



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** THE CAPTAIN MANUEL RIVERA JR. SCHOOL

DBN: 10X279

PRINCIPAL: JEAN DALTON-ENCKE

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SUPERINTENDENT: MELODIE MASHEL



### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Jean Dalton-Encke	*Principal or Designee	
Kristy Pulsch	*UFT Chapter Leader or Designee	
Quetsy Perez	*PA/PTA President or Designated Co-President	
Melissa Kendall	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Helena Yordan	CBO Representative, if applicable	
Bibiana Alba	Member/Teacher	
JoeAnn Buist	Member/Teacher	
Ann Reyes	Member/Parent	
Tana Velez	Member/Parent	
Elizabeth O’Neill	Member/Parent	

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

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

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

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

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

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

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

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

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

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

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

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

### **Annual Goal #1 Literacy**

By June 2013, the school will increase reading comprehension of informational text in grades K-8 by 8% as measured by New York State ELA Exam.

#### **Comprehensive needs assessment**

- Lesson objectives are not clearly aligned to CCLS and are not consistently and explicitly incorporated into instruction.
- There is lack of rigor and activities are low level requiring little or no cognitive engagement.
- The learning tasks are not aligned to the instructional outcomes thus widening the achievement gap in SWD and ELL's. There is limited evidence of teacher planning differentiated instruction to meet the needs of ALL students in class.
- In most classrooms, student engagement is low level because teacher's questions are of low cognitive challenge as measured by Webb's Depth of Knowledge. Most questions require one word response and there are limited opportunities for students to have a discussion or student-to-student interactions.
- Our data indicates that in grades 3-8 25% of student performed at levels 3 & 4 on the 2012 an increase of one percentage point from 2011. However, our third and fourth grade data indicates that there was a significant increase of students performing at level 1 in grades three and four: in third grade, 34.4 % of students performed at level 1 in 2012 an increase from 13.9% in 2011, in fourth grade, 24.1% of students performed at level 2 in 2012 and increase from 19.5% in 2011.

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

- All literacy teachers including teachers of English Language Learners and Special Needs Students will be part of a school wide inquiry group that analyzes triangulated data for the subgroups within their classes to determine patterns, trends and next steps.
- Based on interim assessment data and classroom data, instructional groups and extended day will be structured to provide Tier II interventions.
- School administration will organize planning time, utilize consultants and supports from network and schools literacy team to revise and modify current units of studies that are aligned to CCLS to incorporate the "Instructional Shifts". The development of these units will result in lesson objectives and Learning Tasks that are rigorous, which will improve our school wide goal of increasing comprehension of informational text in grades K-8.
- A comprehensive needs assessment will be conducted by the Literacy Coach to develop a professional development calendar that will provide all literacy teachers including content area teachers with strategies and skills necessary to incorporate literacy standards into their lesson plans.
- The monthly professional development calendar will include but will not be limited to CCLS training, working and incorporating Instructional Shifts, teacher effectiveness, lesson planning, unit planning, targeted small group instruction, technology integration, RTI, student engagement, using data to drive instruction and classroom management.
- Guided reading teachers will push into grades K-5 to ensure consistent, effective and small group differentiated instruction. All teachers will have access to literacy resource rooms containing necessary resources to facilitate whole class and small group instruction.
- In grades 7 & 8 teachers will facilitate Reciprocal Teaching and Literature Circles to promote student engagement, in literary and informational

text through comprehension strategies, questioning and discussions.

- All support staff, i.e., the Principal, Assistant Principals, Aussie Consultants, Literacy Coach, new teacher mentors and guided reading teachers will provide professional development, coaching, modeling and debriefing/feedback to ensure high quality teaching and learning standards.
- All content area teachers will be trained in incorporating literacy standards; “reading informational text and argument writing” to support literacy development.
- Selected literacy staff and classroom teachers will be trained in the use of Achieve 3000, Rosetta Stone, and System 44- technology programs designed to assist our most struggling readers within our subgroups. These programs will assist students that exhibit intensive need for decoding development.
- Enrichment program for students performing at or above grade level during extended day.

**Timeline for Implementation:**

August – September - Set up of consultants, make curricular decisions in consultation with CFN 109 team, staff members, and AUSSIE

September – November - Assessment practices in literacy for both reading and writing

September – June - Unit and task design

September – May - Administer and submit performance task as per Chancellor’s Initiative ( 2 performance tasks in all content areas)

Sept. – June - Monthly update of the professional development calendar

September – June - On-going professional development workshops, lesson and unit development, looking at student work, inquiry, unit revisions, assessment tracking.

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September – June - On-going professional development workshops, lesson and unit development, looking at student work, inquiry, unit revisions, assessment tracking.

**Strategies to increase parental involvement**

- September 2012 – June 2013 – Monthly Open Family forum with agenda items such as Common Core Based Curriculum units, expectation and impact on student work.
- Various school leadership team meetings will host speakers and experts on the CCLS and the process of curriculum redevelopment.
- Parent/ teacher open forum to strengthen home/school connection
- Two Parent-Association-Sponsored curriculum nights will be planned and executed with teachers, parents and school administration at the end of the second and third report card periods. These curriculum nights will help families understand what students were to have learned in the

previous report card period and what they will be expected to learn in the next report card period.

- Frequent class publishing parties and open houses for families to come into a class during the school day to celebrate and experience the work done by students of that class

**Budget and resources 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 I   \_\_\_\_\_ Title IIA    Title III    Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

**Title I Funds – Per-Session, Title III Funds, Consultants, Coaches,**

Per-session

Title I funds

Title III funds

Conceptual Consolidation.

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

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

### **Annual Goal #2**

By June 2013 the school will increase problem solving skills using multiple approaches, thus resulting in an increase of 8% in mathematics achievement as measured by NYS Math Exam in 2013

### **Comprehensive needs assessment**

- Learning tasks are narrow in scope and limited in entry points often requiring recall or minimal application of skills, engaging some students in learning with others participating passively.
- Teacher questioning techniques are narrow, often posing questions, which require singular or limited student response(s). These closed-ended questions limit students' ability to think and/or pose multiple answers. The resulting limited student participation, makes it difficult for teachers to provide students with opportunities to build upon student responses and/or promote discussion that would further student thinking.
- Instructional groupings are not clearly aligned and/or flexible given tasks and/or student needs. Instruction, activities and tasks are similar and/or singular in type and/or solution limiting participation and student engagement.
- The current collection of student data is focused on student mastery of content and grade-level specific skills rather than a measure of student understanding and ability to apply those understandings to real-world problems.

### **Instructional strategies/activities**

- CCLS aligned units, focusing on the development of student conceptual understanding as well as competency with skills, will be developed and implemented.
- School administration will organize planning time, utilize consultants and supports from network and math coaches to revise and modify current units of studies that are aligned to CCLS to incorporate NYS Instructional Shifts. The development of these units will result in lesson objectives and Learning Tasks that are rigorous and will provide opportunities for students to problem solve in multiple ways
- The use of open-ended learning tasks, aligned with instructional outcomes, will be implemented to enable questioning that promotes students thinking and discourse.
- Performance tasks will be developed to assess students understanding of mathematics and their ability to apply those understandings to mathematical and real-world situations.
- Data will be gathered from performance tasks utilizing criteria-based rubrics that stress conceptual understanding alongside skill mastery.
- Assessment data from Acuity will be used to target pushables and slippables to inform instructional goals for teachers and learning goals for students.
- Based on interim assessment data and classroom data, instructional groups and extended day will be structured to provide Tier II interventions.
- All K-8 math teachers including teachers of English Language Learners and Special Needs Students will be part of a school wide inquiry group that analyzes triangulated data for the subgroups within their classes to determine patterns, trends and next steps. SMART goals and benchmarks will be established.

- At grade level meetings, review of student work and artifacts to develop next instructional steps.
- All math teachers from grades 3-8 will be trained in the use of the Help Math program designed to assist our most struggling mathematicians within our subgroups. These programs will assist students that exhibit intensive need for fundamental skill sets.
- Enrichment programs for students at or above grade level will be instituted during extended day.
- As part of college and career readiness, 8<sup>th</sup> grade students who scored high level 3's and 4's will be part of an Integrated Algebra Regents Course.

**Timeline for Implementation:**

September 2012- June 2013 - Weekly Inquiry Meetings to develop consistent systems for gathering assessment data and using that data to inform instruction.

September 2012- June 2013 - Monthly PD opportunities with agendas determined by ongoing needs articulated by teachers via staff surveys as well as needs identified after review of on-going Teacher Effectiveness data (e.g. Designing Coherent Instruction in Mathematics, Planning for Problem Solving etc.)

September 2012- June 2013 - Participation in A.U.S.S.I.E. led consortium of CCLS content-based workshops to develop teacher knowledge of content and pedagogy.

September 2012- June 2013 - Allocation of funds to support full-time mathematics coach and external consultant to support the roll out of CCLS and performance assessments.

September 2012- June 2013 - Adaptation of network and consultant developed curriculum and assessment materials to form the basis of instructional and assessment materials used by teachers.

September 2012- June 2013 - Participation in MindMath computer-based program to support individualized instruction in mathematics in Grades 1-3.

September 2012- June 2013 - Use of Connected Learning consultant to initiate blended learning in 6<sup>th</sup> grade mathematics, including blended learning support in ICT and self-contained special education classes.

September 2012- June 2013 - Use of Help Math computer-based program to meet individualized instructional needs of ELL in mathematics

**Strategies to increase parental involvement**

- September 2012 – June 2013 – Monthly Open Family forum with agenda items such as Common Core Based Curriculum units, expectation and impact on student work.
- Various school leadership team meetings will host speakers and experts on the CCLS and the process of curriculum redevelopment.
- Parent/ teacher open forum to strengthen home/school connection.
- Two Parent-Association-Sponsored forums will be planned and executed with teachers, parents and school administration at the end of the first and third report card periods. These curriculum nights will help families understand what students were to have learned in the previous report card period and what they will be expected to learn in the next report card period.

**Budget and resources 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 I    \_\_\_\_\_ Title IIA     Title III     Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Conceptual Consolidation
- Per Session for Small group Instruction
- Title III
- Software Programs –Mind Math, Help Math

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

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

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

By June of 2013, all staff will have been observed six times and had a mid-year conversation where specific feedback will be given and an action-based goal has been set for achievement by the end of the school year.

#### **Comprehensive needs assessment**

- School leaders conduct observations individually and feedback given does not reflect a common language or shared rubric.
- Classroom assessments are not aligned with the learning objectives or the student task, teachers hold a variety of academic and behavioral expectations that are not standard across the grades.
- Time allocation is inconsistent and time-on-task is varied across the grades, teachers are not maximizing their time to support student achievement.
- In most classrooms, students are engaged for short periods of time. Many teachers spend a disproportionate time redirecting students to attend to the class work and most class time is teacher directed.

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

- By June 2013, 100% of K-8 teachers will be observed a minimum of six times (2 Formal and 4 Partial). They will receive focused and actionable feedback, based on Danielson Rubric to improve classroom instruction to foster student achievement.
- Develop and strengthen teacher practice and to foster clear expectations about teacher pedagogy; participate in the Teacher Effectiveness Pilot and utilize Danielson Framework as a common rubric for teacher feedback and professional growth to ultimately impact student achievement
- Participate in NYC DOE's Teacher Effectiveness Pilot and work with the Talent Coach and Network Support Staff in norming feedback to a teacher that is based on the Danielson Rubric.
- Observations will be reviewed every Friday at the administrative meetings. All observations will be tracked on an observation-tracking sheet. Strengths and weaknesses, trends and patterns will be noticed to launch professional development opportunities for the staff.
- A monthly professional development calendar, along with a weekly inter-visitation schedule will be available to ensure all teachers' needs are met.
- Each observation will be aligned to the 5 competencies on the Danielson rubric as well as to the teacher's professional learning goals.
- On-going collaboration with the Teacher Effectiveness coach to support administrators in giving specific and actionable feedback to teachers to strengthen their practice.
- Provide on-going professional development and training to all staff on the Danielson framework and the competencies related to it. Low inference data derived from classroom observations will be used to provide differentiated professional development based on teacher needs
- Written feedback will be provided in a timely fashion.
- Creation of a Teacher Effectiveness team comprised of classroom teachers to support teachers and administrators in moving the TEP agenda

in the school.

- Utilize the teacher tracker on ARIS to move teachers along a learning continuum towards highly effective.
- To develop collaborative curriculum development and data inquiry teams through coaches and consultants. The result of this work will be the consistent use of formative and summative assessment data to plan and deliver targeted and differentiated instruction.
- All teachers of literacy and math, including ELL/bilingual and special education teachers, are members of a grade level content team which meets weekly with a consultant, coach or AP to review and develop curriculum, clarify performance expectations, model lesson and unit design, and which makes available modeled lessons on small group instruction, differentiated instruction, the teaching of writing, effective methods for word work and the use of formative assessment data to plan instruction.
- A full-time literacy coach, guided reading push-in teachers and a literacy consultant to model guided reading strategies, the collection of formative data from guided reading and the design of best “next step” lessons.
- Empower teachers to turn key professional development opportunities at grade meetings, faculty conferences, and through lab sites.
- In house teacher mentors provide foundational support to all teachers who are new to our building in the areas of classroom set-up, understanding the curriculum and associated pacing calendars, school-wide grading policies, student management strategies and effective parent conferences and communications to student homes.

#### **TIMELINE FOR IMPLEMENTATION**

September-October – School roll out of teacher effectiveness pilot and the requirements for participation

September – June – Monthly professional development workshops/meetings with teachers on the specifics of her domain and the competencies associated with

November – Election Day Professional development on the specific competencies and how to move along the continuum for each

September-June – Bi-weekly meetings with our Talent Coach, to norm understandings of the rubric and providing actionable and specific feedback to teachers.

September-January – First round of observations ensuring all teachers received 2 partials and 1 formal observation

January-February – Mid-year Conversations with all staff

February-June – Second round of observations ensuring all teachers received 2 partials and 1 formal observation

October - June daily push-in support of Guided Reading teachers on grades K, 1, 2, 3 and 4.

September-June – Weekly grade meetings to assist teacher in development and implementation of CCLS units

November-June – Monthly TET meetings with Talent Coach to support teachers knowledge of the domains

September – June - Weekly mentor support for ten new teachers. Support logs to be monitored and entered on the MTS. Monthly new teacher meetings with school administration on a variety of topics.

#### **Strategies to increase parental involvement**

- September 2012 – June 2013 – Monthly Open Family forum with agenda items such as Common Core Based Curriculum units, expectation and impact on student work.
  - Various school leadership team meetings will host speakers and experts on the CCLS and the process of curriculum redevelopment.
- Parent/ teacher open forum to strengthen home/school connection

**Budget and resources 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 I    Title IIA    Title III    Grants    Other

If other is selected describe here:

**Service and program coordination**

- Teacher Effectiveness Program
- AUSSIE Consultants
- Network Professional Development Workshops
- Conceptual Consolidation

**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	<b>Fundations (K-2)</b> 220 students	small group instruction	During the day/After School
	<b>Wilson Reading System (3-8)</b> – 35 students	small group instruction	During the day/After School
	<b>Just Words</b> – (6-8) 10 students	small group instruction	During the day/After School
	<b>Guided Reading (K-5)</b> 532 students	small group instruction	During the day/After School
	<b>Reciprocal Reading</b> 75 students	small group instruction	During the day/After School
	<b>Great Leaps (3-8)</b> 40 students	One-to-One	During the day
	<b>ACHIEVE 3000 (3-8)</b> 100 students	One-to-One	During the day/After School
	<b>Rosetta Stone (1-8)</b> 330 students	One-to-One	During the day
	<b>System 44 (1-8)</b> 20 students	One-to-One/Tutoring	During the day/After School
Mathematics	<b>Help Math (3-8)</b>	One-to-One	During the day/After School

	575 students <b>MIND Math</b> 325 students	One-to-One	During the day/After School
Science	N/A		
Social Studies	N/A		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students receive at-risk interventions through the Overcoming Obstacles curriculum delivered by our MS At-Risk counselor and Attendance Teacher.	whole class, small group, and one to one	
	The School Psychologist meets regularly with five at-risk students for tutoring and support.		
	The SBST social worker meets regularly with three students on an At-Risk basis.	Small group	

### **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.

- Building capacity by empowering teacher leaders to act as mentors to support and instruct new teachers.
- Creating grade level leaders to facilitate common planning periods and act as lab sites when necessary.
- Hiring of a full time math coach to support teachers with content and pedagogical skills
- Creating a hiring committee comprised of teachers, AP's and principal to recruit and retain highly qualified teachers
- Partnering with an A.U.S.S.I.E literacy consultant to recruit and retain HQ teachers.
- Hiring of a full time literacy coach for grades K-6 to support teachers in the planning and delivery of instruction
- Creating 2 lead teacher positions in MS to support literacy and math instruction for all students
- Creating a SPED lead teacher position to foster and help implement the various models of ICT instruction
- The designation of a highly qualified bilingual coordinator and instructional coach
- The purchase of web-based reading improvement programs i.e., System 44, Rosetta Stone, and Achieve 3000 have given literacy classroom teachers more options for creating focused learning centers in the classroom and in technology labs on grades 1 to 8.
- The retention of a guided reading push-in teacher for grades K-5 to support teacher development in the practice of guided reading and contributes to the retention of high performing teachers on these grades.
- The purchase of web-based Help Math program for use by most math teachers is a retention strategy because it facilitates effective and easy differentiation of math instruction.
- Participation in MSQI that provides professional development to all 6<sup>th</sup> grade teachers in an effort to have all students performing at or above grade level.
- Participation in Computers For Youth to provide computers to all 6<sup>th</sup> grade students and technological support to all 6<sup>th</sup> grade teachers to incorporate technology into the curriculum.

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

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**PARENT INVOLVEMENT POLICY (PIP)**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

## **SCHOOL-PARENT COMPACT**

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

### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Maria Quail</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>279</b>
School Name <b>Captain Manuel Rivera</b>			

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

Principal <b>James Waslawski</b>	Assistant Principal <b>Jean Dalton</b>
Coach <b>Rosa Lofgren</b>	Coach
ESL Teacher <b>Eileen Horan</b>	Guidance Counselor <b>Judy Galarza</b>
Teacher/Subject Area <b>Marilyn Valle/Bilingual</b>	Parent <b>Magdalena Flores</b>
Teacher/Subject Area <b>Delba Puello/BCB</b>	Parent Coordinator <b>Andrea Decena</b>
Related Service Provider <b>Daisy Villalobos</b>	Other <b>Giulliano Quesada</b>
Network Leader <b>Maria Quail</b>	Other <b>type here</b>

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

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

Number of certified ESL teachers	<b>4</b>	Number of certified bilingual teachers	<b>6</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>980</b>	Total Number of ELLs	<b>315</b>	ELLs as share of total student population (%)	<b>32.14%</b>
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## Part II: ELL Identification Process

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

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

At PS/MS 279, we follow the guidelines for program placement procedure as delineated under CR Part 154. The steps under these guidelines include screening, initial assessment, parent orientation, program placement and annual assessment. With the screening procedure we classify students who may possibly be ELL, gifted or who may have a possible handicapping condition. Parents or guardian of new applicants complete the Home Language Survey, which is provided in the language parent best understand. Both the screening and the Home Language Survey are administered by a qualified or trained staff that is competent to communicate with the parent and the student in English and the student's native language if necessary. If the HLS determines that a language other than English is spoken in the child's home, the child is administered a Language Assessment Battery- Revised (LAB-R). Spanish students that score below proficiency on the LAB-R are administered a Spanish LAB to determine language command. Students' placement in an appropriate program is primarily guided by the parent/guardian surveys and program selection. These surveys are completed following the parents' attendance at orientation for newly enrolled English Language Learners. If parents do not select a program, the students are placed in the corresponding program according to the LAB-R test results. Pedagogues responsible for conducting the initial screening, administering the HLIS, and the LAB-R are the following:

Pedagogues	Qualifications	Languages Spoken
Delba Puello	Bilingual Teacher	Spanish/ English
Lilian Lasanta	ESL Teacher	Spanish/ English
Eileen Horan	ESL Teacher	Spanish /English

Annually, students are retested with the NYSESLAT and parents are notified of the students' NYSESLAT result and program choices. To determine eligibility of the NYSESLAT, we generate the RLER report from ATS. We scrutinize, check and confirm across with other reports such as RLAT, RMSR, and RHSP.

2. LAB-R test is provided within the first ten days of school, and without delay parents are informed of the LAB-R result with the notification of entitlement letter, which provides specific information about ELL programs. At the same time, parents are invited to participate in an orientation session where description of the program models and placement program option are presented. In the parent orientation meeting we use the material supplied by the Office of ELLs, translated material, brochures and DVDs. For parents or guardians that do not attend the Parent Orientation, Parent Coordinator or ESL teachers schedule one-on-one meeting or phone conversations. Pedagogues in charge of this action are sited below.

Pedagogues	Qualifications	Languages Spoken
Gulliano Quesada	ELL Data Specialist	Spanish/English
Delba Puello	Bilingual Teacher	Spanish/ English
Lilian Lasanta	ESL Teacher	Spanish/ English
Andrea Decena	Parent coordinator	Spanish/English

If parents do not select a program, the students are placed in the corresponding program according to the LAB-R test results.

3. Annually, parents are notified of the students' NYSESLAT results. If students score below proficiency level a continued

entitlement letter is sent to parents/guardians. If students score at or above proficiency level a non entitlement letter is sent to parents/guardians. Copies of all entitlement and non-entitlement letters are kept in the student’s file, and in the school’s file.

4. Students who score below proficiency level in the LAB-R are entitled for Bilingual or ESL instructional programs. Students who score at or above proficiency level on the LAB-R are not entitled for bilingual or ESL programs. Copies of all entitlement and non-entitlement letter are kept in the student’s file, and in a ring binder in the ELLs date specialist office, pedagogue Giulliano Quesada

5. Reviewing the program selection forms for the past year, we found out that one hundred fifty five (155) parents selected an ESL program, followed by one hundred twenty five (125) parents who selected a bilingual program. To pursue with the parents demand, we are providing both programs. Currently, we offer Transitional Bilingual Program from K through 6 grades, one class for each grade. Two freestanding departmentalized ESL classes, grades 7<sup>th</sup> and 8<sup>th</sup>. and push-in and pull-out ESL services for students that parents have opt-out the Bilingual Program, but we do not have the number of students required to constitute a class.

6. To comply with the parents demand, we are providing both TBE/ESL programs. Parents are provided during orientation with the Parent Selection Form and enage in a discussion with an ELL pedagogue to inform them of the programs in order to make an informed decision. We subsequently, input their choice on the ELPC screen on ATS.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1	1							7
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>								1	1					2
<b>Push-In</b>		1	1	1	1	1	1							6
<b>Total</b>	1	2	2	2	2	2	2	1	1	0	0	0	0	15

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	315	Newcomers (ELLs receiving service 0-3 years)	225	Special Education	49
SIFE	56	ELLs receiving service 4-6 years	68	Long-Term (completed 6 years)	22

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	134	15	16	33	10	9	2			169
Dual Language										0
ESL	91	5	10	35	21	10	20	5	4	146
Total	225	20	26	68	31	19	22	5	4	315

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	24	25	26	23	21	24	26							169
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>23</b>	<b>21</b>	<b>24</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>169</b>

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		8	13	10	13	13	13	32	28					130
Chinese														0
Russian														0
Bengali					1	2	1	1	1					6
Urdu														0
Arabic														0
Haitian														0
French						1	1							2
Korean														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Other			2	1		2	1		2					8
<b>TOTAL</b>	<b>0</b>	<b>8</b>	<b>15</b>	<b>11</b>	<b>14</b>	<b>18</b>	<b>16</b>	<b>33</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>146</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

#### A. ELL Programs

PS/MS 279 is a kindergarten to eighth grade school that houses one kindergarten, one first grade, one second grade, one third grade, one fourth grade, one fifth grade and one sixth grade transitional bilingual (Spanish) class, a freestanding departmentalized ESL seventh grade and eighth grade, and a push-in ESL program.

#### B. ELLs years of Service and Programs

There is a total of 315 English Language Learners. They are classified as follow: Newcomers (ELLs receiving service 0-3 years 225; ELLs receiving service 4-6 years 68; long term completed 6 years 22; Special Education 49, and SIFE 56.

Number of ELLs receiving service from 0 to 3 years in a Transitional Bilingual Class are 134, SIFE 9, Special Education 0. Number of ELLs receiving service from 0 to 3 years in an ESL Class are 95, SIFE 0, Special Education 8.

## A. Programming and Scheduling Information

Number of ELLs receiving service from 4 to 6 years in a Transitional Bilingual Class are 30, SIFE 0, Special Education 0. Number of ELLs receiving service from 4 to 6 years in an ESL Class are 56, SIFE 12, Special Education 8.

Long Term ELLs that have completed 6 years or more in a Bilingual Class are 0, SIFE 0, Special Education 2. Long Term ELLs that have completed 6 years or more in a ESL Class are 19, SIFE 0, Special Education 2.

### C. Home Language Breakdown and ELL Programs

The numbers of ELL students by grade in a Transitional Spanish Bilingual Program are as follow: grade k-28, grade 1-25, grade 2-27, grade 3-24, grade 4-28, grade 5-29.

The numbers of ELL students by grade in each language group in an ESL Program are as follow:

Spanish grade K-3, grade 1-14, grade 2-14, grade 3-7, grade 4-8, grade 5-6, grade 6-35, grade 7-23, grade 8-18.

Bengali grade k-0, grade 1-0, grade 2-0, grade 3-1, grade 4-1, grade 5-3, grade 6-0, grade 7-1, grade 8-2.

Other Language grade K-0, grade 1-2, grade 2-3, grade 3-0, grade 4-3, grade 5-2, grade 6-0, grade 7-2, grade 8-1.

1. Our ELLs' programs include a self contained transitional bilingual (Spanish) class in grades K to 6, a freestanding ESL self-contained seven grade, a freestanding ESL self-contained, and a pull-out/push-in ESL program. In our Pull-out model, which are generally the beginning level students, we assure that the mandated number of instructional unit is provided according to the proficiency level, teachers will include short-long term goals and lessons planning to develop and support the instructional needs of the beginner, intermediate, and advanced students. We will ensure that the ESL units of instruction are aligned to the mandated units required for the CR Part 154 Regulations. Self contained classes are blocks of mixed proficiency levels. Push-in/Pull-out model are grouped by levels.

2. The students receive the required amount of NL, ESL and ELA everyday. All bilingual classes receive Spanish instruction, English as a second language and/or English Language Arts according to the language level.

Level / All Programs	B	I	A
ESL	360 minutes per week	360 minutes per week	180 minutes per week
ELA	-	-	180 minutes per week
TBE Programs			
Native Language Art	90 minutes daily	90 minutes daily	45 minutes daily

3. Content Area instruction in both instructional Programs is aligned to citywide comprehensive core curriculum. Content Area instruction in the Bilingual Program is taught in the native language and in English. The amount of time for each language will depend on a profile of student language proficiencies in both languages. Content Area instruction in a Freestanding ESL Education Program is taught using ESL methodologies. The ESL based content area instruction helps to develop English Language skills and to comprehend what is being taught.

4.

To ensure that ELLs are appropriately evaluated in their native language, we identify the native language through analysis of the Home Language Survey and subsequently provide native language scaffolding support through intervention in the form of letter/sound recognition in English and their native language, as well as encourage students to use their native language as support to determine word composition and meaning. Upon arrival to class, all ELLs are instructed to write a baseline of their chosen topic, typically a narrative detailing an event in the native language to determine proficiency in their native language. In the case that we do not have a pedagogue

## A. Programming and Scheduling Information

who is a speaker of the student's native language we instruct the ELL to write his/her baseline and then contract a translator to perform such service.

5.

- Plan for ELL students with less than three (3) years

Primarily, provide the students with literacy skills and content knowledge in the native language while learning the second language, English. Create a supporting environment with multiple opportunities for growth and become ready for a transition to an only English setting. Students will participate in small group instruction, and an after school and/or a Saturday program.

- Plan for ELL students with more than six (6) years

To meet the students language and academic gap, using the NYSESLAT data analysis in listening, speaking, reading and writing, we will create individualized plans in order to select and use the appropriated skills and strategies needed for learning a particular modality . We will integrate language development across the curriculum. Vocabulary will be taught before any lesson or learning occasion. Teachers will select and categorize vocabulary by tier 1, 2, 3, which helps to determine easy or difficult words that need to be taught before the lesson/reading. We will incorporate the Bloom's Taxonomy into lesson plans and tests, emphasizing higher level thinking. We will offer Tutoring Program for additional support•

- Plan for ELL students identified as having special needs

The population that has special needs will receive additional resource room; their needs will be continually addressed by closely reviewing the students' Individualized Educational Plans (IEP). A reading intervention program (Wilson) will be integrated in the literacy program along with the Literacy Balanced Approach.

- Plan for SIFE students

After collecting data and creating a profile for each student, an individualized plan will be generated. Students will receive one to one or small group instruction according to their academic needs. In one-to-one we will provide intensive instruction customized to specific student needs. In small groups we will provide instruction that is data based and that is aligns with students' needs. Studentes will receive explicit instruction of the five components of reading, phonemic awareness, phonics, fluency, vocabulary, and comprehension using the Exc-ELL approach as well as instructional support using the Scholastic System 44 program, and The Estrellita Spanish reading program. Standards-based lessons will be adapted, content, process, leveled reading material, in a way that the most important information is clear to the students. We will develop the native language content and literacy instruction in order to build up the second language.

- Plan for ELL students with less than three (3) years

Primarily, provide the students with literacy skills and content knowledge in the native language while learning the second language, English. Create a supporting environment with multiple opportunities for growth and become ready for a transition to an only English setting. Students will participate in small group instruction. . In small groups we will provide instruction that is data based and that is aligns with students' needs. We will provide after school and/or a Saturday program.

- Plan for ELL students with more than six (6) years

To meet the students language and academic gap, using the NYSESLAT data analysis in listening, speaking, reading and writing, we will create individualized plans in order to select and use the appropriated skills and strategies needed for learning a particular modality . We will integrate language development across the curriculum. Vocabulary will be taught before any lesson or learning occasion. Teachers will select and categorize vocabulary by tier 1, 2, 3, which helps to determine easy or difficult words that need to be taught before the lesson/reading. We will incorporate the Bloom's Taxonomy into lesson plans and tests, emphasizing higher level thinking. We will offer Tutoring Program for additional support•

6/7.

Plan for ELL students identified as having special needs (ELL-SWD)

The population that has special needs will receive additional services to enhance access to academic content and language develop such as resource room; their needs will be continually addressed by closely reviewing the students' Individualized Educational Plans (IEP). A reading intervention program (Wilson) will be integrated in the literacy program along with the Literacy Balanced Approach. Moreover

## A. Programming and Scheduling Information

ELL-SWD's reading below level at a beginning reading level will be offered intervention via the System 44 program from Scholastic that focuses on developing students phonetic awareness of the forty-four sounds in the English alphabet. Such an intervention will be used as a scaffold to build decoding and sight word recognition and subsequently reading fluency in an effort to later develop reading comprehension. Student programming is modified to account for such tiered intervention that involves push-in or pull-out service.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

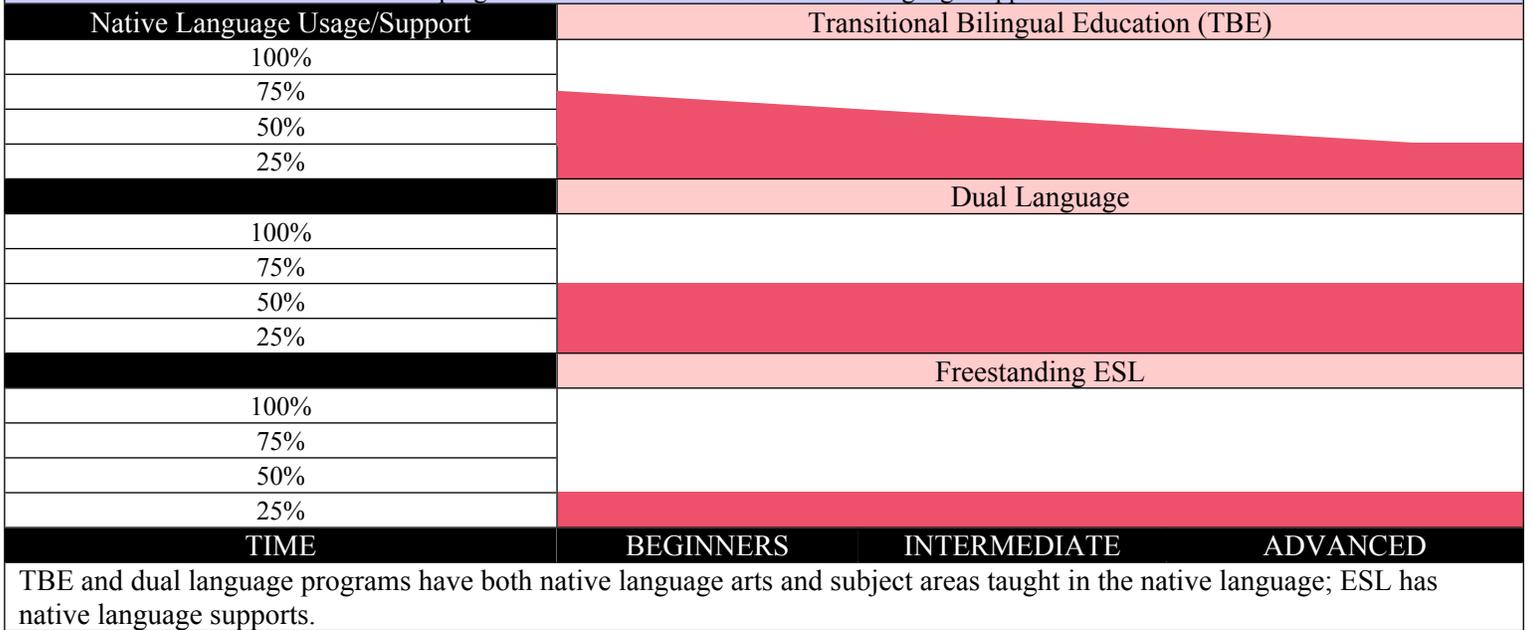
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

### Native Language Usage and Supports

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



## B. Programming and Scheduling Information--Continued

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

8

Plan for ELA, Math and other content area

In ELA, we provide a curriculum that addresses the needs for our ELL students through collaborative learning techniques. In reading workshop there will be a strong emphasis on strengthening reading comprehension skills and increasing vocabulary. Emphasis will also be placed on developing critical thinking skills. In writing workshop students will practice all aspects of writing including assessment writing. In math, effort is put in building a strong foundation in basic math skills, reinforcement and practice of important skills in order for them to accomplish the core topics of their respective grade. We differentiate instruction addressing students' needs and performance. Particularly, for level 1 and 2 students, teachers generate manipulative-based lessons to support them effectively.

In all subjects, ELA and content areas, we build an understanding of vocabulary words through context reading or direct teaching. We make data-driven decisions for whole group, small group or one-to-one instruction. All interventions will be conducted in the language the students comprehend better.

9

• Plan for transitional support for students reaching proficiency on the NYSESLAT-

With parental consent, we will provide an additional year of ESL instruction that is student centered and create independent learners and thinkers. We also use authentic and formal assessment for data analysis to guide instructional needs. Transitional support for former ELL students will also include tutoring, additional ESL instruction, if needed, and cultural awareness activities, and provide test accommodation- extended time- when taking ELA test.

10

• For grades k-2 the school is launching Expediting Comprehension for English Language Learners (ExC-ELL); Ex-C-ELL is a research-based professional development program developed by Dr. Margarita Calderon from The Center for Applied Linguistics in Washington D.C. This program is a systematic approach to teach vocabulary, reading comprehension and written respond to literature. Moreover, we launching Estrellita, an accelerated beginning reading program that utilizes a proven, systematic, accelerated approach to teaching phonic and syllables.

11.

N/A

12

• School offers additional instructional programs to help students in all grades and programs, including bilingual/ESL students. Particularly for ELL students, we offer Title III after school/Saturday tutor programs in the subject and language of the students' needs. We have two extracurricular programs running after school: FUSE is a program that offers students a science-based curriculum to support instruction and improve academic achievement in science on grades 1 to 8. LEAP is an art program that offers theater, music, dance, painting, creative writing and other creative activities. Programs offered are announced by sending letters/flyers at home, and in our monthly calendar that is sent to every student's house. We also use our parent coordinator to contact parents of students that we did not get any respond. There is a large percent of ELLs participation.

13.

• Instructional materials used for ELL students are quality standards-based aligned to citywide core curriculum. In the content areas, text books are used in both English and native language. In literacy, we use a variety of genres and leveled books in both languages. Books are meaningful literature, culturally susceptible and toward the interests and experiences of the ELL students. In math we use Math

Envision and Math Investigation in both languages. In technology, all students in the school, including bilingual/ESL students, have access to the current technology project.

14.

- In our Transitional Bilingual Program we support the academic and linguistic development of the students in the native language until students achieve a level of English that will allow them to function in an English only class. Although an ESL program does not provide instruction in the students' native language, our ESL program is sensitive to the first language and culture of the students.

15.

- We draw on the student's age to service and support ELL students with academic and non-academic activities. When grouping for ESL services, intervention, tutoring, creating library we group students by grades, consequently by age. Services provided by the school/school counselors address the personal and social necessities challenging each age. They present topics according to the age and needs- safety, discipline, health, drugs are amongst others.

16.

- For newly enrolled ELL students, we provide ESL and bilingual services during summer school program. Teaching plans during summer program include trips to different places, museums, parks, botanical gardens, zoo, and other places depending on the unit of study.

17. Middle School ELLs are provided with the language elective of French which is instructed by a certified foreign language teacher. Instruction is scaffolded using TPR, Modeling and differentiation instruction teaching strategies and taught via an immersion model using Rosetta Stone computer software.

### C. Schools with Dual Language Programs

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

### D. Professional Development and Support for School Staff

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

A series of workshops will be conducted for monolingual, bilingual/ESL teachers, and paraprofessionals. Professional development will emphasize on literacy, mathematics, planning aligned to ESL, ELA and NL standards. Participants will be introduced to ESL methodologies and successful instructional strategies. Teachers are supported by modeling lessons, coaching, and team teaching, and by establishing continuous meetings for ELL teachers, and Inter-visitation opportunities. Moreover, teachers of ELLs will be provided with PD opportunities to understanding the Common Core Learning Standards as well as continue to develop their understanding of the domains of Charlotte Danielson's framework for teaching. Teachers of ELLs will engage weekly in Inquiry meetings to discuss, analyze and formulate targeted intervention on ELL performance in an effort to enhance students' Reading, Writing, Listening and Speaking proficiency in English.

## E. Parental Involvement

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

1.  
Parental involvement takes place through the Parent Coordinator, The Parent-Teacher Association (it offers parents and teachers an opportunity to share ideas and work collaboratively). Monthly Open-Family forum. The School Leadership Teams (parents, teachers, and administration work together on School Leadership Teams to make important decisions about our schools). Parent-Teacher Conferences are held at minimum twice per year – once during the fall term and once during the winter term. Also, Saturday classes are offered to parents of ELL students. Translation is provided at each meeting.

2.  
The school partner with different Community Based Organizations which are providing different services to our parents. Example: workshops, family counseling services, parenting skills, improving communication, etc. Agency: Committee For Hispanic Childre and Families offers workshops for Citizenship. Agency: Literacy INC. offers workshops for Literacy at Home. Agency: AFC "Adolecent and Family Comprehensive Services INC. offers workshops about Sex and Abstinence. Agency: Cornel University offers workshops about Nutrition and Health Habits. Agency: American Red Cross offers workshops about Living in New York. Agency: Dominican Sisters offers workshops about Transmitted Disease. Translation is provided at each meeting.

3.  
We evaluate the needs of parents through SLT Surveys, data from School Environment Survey, Parent Teacher Association meetings etc. Translation servicies are provided by bilingual staff and using the Translation & Interpretation Unit.

4.  
Providing Parent Orientation workshop for ELLs; this workshop inform parents about the different programs for ELLs. By translation of important documents or information sent to parents such as the Home Language Survey, the Emergency Cards, and all letters and brochures. By finding out about services and programs that will meet the needs of ELLs.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		16	5	1	9	5	8	2	10					56
Intermediate(I)		8	15	14	7	9	9	7	9					78
Advanced (A)		5	16	15	14	13	21	21	8					113
Total	0	29	36	30	30	27	38	30	27	0	0	0	0	247

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>		10	25	17	15	7	18	14	5				
	<b>P</b>		5	9	12	8	13	9	17	12				
READING/ WRITING	<b>B</b>		14	5	1	8	5	8	2	9				
	<b>I</b>		9	14	14	8	9	8	7	10				
	<b>A</b>		2	11	14	13	13	15	19	8				
	<b>P</b>		4	5	1	0	0	3	2	0				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	16	5	0	33
4	8	25	5		38
5	17	12	1	0	30
6	12	11	1	0	24
7	12	7	1	0	20
8	12	15	0	0	27
NYSAA Bilingual Spe Ed	0				0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	25	0	36	0	36	0	16	0	113
4	18	5	56	2	35	1	10	0	127
5	8	2	53	3	27	0	2	0	95
6	22	5	56	2	18	1	2	0	106
7	15	2	50	2	42	0	17	0	128
8	12	4	54	0	51	0	14	0	135
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	2	2	5	4	10	1	2	0	26
8	5	4	20	0	3	0	0	0	32
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	27	8	13	1				
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. For reading we use Rigby and Fountas and Pinnell reading assessment. We also use ECLAS-2 and El Sol. These assessment tools help school to plan the language and literacy curriculum. The result of these assessments help teacher to know where the students are-what level- and what they are going to do/plan next.

2. Examining the results in the four modalities- listening, speaking, reading and writing- of the NYSESLAT we noticed that students are more proficient in listening and speaking in all grades. In reading and writing modality most of the grade fall in the advanced level with exception of the Kindergarten and first grade that in the beginning level. Examining the result of the LAB-R we can notice that there is a higher percent of Kindergarten students who pass the test. From 1st grade to 8th grade only students that come from other states within the United States pass the LAB-R. Newcomers do not pass the test.

3.

Such a pattern will be used to provide the required units of language instruction, and to determine which instructional standards teachers must focus. Furthermore, we will continue developing the four modalities of the language with close attention to the reading and writing modality, especially, to the kindergarten and first grades.

4a. Student results are examined and discussed at weekly grade meeting and during inquiry team meetings. Results show that ELLs are performing at a higher rate in their native language than on tests in English. However, as years pass the gap in narrowing as expected with language acquisition.

4b. Teachers are using the results of the Periodic Assessments to mix ability grouping where students work together, relying on each others' strengths.

4c. Periodic assessment gives comprehensive information about how well students are developing the reading, writing and listening skills. It gives idea about items and skills analysis linked to NYS ESL and ELA standards. It gives points of reference to appropriate instructional resources.

6.

We evaluate the success of the program according to how the students develop in the language acquisition, along with how they performance in the overall areas, by students getting higher scores in the Periodic Assessment, improving their NYSESLAT levels moving to a higher level, or a proficient grade.

The instructional time allocated for both languages in the Bilingual Program– English and Spanish- is as follows:

#### Literacy

For all grades (k-8th) students at a beginning level will have 60% of the literacy instructional time in the native language. By the 2nd or 3rd trimester if the students have shown development in the second language, time allocated for native language will start decreasing, individually, until they get to the mandated required time of native language instruction - 45 minutes daily, and two periods of ESL, daily. For all grades (k-8th) students at an intermediate level will have 50% of the literacy instructional time in the native language. By the 2nd or 3rd trimester if the students have shown development in the second language, time allocated for native language will start decreasing,

individually, until they get to the mandated required time of native language instruction- 45 minutes daily, two periods of ESL, daily. For all grades (k-8th) students at an advanced level will have 45 minutes of the literacy instructional time in the native language, daily, one period of ESL and one of English Language Arts.

#### Content Areas

##### Math

For grades (k-2nd) all language level students, the first trimester will have 60% (3 days per week) of the math instructional time in the native language. Mini lessons will be conducted in Spanish with the summary in English (ESL). If the students have shown development in the second language, the time allocated for the native language will be decreased over a period of time. Teachers will be teaching mostly in English (ESL) with the summary in Spanish, if necessary. However, if there is a concept too hard for the students to get, the teacher can revert to Spanish for that specific lesson.

For grades (3rd -8th) all language level students, the first trimester will have 40% (2 days per week) of the math instructional time in the native language. Mini lessons will be conducted in Spanish with the summary in English (ESL). If the students have shown development in the second language, the time allocated for the native language will be decreased over a period of time. Teachers will be teaching mostly in English (ESL) with the summary in Spanish, if necessary. However, if there is a concept too hard for the students to get, the teacher can revert to Spanish for that specific lesson.

##### Science/Social Studies

For grades (k-2nd) all language level students, the first trimester will have 60% (3 days per week) of the instructional time in the native language. Mini lessons will be conducted in Spanish with the summary in English (ESL). If the students have shown development in the second language, the time allocated for the native language will be decreased over a period of time. Teachers will be teaching mostly in English (ESL) with the summary in Spanish, if necessary. However, if there is a concept too hard for the students to get, the teacher can revert to Spanish for that specific lesson.

For grades (3rd -8th ) all language level students, the first trimester will have 40% (2 days per week) of the Science/Social Studies instructional time in the native language. Mini lessons will be conducted in Spanish with the summary in English (ESL). If the students have shown development in the second language, the time allocated for the native language will be decreased over a period of time. Teachers will be teaching mostly in English (ESL) with the summary in Spanish, if necessary. However, if there is a concept too hard for the students to get, the teacher can revert to Spanish for that specific lesson.

The instructional time allocated for both languages in the ESL Program is as follow:

##### Literacy

For all grades (k-8th) students at a beginning and intermediate level will receive instruction with the use of ESL methodology. By the 2nd or 3rd trimester if the students have shown development in the second language, time allocated for ESL methodology will start decreasing, individually, until they get to the mandated required time of ESL instruction, two periods of ESL, daily.

For all grades (k-8th) students at an advanced level will receive instruction with the use of ESL methodology and one period of ELA. By the 2nd or 3rd trimester if the students have shown development in the second language, time allocated for ESL methodology will start decreasing, individually, until they get to the mandated required time of ESL instruction, two periods of ESL, daily.

#### Content Areas

For all grades (K-8th) students at a beginning, intermediate and advanced level will receive instruction in English through ESL methodologies. If the students have shown development in the second language, time allocated for ESL methodology will decrease, individually according to the students' language development.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <u>CAPTAIN MANUEL RIVERA</u>		School DBN: <u>10X279</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
JAMES WASLAWSKI	Principal		11/4/11
JEAN DALTON	Assistant Principal		11/4/11
ANDREA DECENA	Parent Coordinator		11/4/11
EILEEN HORAN	ESL Teacher		11/4/11
MAGDALENA FLORES	Parent		11/4/11
MARILYN VALLE	Teacher/Subject Area		11/4/11
	Teacher/Subject Area		
DELBA PUELLO	Coach		11/4/11
ROSA LOFGREN	Coach		11/4/11
JUDY GALARZA	Guidance Counselor		11/4/11
MARIA QUAIL	Network Leader		
GIULLIANO QUESADA	Other <u>COORDINATOR</u>		11/4/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 10X279      **School Name:** The Captain Manuel River Jr. School

**Cluster:** 1      **Network:** 109

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

**Part A: Needs Assessment Findings**

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

PS/MS 279's alternate language population consists of 75.3% Hispanic and 6.4% Asian or other. All written communication distributed to parents is given out in both English and Spanish. Interpreters are available when required for meetings with parents and teachers, including parent teacher conferences. Various staff members and some students provide translation for smaller language groups - French, Wolof, Ffulde, etc.

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

At PTA general meetings the policy of distributing material in two languages was discussed. We have determined from our experiences at parent open school nights that we would have need of Bengali translation services if they were ever available. We have hired two paraprofessionals that speak Bengali and use them for many translation situations. Currently we have staff members for translation in Spanish, Bengali and French.

## Part B: Strategies and Activities

---

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

A home language survey is distributed in the beginning of the year to all families. Based on the data received from that document, materials are then distributed to all families in English, Spanish and, as needed, in Bengali. Special documents are translated as needed by individual family need by school based staff and support service providers. At PTA general meetings the policy of distributing material in two languages (Spanish and English) was discussed. We have determined from our experiences at the principal's open family forum that we need to notify in writing our Bengali families well in advance if we are to have their meaningful participation in our school and community meetings

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

At PTA and other general meetings, Spanish language translation is usually provided by our Parent Coordinator, and occasionally provided by our bilingual guidance counselor. A staff member fluent in Bengali is available and has provided translations at various meetings for our Bengali population. The principal and foreign language teacher provide translation in French for our West African families.

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

As above, home language is determined upon a student's entrance to our school, and that data updated based on the home language survey. All material is distributed in English and Spanish, and interpretations of that material created by the school is presented to families speaking languages other than English and Spanish at home. Upon approval, our school will request translation of our CEP into Bengali and French by the translation and Interpretation Unit.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <a href="#">The Captain Manuel Rivera</a>	DBN: <a href="#">10X279</a>
Cluster Leader: <a href="#">Douglas Knecht</a>	Network Leader: <a href="#">Maria Quail</a>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <a href="#">90</a>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <a href="#">90</a>
# of certified ESL/Bilingual teachers: <a href="#">5</a>
# of content area teachers: <a href="#">1</a>

## 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: PS/MS 279 provides students with a Transitional Bilingual Program, a Freestanding ESL Program, and ESL Pull-out/Push-in Program. PS/MS 279 will use Title III funds to improve English language proficiency, support native language development, and to advance math learning to a high performance. We will have small groups, and one to one instruction as needed using a variety of materials and techniques. We will provide explicit, intensive and focused instruction. Materials and activities may include picture files, graphic organizers, charts, flash cards, games and songs, listening centers, classroom library, dictionary thesaurus for ELLs, math manipulative, System 44 software from Scholastic and Help Math software to enhance the literacy and math proficiency of students. . We will service 90 students from grades 3 to 8. The language of instruction will be in English with native language support as needed. The selection of the program is according to the students needs (students functioning below grade level, students with interrupted formal education, students that are not exempt from English Language Arts test. The following programs are offered to identified ELLs in need of further academic and language support.

SIFE: Students will engage two days a week: Tuesday and Wednesday, for a duration of two hours afterschool and accelerate their phonics skills in English by enhancing their understanding of the forty-four letter sounds in English by receiving explicit phonics instruction by a certified bilingual teacher as well as engage in System 44 software program in the computer lab which is specific to developing phonics skills.

Lowest Third: ELLs in the lowest third rating, in grades 3 to 8, for ELA and Math will receive instruction two days a week: Tuesday and Wednesday, for a duration of two hours afterschool in an effort to enhance their reading fluency and comprehension as well as their understanding of number sense and operations, geometry and algebraic skills. Six teachers will engage students in such learning using guided reading strategies to enhance literacy using leveled books and set learning benchmarks per students to better his/her reading level per Fountas and Pinnell reading leveling system. Such teachers will also engage students in understanding mathematical terms and concepts using Envision math texts, workbooks and manipulatives with support from the Help Math program, which is a web based program that is tailored to enhancing the understanding of vocabulary and concepts in Math. Four of the teachers are Bilingually certified and one is TESOL certified while the other is content certified in Mathematics. Such teacher is assistant to the TESOL certified teacher and provide expertise with the concepts in Math. Team teaching will take place with the TESOL teacher serving as the main teacher and guiding other pedagogues on ELL scaffolding strategies that will foster development of reading, writing, speaking and listening skills in English. Program will be in effect beginning the first Tuesday in November for a duration of 20 weeks.

## Part C: Professional Development

### 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: PS/MS 279 will provide afterschool sessions that focus on bringing all ELL teachers together to form book clubs around pedagogical literature. The goal of formation of such clubs is to provide teachers with the opportunity to learn of methods of practice and work together to turn theory into practice. Such trade books that teachers will read are Thinking Through Genre by Heather Lattimer and Scaffolding ELL instruction by Jane Echevarria. Such trade books will focus on the following areas: Providing teachers with methods for scaffolding instruction, Demonstrating effective lesson planning techniques that provide for adequate pacing of reading and writing workshop for ELLs, providing genre specific strategies to enhance reading and writing skills. Teachers will meet for two hours, for a total of ten sessions. Moreover, teachers will turnkey such acquired learning to their colleagues during monthly professional development meetings. A series of workshops will be conducted for bilingual/ESL teachers and literacy coaches with emphasis on: Scaffolding strategies to facilitate the linguistic transition of ELLs. Our partnership with CUNY-NYSIEB initiative will provide us support with facilitation of workshops. Such workshops will detail the process of language acquisition along with providing teachers with clarity on the teaching of bilingual education through the Transitional Bilingual Education model. The following topics will be addressed: CR Part 154 compliance, providing multiple entry points via translanguaging strategies, strategic grouping and differentiation, modality assessment using varied methods and sources, curriculum design and thematic integration. Workshops will begin November 2012 and end June 2012. PD will be provided by Mr. Quesada and Heather Woodley from CUNY graduate center.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents of ELLs will be offered afterschool opportunities to engage in meetings to discuss and learn about New York State Assessments, e.g., ELA, Math and NYSESLAT and how to support their child's English acquisition. The goal of such meetings will be to provide parents with an enhanced understanding of test formats, time and overall academic demands on their child that the test will elicit. Meetings will take place every other month beginning in October, last approximately one hour and facilitated by Mr. Quesada, Bilingual Coordinator, and parental communication to provide awareness for such meetings will be in the form of letters sent home to parents with their children as well as via phone by Parent Coordinator: Andrea Decena. Moreover, parents will also be provided on information regarding the tools and strategies that may be used at home to help their child with his/her

**Part D: Parental Engagement Activities**

acquisition of English. For example, parental awareness on the Rosetta Stone English building program as well as Help Math (Math learning program), which the school has purchased such web-based programs to assist student understanding of English and its application in the form of speaking, reading, writing and listening tasks as well as for their understanding of Mathematical concepts and vocabulary. Such programs are available to children twenty-four hours, seven-days a week and parental awareness will be communicated during such before mentioned meetings. Workshops will take place the third Wednesday of each month and start at 9:00 a.m. until 10:00 a.m. Topics such as use of instructional programs such as Help Math and Rosetta Stone will be discussed as well as curriculum and its connection to enhancing students reading, writing, listening and speaking skills in English. Moreover, parents will be informed about the accommodations provided to Ells for testing as well as inform them of their parental rights to ensure awareness of all testing regulations. We will also offer parents of ELLs the opportunity to attend Saturday morning ESL classes from 9:00 a.m. to 12:00 p.m. beginning the first Saturday in November for 20 sessions. Information for workshops and seminars will be disseminated to parents in multiple languages in an effort to effectively communicate with parents who are non-native speakers of English. Such translations will be in written form as well as through the use of our multi-lingual staff who will be offering parents assistance in many languages. For example, our Parent Coordinator is fluent in Spanish and we have staff members who assist parents in Bengali, French and Vietnamese. Moreover, we utilize our speakers of other languages to provide language support to newcomer students and parents in the form of a school orientation. Through these methods of parental involvement to raise awareness we uphold our expectation to effectively communicate with parents.

**Part E: Budget**

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

Allocation Amount: \$38692

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

**Part E: Budget**

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

Allocation Amount: \$38692

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		