program will support LEP students in their coursework and better prepare them for success. This is particularly helpful for SIFE students, newcomers, and long-term ELLs. The ESL teacher offers individualized instruction and bilingual help in content areas, as well as extra preparation and practice for Regents exams.

The After School/Before School Program is organized in the following manner:

-Tuesdays and Thursdays, 7:30 to 8:00.

-Tuesdays and Thursdays, two sessions after school, from 2:30 to 3:15 or 3:15 to 4:15. Teachers and students in the early session will be in attendance starting 2:30PM. Students and teachers in late session will start the program at 3:15PM.

The program will take place with a minimum of six students per teacher. The three content area participating teachers will benefit from the interaction with the ESL teacher who will push in.

The number of hours per session can be divided among the teacher participants, providing the fact that each of them has sufficient number of students.

Teachers, guidance, and administrators will make efforts to recruit students and popularize the benefits of the program.

Part B: Direct Instruction Supplemental Program Information

The program will start on December 6, 2012 and will end in May 2013, or when funds deplete. The program has enough funds to run for 16 complete weeks, providing that all participating teachers stay for an hour each session.

Trips are an extended activity of the instructional programs. We have scheduled trips to museums and cultural attractions in NYC that are particularly sensitive to ELLs: Ellis Island, Statue of Liberty, Wall Street, Museum of the City of NY, and Museum of Natural History. Careful preparation of these trips will offer students the opportunity to experience language, history, and science in the making. Most of our ELLs are recent immigrants confined in the limits of their own ethnic communities. Trips will offer them the opportunity to experience the dynamic realities of a multi-cultural society. Better cultural exposure, research says, translates into better academic results.

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: There will be three in-house after-school professional development session in January, February, and March 2013. Each session will last one and a half hour and involve all teachers in school who work with ELLs. We are a small school and practically all teachers have a number of ELLs in their classes. We are going to select six teachers to participate in each PD session that will take place after school. Teachers will be selected based on the number of ELLs they serve and also based on their professional interest to learn and exchange teaching methodologies that work with ELL.

There is a strong need for professional development opportunities for our educators working with the ELLs. Teachers review successful practices and strategies used with the ESL population and share their experience with the rest of the staff.

We want to make this PD series a useful learning experience. We have invited the network to join in and send a presenter specialized in the learning needs of ELLs.

The topics to be covered for each session are:

First session (January 2012):

-Making sense of ESL data and assessments

- What is the NYSESLAT?

Second session (February 2013):

-The needs of SIFE and newcomer ELLs.

Third session (March 2013):

-Looking at student work.

The participating teachers will look at pre, during, and post data, as well as student work samples to determine student growth, while focusing on SIFE and newcomer ELLs to provide the most targeted English language level support.

Teachers will then share best practices with their grade teams and departments during school common planning or departmental meetings. The participants will also reflect on the efficacy of the Title III After/Before School Program and will write an evaluation narrative. The organizer of the PD series will be the ESL Coordinator.

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: We will offer four in-house workshop sessions for parents and guardians and families of ELLs during after school. Participating workshop facilitators may include the ESL teacher, the Parent Coordinator, and a Guidance Counselor. Each workshop will be 1 1/2 hour long.

We noticed from our experience that many parents of ELL students have a limited experience in school governance and involvement. Parents tend to consider school as an institution that does not need parents as active participants. In addition, many parents seem overwhelmed by new changes in education and also by the language barrier. Our effort is directed towards creating a working community of parents and educators that will discuss the important issues facing the education and integration of ESL students.

The target dates are:

January, February, March, and April 2013. Refreshments will be provided.

Parent Workshop Topics:

- Bridging the Gap: How to do a lot in a short time. ELLs should graduate and go to college.
- ESL Learning standards. The Common Core Curriculum and the ELLs.
- Preventing Drop-Out for Students at Risk
- NYSESLAT preparation.

The organizers of these parent workshops will be the ESL Coordinator and the Parent Coordinator.

Part E: Budget

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

Allocation Amount: \$11200

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 	<u>8,647</u>	<u>\$8,647 for teachers - after school/before school tutoring program for ELLs</u> <u>4 participating teachers have 5 hours allocated per each session. There are two sessions per week.</u> <u>(10 hrs x 16 weeks x \$50.19 = \$8,030</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>In-House Professional Development: (6 Teachers x \$22.86 x 1.5 hrs x3 = \$617)</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>1,463</u>	<u>Trips to New York City Museums and Educational Attractions:</u> <u>-Ellis Island</u> <u>-Museum of Natural History</u> <u>-Wall Street and Stock Market</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>1,000</u>	<u>Purchase ESL materials for the After/Before School program. All purchased materials will be used with our 35 participants.</u> <u>Direct Instruction: Books (\$1000)</u> <u>Vendors: Pearson Harcourt.</u>
Educational Software (Object Code 199)	??????	??????
Travel	??????	??????
Other	<u>90</u>	<u>Professional Development Refreshments: \$90</u>
TOTAL	<u>11,200</u>	??????