



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** P.S. / M.S. 315 THE LAB SCHOOL FOR CHILDREN

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 10x315

**PRINCIPAL:** MS. GABY FLORES      **EMAIL:** [GFLORES22@SCHOOLS.NYC.GOV](mailto:GFLORES22@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** MS. 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
Gaby Flores	*Principal or Designee	
Patricia Rivera	*UFT Chapter Leader or Designee	
Griselda Suriel	*PA/PTA President or Designated Co-President	
Carmen Martinez	DC 37 Representative, if applicable	
Germoni Johnson	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Madelyn Rosado	Member/Parent	
Dilena Cruz	Member/Parent	
Evelyn Rosado	Member/Parent	
Elisa Hernandez	Member/Parent	
Mildred Tulier	Member/Teacher	
Loraine Pitteruff	Member/Teacher	
	Member/	

\*\* 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**

- By June 2013, all students will demonstrate progress towards achieving ELA Common Core State Standards by showing growth in reading comprehension of literary and informational texts through the lens of written and verbal communication. This will be measured by achievement of learning goals in student portfolios, acuity benchmark assessments, performance tasks, and/or a 4% increase on the State English Language Arts (ELA) Test.

### **Comprehensive needs assessment**

- To conduct a needs assessment we analyzed both quantitative and qualitative data. An analysis of the State ELA, School Progress Report, Developmental Reading Assessment, students' writing base/mid/end line, and students' portfolios show that our students still need support in the area of reading comprehension and writing across content areas. We specifically looked at students' writing pieces to assess their ability to think critically, and make meaning when responding to literary and informational text.

### **Instructional strategies/activities**

- Teachers will administer DRA's, Acuity benchmarks (Fall & Spring), writing baseline, and a practice ELA test.
- Teachers will score and analyze the DRA's, Acuity benchmarks (Fall & Spring) to assess reading, writing strengths, and challenges in order to formulate instruction.
- Teachers will identify students' developmental reading and comprehension levels three times a year to identify areas of instruction and monitor progress.
- Teachers will implement strategies to develop students' vocabulary in all content areas using a variety of instructional resources, for example Vocabulary Workshop program and domain specific vocabulary instruction as per the CCLS standards.
- Teachers will teach grammatical concepts according to grade level foundational skills in CCLS (K-5). Resource that will be used is Grammar Time for Kids.
- Teachers will develop listening and reading comprehension by incorporating read alouds and shared readings using pre-selected CCLS literature and information texts from a variety of genres across content areas.
- Teachers will develop strategic lessons to support students to think critically about the text, text based questions with evidence from the text, closely read texts, and interpreting informational text.
- Teachers will develop their understandings of the instructional shifts by collaborating with colleagues during Teacher Team and Vertical planning meetings.
- Teachers will plan performance tasks and support students in reading/writing units of study for a variety of audiences and purposes.
- Select teachers will incorporate the arts into literacy instruction.
- AIS Providers will provide small group instruction to at-risk students in grades K-8
- The Response to Intervention Team will meet weekly to conduct child studies, and formulate action plans for all the students at-risk. THE RTI Team will monitor implementation of these plans.
- All classroom teachers will provide Tier 2 instruction to at-risk students.
- All students at-risk will be provided with 50 minutes of small group instruction twice a week.
- The School Leadership Team will be consulted regarding the assessments we will use to evaluate effectiveness of the strategies and activities that have been implemented.
- Teachers, Out-Of-Classroom teachers, Coach, Principal, and Assistant Principal will review students' progress monthly to determine instructional practices that will address students' learning needs.
- Teachers will administer and analyze midline writing pieces.
- Students will be expected to share work at classroom celebrations every 4-6 weeks and at the Writer's Café two times a year.
- Teachers will support students to use criteria checklists/rubrics aligned with Common Core State Standards to assess their work.
- Teachers will provide a variety of prompts to support students in writing.

- Teachers will support students to make portfolio picks that show evidence of their growth as writers in all content areas and as skilled problem solvers.
- Teachers will administer and analyze at least two written CCSS ELA performance tasks to gauge student progress.
- Teachers will administer writing baseline, midline, endline, and post ELA and Math tests to assess student progress.

The school Leadership Team and Instructional Development Team are the decision making bodies. There is representation of the various constituency groups and school wide teachers are surveyed to get their input.

Staff to Implement Strategies/Activities: Principal, Assistant Principal, Coach, general classroom and out-of-classroom teachers.

Timeline for Implementations: September 2012 – June 2013

**Strategies to increase parental involvement**

- Parents/Families will be encouraged to participate in the School Leadership Team, Parent Teacher Association, and Title 1 meetings.
- The School, Parent Coordinator, and the PTA work together to coordinate parental involvement activities, for example Parent/Family orientations, and instructional and life skills workshops.
- Teachers will disseminate written information regarding the curriculum that will be taught, i.e. units of study, standards, and possible ways parents/families can support at home.
- School will provide parents/families with information regarding academic intervention services being provided to at-risk students.

**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: Fair Student Funding

**Service and program coordination**

- Teachers are receiving professional development during vertical planning sessions, staff curriculum meetings, and one-to-one with the instructional coach. Teachers are also provided with feedback via observations and learning walks. We gather and analyze the data from the end of unit performance tasks/assessments and the Acuity Baseline and Benchmark assessments. There are vertical planning sessions to support teacher's understanding of the city instructional shifts and plan units that are common core aligned. This year we will continue to revise our literacy maps so that they are aligned with the Common Core Learning Standards. We also provide parent workshops through a CBO to enhance literacy skills in the younger grades and they participate in a read-a-thon and we hold parent workshops conducted by our literacy coach and lead teachers to help parents learn skills to support their children with literacy at home.

## **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, all English Language Learners and students with disabilities will demonstrate progress towards achieving state ELA performance standards measured by achievement of learning goals in student portfolios, acuity benchmark assessments, performance tasks, and/or a 4% increase on the State English Language Arts (ELA) Test and within proficiency level on the NYSESLAT.

### **Comprehensive needs assessment**

- Our English Language Learners are one major subgroup in our school that we have targeted. To conduct a needs assessment we analyzed both qualitative and quantitative data. An analysis of the State ELA test, NYSESLAT, school Progress Report, Developmental Reading Assessment, ELA Acuity Test, students writing base/mid/end lines, and portfolios show that our students still need support in the areas of speaking, listening, writing, and reading comprehension across content areas.

### **Instructional strategies/activities**

- ELL's and SWD's will be provided with targeted Tier 2 instruction to at-risk students by classroom teachers as follows:
  - Differentiated tasks
  - Targeted one to one conferences
  - Guided reading session
  - Use of technology software programs
  - Language objectives incorporated within lesson plans
- ELL's and SWD's will be provided with targeted Tier 2 academic intervention services by an AIS teacher during the school day as follows:
  - Flexible small groups based on language needs
  - Content area – small group instruction
  - AIS Plus program (50 minutes – Extended Day on Tuesdays and Wednesdays)
  - At risk support by ESL teacher
- ELL's and SWD's will be offered targeted intervention services after school as follows:
  - Saturday Test Preparation Program
  - Enrichment Program
- Special materials/resources/methodologies will be used to support ELL's
  - Scaffolding – The Comprehension Toolkit for ELL's
  - Passegways Series (nonfiction reading series for below-level readers by Curriculum Associates, Inc.)
  - Hot Topics (high interest reading by Evan-Moor Educational Publishers)
  - Realia and visuals
- Students will take Acuity Benchmark tests (Fall & Spring) as well as diagnostic such as DRA, ECLAS2, and performance tasks at the end of the unit. Students will be assessed formally and informally on an ongoing basis in order to monitor their progress to inform planning of instruction and the school wide action plan.

The School Leadership Team and the Instructional Development Team are the decision making bodies. There is representation of the various constituency groups and school wide teachers are surveyed to get their input.

Staff to Implement Strategies/Activities: Principal, Assistant Principal, Coach, ESL Teacher, general classroom and out-of-classroom teachers.  
Timeline for Implementation: September 2012 – June 2013

**Strategies to increase parental involvement**

- Parents/Families of English Language Learners will be invited to an orientation to provide them with information regarding the programs available for students learning English in the New York City Public school system.
- Parents/families of English Language Learners will be encouraged to participate in the School Leadership Team, Parent Teacher Association, and Title 1 meetings. Translation services will be made available.
- Parents/families of English Language Learners will be invited to school sponsored events such as class orientation, Family/School conferences, and students celebration of work
- The School, Parent Coordinator, and the PTA will work together to coordinate parental involvement activities. For example: Parent/Family Orientation, Instructional and Life Skills workshops.
- Teachers will disseminate written information regarding the curriculum that will be taught; i.e. units of study, standards and possible ways parents/families can support at home. This information will be translated.
- Parents/families of at-risk students in general education classes will receive written notification regarding academic intervention services provided to students. A translated version of such correspondence will also be made available to families.

**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   x   Title III \_\_\_\_\_ Grants   x   Other

If other is selected describe here: Fair Student Funding

**Service and program coordination**

This curriculum is delivered to all students, including English Language Learners. Our ESL teacher participates in all of the network ESL meetings and turn keys information to other classroom teachers to promote best teaching practices and Common Core aligned instruction for ESL students. The ESL teacher coordinates and communicates her program to the classroom teachers. In addition, Families are invited to participate in ESL workshops conducted by the ESL teacher. Also we provide parents with parent workshops conducted by the math and literacy coach to provide them with tips for supporting their children at home. We also send teachers to network training for reading strategies to support English language learners. Many of the school teacher teams focus on students who are ELL's and conduct inquiry studies to promote student progress in the area or ELA or 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 2013, special education and general education students identified at-risk will demonstrate progress towards achieving state ELA and Math performance standards measured by achievement of learning goals in student portfolios, acuity benchmark assessments, performance tasks, and/or a 2% increase on the State English Language Arts Test (ELA) and State Math Test.

#### **Comprehensive needs assessment**

After conducting a needs assessment we analyzed both qualitative and quantitative data. An analysis of the State ELA and Math tests, students' IEPs, the school Progress Report, Developmental Reading Assessment, Benchmark Acuity Tests, students' writing base/mid/end line, and student learning portfolios show that our students still need support in the area of reading comprehension across content areas and math fluency.

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

- Special Education and General Education at-risk students will be provided with differentiated Tier 1 intervention services during the school day as follows:
  - 1-to-1 tutoring with Great Leaps Program (math and reading)
  - 1-to-1 test preparation program
  - Tier 1 interventions – Flexible grouping, Great Leaps, differentiated tasks, 1-to-1 tutoring, small group instruction
  - Tier 2 interventions – RTI, AIS-Plus 50 minutes small group instruction, Enrichment, Extended Day, Saturday Test Preparation, morning tutoring program, and counseling.
  - Flexible Grouping based on students' academic needs
  - Content Area – Small Group Instruction
  - AIS Plus Program (50 minutes – Extended Day)
  
- Special Education students will be provided with all mandated services as per their IEP:
  - Resource Room Services
  - Counseling
  - Occupational Therapy (Outside Service)
  - Speech Instruction
  
- Selected materials/resources will be used to support special education students such as:
  - Use of technology – ST Math, Exemplars, Flocabulary, Timez Attack
  - High interest/low readability materials for students reading below grade level including Passageways.
  - Puppetry in Practice artist will work with Special Education students using alternative learning methods to develop literacy skills.
  - Select/Test preparation materials will be used for special education and general education at-risk students will be used to provide interventions during AIS-Plus / Extended Day
  
- Students will take practice tests as well as Benchmark Acuity tests (Fall & Spring), Performance tasks, end of unit math tests, formative and summative assessments such as DRA, and ECLAS-2. Special Education students will be recommended for mainstreaming classes when significant progress is noted. An action plan will be developed and a meeting with classroom teachers will take place to support students' transition into a general education classroom.
  - Students not making significant progress will be referred to the Response to Intervention Team for a child study, and an action plan will be developed.
  - Action plans will be implemented by teachers and progress monitored through ongoing assessment.

The School Leadership Team and the Instructional Development Team are the decision making bodies. There is representation of the various constituency groups

and school wide teachers are surveyed to get their input.

Staff to Implement Strategies/Activities: Principal, Assistant Principal, Coach, Special Education teachers, Resource Room Teacher, general classroom and out-of-classroom teachers along with educational assistants.

Timeline: September 2012 – June 2013

**Strategies to increase parental involvement**

- Parents/families of educationally challenged students will be encouraged to participate in the School Leadership Team, Parent Teacher Association, and Title 1 meetings. Translation services will be made available.
- Parents/families will be invited to annual IEP meetings to discuss students' progress and next steps.
- Parents/families of educationally challenged students will be invited to school sponsored events such as class orientation, family/school conferences, and students' celebration of work.
- The School, Parent Coordinator, and the PTA will work together to coordinate parental involvement activities. For example: Parent/Family Orientation, and Instructional and Life Skills workshops.
- Teachers will disseminate written information regarding curriculum that will be taught; i.e., units of study, standards, and possible ways parents/families can support at home. This information will be translated.
- Parents/families of at-risk students in general education classes will receive written notification regarding academic intervention services provided to students. A translated version of such correspondence will also be made available to families.

**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      X   Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants      X   Other

If other is selected describe here: Fair Student Funding

**Service and program coordination**

The curriculum is delivered to all students, including educationally challenged students. Families are invited to participate in family orientations conducted in the beginning of the year. We also conduct school IEP team meetings to make sure we are developing quality IEP's and we hold staff meetings so that all teachers are informed and develop their understanding of the goal setting process for our students in special education classes or students with an IEP. We also send teachers to network training for training on best teaching practices in the area of special education. We have one teacher team that focus emotional literacy for students with an IEP or that are in a special education setting. Teachers will be sharing out their findings and results of their teacher team inquiry.

## **ANNUAL GOAL #4 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 #4**

By June 2013, all teachers will be supported to use a variety of instructional strategies and materials to plan and implement effective and engaging curriculum that promotes the instructional shifts. This goal will be measured by an increase in student engagement, questioning techniques, as per observations, learning walks, project performance based tasks/activities, qualitative, quantitative data surveys, and attendance.

### **Comprehensive needs assessment**

To conduct a needs assessment we analyzed both qualitative and quantitative data. An analysis of the State ELA and Math tests, the School Learning Environment Survey, students' portfolios, Teachers needs Assessment responses, formal observations, and informal observations show that teachers are eager to learn more about research based strategies and methods for planning and delivering engaging curriculum.

### **Instructional strategies/activities**

- Staff is surveyed regularly to help us to design an instructional development plan for the year.
- Professional development plan is developed in collaboration with instructional development team
- Network Consultants are invited to provide support to teachers working with ELL's and students that are educationally challenged.
- All teachers have an assigned coach, and new teachers also have mentors to work with them to refine their units of student in all content areas and/or support areas of need.
- Professional development is offered by the coach on a weekly basis, providing demonstration lessons, co-teaching, 1-to-1 support, monthly staff, and vertical planning sessions. In addition, the coach is responsible to schedule inter-visitations, gather resources for teachers, plan and facilitate professional development meetings.
- Staff curriculum meetings are planned and facilitated by Principal, Assistant Principal, Coach, and/or teachers; Teachers are grouped according to their differentiated needs.
- Teachers are encouraged to attend Department of Education sponsored workshops.
- Teachers are encouraged to turnkey learning gained through external professional development.
- Vertical planning and staff professional development grade meetings will be scheduled once a month to support teachers with planning of lessons or unit of studies.
- The Primary Data Inquiry Team meets to analyze data which in turn guides professional development.
- Literacy/Math coaches and Aussie Math consultation will assist teachers to plan lessons aligned with the Common Core State standards.
- All teachers will conduct action research on best teaching practices for implementation with the lowest bottom third and/or ELL's targeted for either 1-to-1 or small group instruction as part of data inquiry work.

The School Leadership Team and the Instructional Development Team are the decision making bodies. There is representation of the various constituency groups and school wide teachers are surveyed to get their input.

Staff to Implement Strategies/Activities: Principal, Assistant Principal, Coach, and teachers.

Timeline: September 2012 – June 2013

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

- Parents/families will be encouraged to participate in the School Leadership Team, Parent Teacher Association, and Title 1 meetings.
- The School, Parent Coordinator, and the PTA work together to coordinate parental involvement activities. For example, Parent/Family Orientation, and Instructional and Life Skills workshops.
- Teachers will disseminate written information regarding the curriculum that will be taught, i.e., units of study, standards, and possible ways parents/families can support at home.

- The School will provide parents/families with information regarding academic intervention services being provided to at-risk students.

**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      X   Title I    \_\_\_\_\_ Title IIA      X   Title III    \_\_\_\_\_ Grants      X   Other

If other is selected describe here: Inquiry Team Funds

**Service and program coordination**

The staff is working on deepening their understanding of the citywide instructional shifts and the Common Core Learning Standards and we will be embedding it in the curriculum taught by the teachers. We will be revising our maps to include what is required in the Common Core Learning Standards. During vertical planning meetings, staff curriculum meetings, Learning walks with a focus on student engagement, questioning & discussion techniques, and instructional coherence. We also reflect upon our practices at the end of vertical planning sessions and staff curriculum meetings. Teachers also receive support from the Aussie consultant and lead teachers in the building.

## ANNUAL GOAL #5 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 #5**

By June 2013, all students will demonstrate progress towards achieving Math Common Core State Standards by showing growth in fluency and problem solving as well as conceptual understanding by construction a viable written and verbal mathematical explanation. This will be measured by achievement of learning goals in student portfolios, acuity benchmark assessments (Fall & Spring), performance tasks, and/or a 4% increase on the State Math Test.

### **Comprehensive needs assessment**

To conduct a needs assessment we analyzed both qualitative and quantitative data. An analysis of the State Math test, Acuity Benchmark Assessments, School Progress Report, Math Program diagnostic, unit post-tests, and students' portfolios indicate that our students still need support in the area of fluency and problem solving. We specifically looked at students' short and extended responses (where available), to assess their depth of understanding to problem solve and communicate their mathematical thinking.

### **Instructional strategies/activities**

- Teachers in grades K – 2 will administer a math baseline and in grades 3 – 8 will administer the Acuity Baseline
- Teachers in grades K – 8 will administer a Math Unit Pre-Test for each unit.
- Teachers in grades 3 – 8 will administer Acuity Benchmark Assessments (Fall & Spring), and pre and post unit tests. (Network units aligned to Scope and Sequence).
- Teachers will analyze the Math Baseline, and Acuity Benchmark Assessments (Fall & Spring) to assess their computational skills and mathematical problem solving and mathematical communication abilities and areas in need of improvement to inform planning of instruction, as well as academic intervention services.
- Teachers will teach identified units of study in the Everyday Math program to all students grades K – 5 and the Impact Math program to all students in grades 6 – 8. We will also pilot the Math Connect program for our 7<sup>th</sup> and 8<sup>th</sup> grade general education students.
- Teachers will modify instruction as CCLS tasks become available and based on student need.
- Teachers will administer a diagnostic test and posttest for each unit taught to evaluate student progress.
- Teachers will incorporate activities daily to develop students' math fluency; such as minute math, math games, and math centers.
- Teachers will incorporate special Friday "Game Days" / "Fluency Fridays", based on class needs to support fluency requirements.
- Teachers will implement strategies to develop students' vocabulary in math content and domain specific as per the CCLS Standards for domain specific vocabulary, incorporating language with every lesson to support students' ability to problem solve.
- Teachers will develop mathematical problem solving strategy lessons based on the area of need. Resources that will be used are Exemplars in Math for performance tasks
- All students at-risk will be provided with fifty minutes of small group instruction twice a week.
- The School Leadership Team will be consulted regarding the assessments we will use to evaluate effectiveness of the strategies and activities that have been implemented.
- The Music teacher will teach music which supports students' understanding of mathematics.
- AIS Providers will provide small group instruction to at-risk students in grades K – 8.
- The Response to Intervention Team will meet weekly to conduct child studies, and formulate action plans for all students at-risk. The RTI Team will monitor implementation of these plans.
- All classroom teachers will provide Tier 2 Instruction to at-risk students
- All students at-risk will be provided with fifty minutes of small group instruction twice a week.
- Teachers, out-of-classroom teachers, the Coach, and Principal will review and analyze Acuity test results to determine next steps.
- Teachers will support students to make portfolio picks that show evidence of their growth as skilled problem solvers.
- Teachers will administer and analyze written CCSS Math performance tasks to gauge student progress.

The School Leadership Team and the Instructional Development Team are the decision making bodies. There is representation of the various constituency groups and school wide teachers are surveyed to get their input.

Staff to Implement Strategies/Activities: Principal, Assistant Principal, Coach, general classroom and out-of-classroom teachers.  
Timeline for Implementation: September 2012 – June 2013

**Strategies to increase parental involvement**

- Parents/families will be encouraged to participate in the School Leadership Team, Parent Teacher Association, and Title 1 meetings.
- The School, Parent Coordinator, and the PTA work together to coordinate parental involvement activities. For example, Parent/Family Orientation, and Instructional and Life Skills workshops.
- Teachers will disseminate written information regarding the curriculum that will be taught; i.e., unites of study, standards, and possible ways parents/families can support at home.
- The school will provide parents/families with information regarding academic intervention services being provided to at-risk students.

**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   X   Title I \_\_\_\_\_ Title IIA   X   Title III \_\_\_\_\_ Grants   X   Other

If other is selected describe here: Fair Student Funding

**Service and program coordination**

Teachers are receiving professional development during vertical planning sessions, staff curriculum meetings, and one-to-one with the math instructional coach. We conduct math learning walks and observations and provide teachers with feedback. We also provide teachers with support from the math Aussie and Math Network consultants. We are embedding the math instructional shifts and we follow the city's Math Scope and Sequence and Common Core aligned instruction. We gather and analyze the data from the math end of unit performance tasks/assessments and the Acuity Baseline and Benchmark assessments. In addition, We also hold parent workshops conducted by our math lead teacher/coach and lead teachers to help parents learn skills to support their children with literacy at home.

**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	Guided Reading	Small Group	During the school day
	ESL Instruction	Small Group, 1-to-1	During the school day
	Great Leaps	1-to1	During the school day
	Foundations	Small Group, 1-to-1	During the school day
	Buddy Reading Program	Small Group	During the school day
	AIS Plus	Small Group	50 Minute Extended Day
	Saturday Test Preparation	Small Group	Saturday
	Poetry Slam	Small Group, 1-to-1	During the school day
	Small Group Instruction	Small Group	During the school day
Mathematics	Math Great Leaps	1-to-1	During the school day
	AIS Plus	Small Group	50 Minute Extended Day
	Saturday Test Preparation	Small Group	Saturday
	Small Group Instruction	Small Group	During the school day
Science	Small Group Instruction	Small Group	During the school day

Social Studies	Small Group Instruction	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual Counseling	1-to-1	During the school day
	Group Counseling	Small Group	During the school day

### HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- Teachers will be provided with professional development support by a coach, mentor, and colleagues to develop rigorous writing units of study; improve questioning techniques, generate rubrics, content-specific writing assignments, analyzing student work to inform instruction and the scoring of practice and state assessments.
- Teachers will engage in professional learning opportunities during school staff curriculum meetings, vertical grades, teacher teams, professional activity groups, network sponsored, UFT, and DOE workshops.
- New teachers will receive mentoring
- Teachers will be invited to lunch and learn sessions
- Teachers will be provided with information on out of school conferences they may wish to attend
- Inter-visitations will be scheduled for teachers to learn from one another and to share instructional practices.
- Select teachers will engage in professional development provided by outside consultants; i.e., ARTS Achieve, Poetry Slam, LEAP Literacy, ESL Professional Development, ELA and Math Network sponsored workshops, in-house ELA and Math professional development lead by teachers/coach.
- ELL teacher will attend outside workshops, including those offered by our Network to stay abreast with the most current thinking and strategies in their fields, with the purpose of both implementing and turn-keying them to other school staff.
- There will be a teacher study group that includes the ESL teacher, and teachers of grades 3 – 6 to study the use of research based ESL strategies to prepare ELL's for the CCLS.
- Teachers will engage in action research through their respective professional activity data work with a focus on targeted ELLs.
- SETSS/Special Education teachers will attend outside workshops, including those offered by our Network, to stay abreast with the most current thinking and strategies in their fields.
- SETSS teacher will turnkey professional development to special education and general education teachers.

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

### **SCHOOL-PARENT COMPACT**

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

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

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- Developing literacy using the whole language approach
- Using a hands-on mathematic program
- Implementation of Inquiry Based science program
- Using a humanities based social studies program
- Making available music and dance classes
- Prepare students for all standardized tests
- Provide all students with test preparation

*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;
- Encourage parents to become school volunteers
- Inviting parents to be part of the class-parent program and attend class trips
- Involving parents in organizing fundraisers
- Inviting and encouraging parents to participate and attend school wide celebrations
- Elicit parental involvement in the planning, reviewing, and improvement of school programs

*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;
- Distribute newsletters and calendars informing parents of opportunities to visit and conference with staff
- Hold class breakfast meetings with students, staff and parents
- Hold Principal/Family meetings monthly with the Principal and other staff members so parents can ask questions and learn new information

*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;
- Provide families with progress reports to help track student progress
- Organizing parent workshops at various times of the day to allow all parents access to attend
- Informing parents how they can support their children at home

**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;
- 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;
- Attend a minimum of 3 PTA sponsored meetings a year
- Attend a minimum of 3 Principal/Family meetings a year
- Increase family awareness of math by encouraging the student to use math at home and in daily living (e.g. playing math games, creating household and shopping budgets, cooperative shopping as a math experience)
- Read at home with the student as part of a daily routine for at least 30 minutes a day.
- Utilize local public libraries to expand and enhance the student's literacy experiences
- Support classroom teachers by monitoring the student's behavior in and out of school to develop social skills.
- Communicate with teachers often by asking for clarification on how to help the student improve school work at home.
- Talk with the student, have frequent communication with teachers, and follow up on suggested ways to help the student.
- Complete the needs assessment survey and communicate with the school staff on types of training or assistance needed to help assist the student in school and home.

### **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.
- Tell my parents what I learned in school each day
- Resolve conflicts peacefully and express my feelings in words
- Follow the rules in the discipline code

**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>109 / Maria Quail</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>315</b>
School Name <b>The LAB School for Children-PS/MS 315</b>			

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

Principal <b>Elsie Cardona-Berardinelli</b>	Assistant Principal <b>Gaby Flores</b>
Coach <b>Kim Cruz (Literacy)</b>	Coach <b>type here</b>
ESL Teacher <b>Yvette Ghougassian</b>	Guidance Counselor <b>Gisela Bravo</b>
Teacher/Subject Area <b>Millie Tulier/AIS Teacher K-8</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Gail Linden/Resource Room</b>	Parent Coordinator <b>Carmen Martinez</b>
Related Service Provider <b>type here</b>	Other <b>Loraine Pitteruff-Math/Sc.</b>
Network Leader <b>type here</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>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>238</b>	Total Number of ELLs	<b>37</b>	ELLs as share of total student population (%)	<b>15.55%</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. 

1. Our ESL teacher, Ms. Yvette Ghougassian, identifies potential ELLs who enter the NYC public school system for the first time based on the Home Language Identification Survey (HLIS) that was filled out by parents and guardians when they enrolled their child in our school. This process includes informal oral interviewing the students who are new to the NYC Public School System in both English and their native language. This ELL identification process is completed by a licensed pedagogue and parents are provided with translation services when needed. We also conduct interviews with parents prior to enrolling their children into our school during which they are informed of the program choices at our school. Then, Ms. Yvette Ghougassian administers the LAB-R to students who meet the criteria to take this test within the first 10 days of their attendance in our school. In addition, Spanish LAB is administered by a bilingual pedagogue to Spanish speaking students who did not pass the English LAB-R. Starting April of each academic year, the NYSESLAT (NY State English as a Second Language Achievement Test) is administered to students who are still considered ELLs according to the ATS Report, RLAT. NYSESLAT has four components, which are speaking, listening, reading and writing. ELLs have to score at a proficient level in the domains of speaking/listening and reading/writing in order to be considered an overall proficient level ELL. Afterwards, letters are sent out to parents to inform them if their child is entitled to receive ESL services or if their child is not going to receive continued services in ESL due to the scores he/she got in the NYSESLAT. Ms. Yvette Ghougassian holds a professional NYS Certification in the area of ESL.

2. Our school hosts an orientation facilitated by the ESL teacher along with the translation services of Ms. Carmen Martinez, our Parent Coordinator, for all parents of students who are identified as ELLs based on their LAB-R and NYSESLAT testing scores, where she shows a DVD explaining the various program choices they have (Transitional, Bilingual Education, Dual Language and Freestanding ESL). Finally, Parents are given a brochure, in their native language, provided by the NYC Department of Education, which explains the program choices they have as parents of ELLs. In addition, parents are given a program selection form in which they mark their choices for either Transitional, Bilingual Education, Dual Language or Freestanding ESL Programs. If more than 12 parents request that their child be placed in a bilingual education program, within a particular grade, we will create a bilingual class by hiring a full-time bilingual teacher for that particular grade.

3. Being a small school with 238 students (37 of which are ELLs), it is fairly easier to ensure that the Entitlement Letters are distributed and the Program Selection Forms are returned. If a Program Selection Form is not returned, the ESL teacher speaks with the corresponding classroom teacher and asks him/her to inform the parents of those students who haven't returned the necessary forms to do so as soon as possible. The ESL teacher keeps on monitoring this process until she receives all the necessary forms.

4. After consulting/communicating with parents during the ESL orientation (with translation provided by our school's Spanish speaking Parent Coordinator, Ms. Carmen Martinez), our ESL teacher explains the reason why their kids need to be placed in Transitional, Bilingual Education, Dual Language or Freestanding ESL. She explains the scores their children got in LAB-R, what the cutting score is and what score their child received. Meanwhile, placement letters are distributed to inform parents if their child is entitled to receive ESL services, as well as whether their child is going or not going to receive continued services in ESL due to the scores he/she got in the NYSESLAT. Then, returned placement letters, with parents' signatures, are maintained in a filing cabinet inside the ESL teacher's classroom.

5. According to our school's parent program selection forms, the trend shows that most of our ELLs' parents have been requesting a

freestanding ESL Program as their first choice.

6. The program model offered in our school is aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	11

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

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	
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	18	0	0	7	0	1	12	0	7	37
<b>Total</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>12</b>	<b>0</b>	<b>7</b>	<b>37</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
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>0</b>													

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

We have a freestanding ESL following the push-in and pull-out model, which provides research based ESL strategies and methodologies to meet the needs of our ELLs. The ESL teacher collaborates with classroom teachers to build upon classroom instruction and modify any instruction and assignments thereby scaffolding classroom work. This empowers students by making classroom work manageable and comprehensible.

Our ELLs are grouped heterogeneously as well as homogeneously according to their proficiency levels, and they are provided with support based on their classroom curriculum.

The ESL teacher provides the mandated minutes necessary to Beginning, Intermediate, and Advanced level students; however, being the only ESL teacher, she does not meet all the mandated hours.

The school is presently endeavoring to hire another ESL teacher as the advanced students are receiving support by an F-Status reading specialist. Students in the elementary level grades receive small group push-in instruction by a certified ESL teacher. Students in the middle school grades are pulled out and pushed-in because there are fewer ELLs in those grades. They are homogeneously grouped according to their levels and provided with support based on their classroom curriculum. Our school has one class per grade and only one ESL Teacher. Unfortunately, all mandated hours are not being met. K-1 grade ELLs (mostly Intermediate and Advanced Level ELLs) are being pulled-out 4x a week for 50 minutes. 2-8 grade ELLs (mostly Advanced Level ELLs) are being pulled-out 3x a week for 50 minutes. ELLs in our self-contained special ed classrooms are being pulled-out 4x a week for 50 minutes.

ELLs are presented with differentiated instruction during the school day through guided reading, small group instruction, AIS Plus program (50 minutes - Extended Day on Tuesdays and Wednesdays) and at risk support by the ESL teacher. We use the SIOP Model, through which language and content objectives are both incorporated into one lesson.

Although we currently don't have any SIFE students, our action plan would consist of an after-school program for small group ELL instruction. It would include one-on-one support once a week and guided practice. Moreover, we would require an additional certified ESL teacher. In addition, we will use the support of our resource room teacher.

We ensure that our ELLs are appropriately evaluated in their native language by having our bilingual pedagogues conduct the initial interviews in Spanish and English with students whose native language is Spanish. In addition, they also administer the Spanish LAB-R to those ELLs who are Spanish speakers.

The ESL teacher provides content area support for ELLs by scaffolding lessons through different types of graphic organizers, modeling, visuals, think-alouds, and by using various ESL strategies that will assist ELLs with their comprehension (GIST Model, reciprocal teaching, think-pair-share, content rewrites and adapting written text). Materials that we use for this purpose come from Times for Kids,

## A. Programming and Scheduling Information

Hot Topics (high interest reading by Evan-Moor Educational Publishers) and New Heights, literacy programs proven to be effective through extensive research.

For ELLs who are newcomers (who are mostly our kindergarteners), we use Let's Talk About It by Mondo (K-1) for oral language development, which gets extended into listening, speaking, reading and writing activities.

For ELLs in U.S. schools with less than three years, we have a freestanding ESL program with a full-time ESL certified teacher. In grades one through 8, we follow the balanced literacy model for English as a Second Language Instruction, in which we use lots of scaffolding. We work in cooperative learning groups in both homogenous and heterogeneous groupings, depending on the need, to hone in on writing skills as well as reading, speaking, and listening. Our school offers a nurturing school environment that encourages risk-taking. The goal of our ESL program is for students to acquire the language development necessary to transition to Advanced levels of ESL proficiency and ultimately out of ESL programs. Based on our data, we will invite our ELLs to participate in our after school program as well as our Saturday Classes.

For ELLs with 4-6 years within the ESL program, we reinforce a lot of differentiated ESL strategies that are embedded within a lesson in order to scaffold the intended instructional objective. Most of our ELLs who belong to this group have difficulty in distinguishing between important and less important information, especially within a non-fiction text. Consequently, we use the GIST Model, reciprocal teaching and question-research-outline-write strategies in order to assist them in focusing their thinking and drawing out the essential elements of the reading and/or writing assignments.

For our long-term ELLs, we focus on their writing skills because that is one of the main areas of need according to the writing portion of their NYSESLAT scores. We take them through the various stages of the writing process by using various kinds of graphic organizers to assist them in expressing their thoughts in clear, concise and detailed manner. In addition, we work on developing their vocabulary by using Vocabulary Workshop, which is a systematic, multimedia vocabulary instruction by Sadlier.

ELLs with special needs either receive Resource Room services or have been placed in full-time Special Education classrooms. Our plan is to continue providing them with differentiated instruction in their classrooms based on the modalities in which they require the most support. We use an array of non-fiction materials, such as Passageways Series (nonfiction reading series for below-level readers by Curriculum Associates, Inc.) and Hot Topics (high interest reading by Evan-Moor Educational Publishers). They will also continue to receive support via extended day programs such as, 50 minutes Extended Day on Tuesdays and Wednesdays, After-school and Saturday Programs. In addition, they will continue to receive NYSESLAT test prep as well as ELA test prep to prepare them for the ELA Exam in April-May 2012. Teachers will continue to use informal and formal diagnostics to plan instruction and support student learning. Classroom teachers will also receive professional development in ESL approaches and strategies.

We have students who are in full time Special Education classrooms as well as those who receive resource room support. Their needs will continue to be addressed using ESL methodologies aligned with their IEPs and any modifications that apply. Our ELLs with special needs receive support in literacy by way of Passageways Series (nonfiction reading series for below-level readers by Curriculum Associates, Inc.), Hot Topics (high interest reading by Evan-Moor Educational Publishers) and New Heights, literacy programs proven to be effective through extensive research.

### Courses Taught in Languages Other than English ⓘ

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

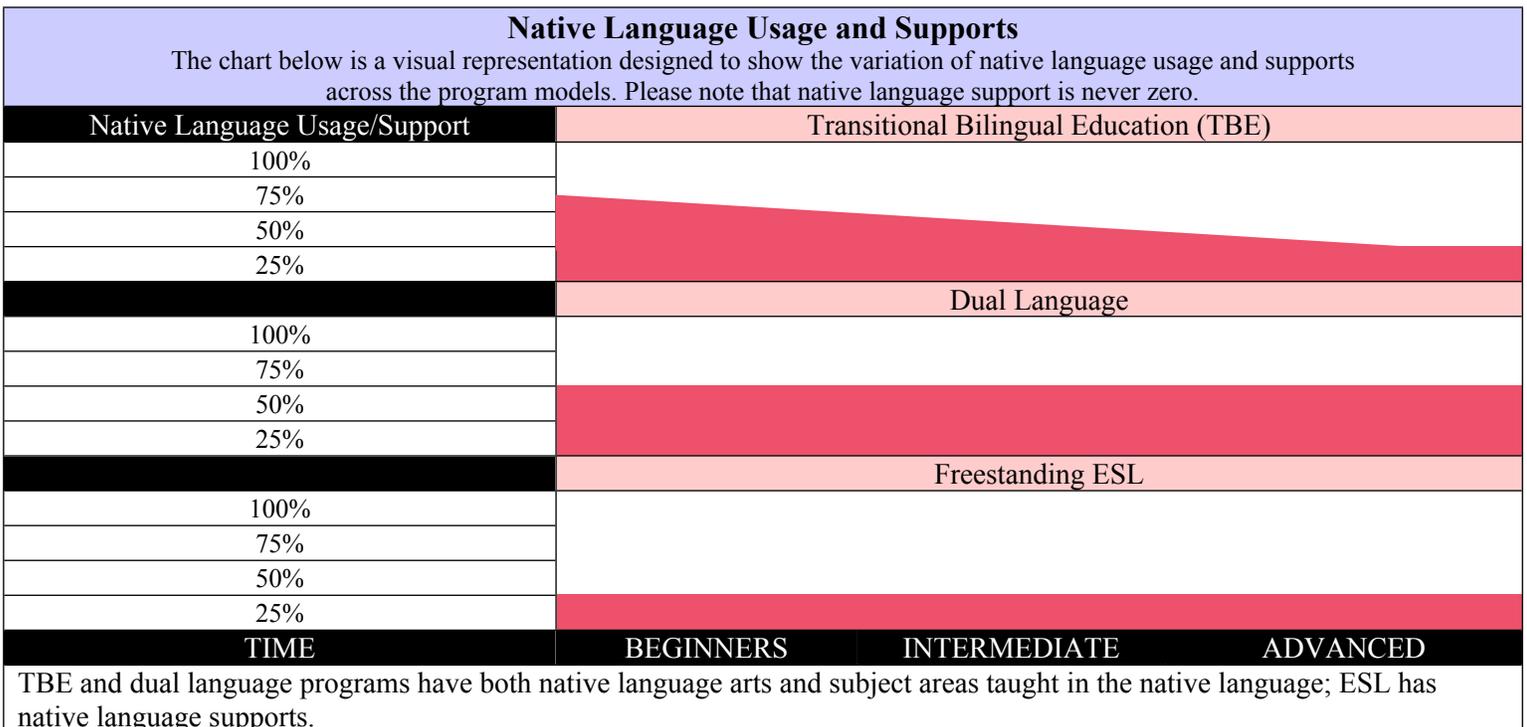
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day





## 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?

The language in which our intervention services are offered is English. All of our ELLs will be presented with differentiated intervention services during the school day through guided reading, content area small group instruction, AIS Plus program (50 minutes-Extended Day on Tuesdays and Wednesdays) and at risk support by ESL teacher. In addition, we will have targeted intervention services through Saturday Test Preparation Program and After-school Program. For now, we are concentrating on ELA and after January 2012, our focus will turn into Math instruction for our AIS Plus program (50 minutes-Extended Day on Tuesdays and Wednesdays), as well as targeted intervention services through Saturday Math Test Preparation Program and After-school program. Furthermore, we provide our ELLs with content area glossary/dictionaries in their native language.

ESL teacher will work with classroom teachers in order to scaffold the content area instruction for our ELLs. Again, she will use various ESL strategies like the GIST Model, collaborative reading and alternative texts, as well as content rewrites and adapting written text.

We have students who are in full time Special Education classrooms as well as those who receive resource room support. Their needs will continue to be addressed using ESL methodologies aligned with their IEPs and any modifications that apply. Our ELLs with special needs receive support in literacy by way of Passageways Series (nonfiction reading series for below-level readers by Curriculum Associates, Inc.), Hot Topics (high interest reading by Evan-Moor Educational Publishers) and New Heights.

Students who have reached proficiency continue to meet with the ESL teacher for an additional year or two during the transitional phase. In addition, they are provided with test accommodations, during State Tests, of an extra time and a half and a separate location within two years of passing the NYSESLAT.

We are planning to continue improving our ELLs' writing skills by building their vocabulary skills and grammar. We are planning to meet our goal through various vocabulary activities and by continuing to use Vocabulary Workshop by Jerome Shostak.

We have not discontinued any programs/services for ELLs since last year.

ESL students are offered to attend Saturday Test Preparation Program and After-school program. Invitations are extended school-wide to all students, including ELLs, to attend enrichment as well as test-prep programs. For now, the ESL teacher has an ESL after-school Program, which is created by using Title III Funding, for 5 of our current English Language Learners and 7 of our transitional ELLs. The program has begun on November 1, 2011 and it will run through March 14, 2012 in the following manner: Our ESL 5th and 6th graders will be served every Tuesday and Wednesday from 3:30PM to 4:30PM. In 6th grade, we have five students; all of them are Transitional Level ELLs. In 5th grade, we have seven students; two of them are Transitional Level ELLs and five of them are Advanced Level ELLs.

Our 2011 NYSESLAT and ELA data shows that 5th and 6th grade ELLs need further support in the area of reading comprehension, vocabulary development and writing an organized essay.

The ESL certified teacher will serve our ELLs in two different groupings as follows:

First Grouping: This program has begun on November 1, 2011 and will run through February 1, 2012.

During this time, our ELLs will receive an after-school enrichment program through art appreciation. They will be provided with opportunities to enhance their oral language proficiency and critical thinking skills through classroom discussions about various artists and their artwork. Meanwhile, they will explore the time period during which these artists lived in and they will discover the historical events that were catalysts/inspirations for a particular artist's creative expression. At the end of the program, students will be asked to work on projects in groups, where they would research an artist of their own choice by discussing/analyzing his/her work and by explaining the historical impact of the time period, during which the artist lived, on his/her work. Students will have to write their presentation on posters and present it in front of the class.

Materials: We will use teacher made materials. Art resources will be provided through "Picturing America" by the National Endowment for the Humanities/Institute of Museum and Library Services.

Second Grouping: This program will begin on February 7, 2012 and run through March 14, 2012.

During this time, our ELLs will receive an ELA/NYSESLAT Test Prep with an emphasis on the writing portion of both tests.

The ESL teacher will use reciprocal teaching approach to support this particular group of students.

Materials: We will use Nonfiction Comprehension Test Practice (featuring articles from TIME for KIDS Magazines) Level 5 - developed by Teacher Created Materials, Inc. as well as Getting Ready for the NYSESLAT and Beyond by Attanasio & Associates, Inc.

Our school uses a Buddy Reading program, ELL Dictionaries, Balanced Literacy, New Heights, Mondo Books, Jazz chants, Puppetry in Practice materials, NYSESLAT test prep, Test Prep materials (NYS Coach, Buckle Down, etc.). In addition, we use Achieve Success, Option, Kaplan Comprehensive Reading and Writing Assessment, Measuring UP, Critical thinking, as well as technology (computers, overheads, and video conferencing).

The ESL teacher encourages the usage of native language dictionaries, and she buddies-up more proficient ESL students with the ones who have lower proficiency in English in order to raise their confidence and make them understand that they can use their prior knowledge in order to learn a new language.

In our school, the required services/supports correspond to ELLs' ages and grade levels. For most of our ELLs who struggle with their reading skills, we use resources that cater to a high interest/low level reader, such as Passageways Series (nonfiction reading series for below-level readers by Curriculum Associates, Inc.), Hot Topics (high interest reading by Evan-Moor Educational Publishers) and Times for Kids.

We provide newly enrolled ELLs and their families with an orientation, where we give them a tour of our school and introduce them to the activities they can have access to in our school. In addition, we offer a freestanding ESL program with a full-time ESL certified teacher. In grades one through 8, we follow the balanced literacy model for English as a Second Language Instruction. We work in cooperative learning groups in both homogenous and heterogeneous groupings, depending on the need, to hone in on writing skills as well as reading, speaking, and listening. Our school offers a nurturing school environment that encourages risk-taking. The goal of our ESL program is for students to acquire the language development necessary to transition to Advanced levels of ESL proficiency and ultimately out of ESL programs.

The language of instruction we offer in our school is English. We have a freestanding ESL program from K-8. We mostly push-in for lower grades and pull-out for upper grades. If more than 12 parents request that their child be placed in a bilingual education program, within a particular grade, we will create a bilingual class by hiring a full-time bilingual teacher for that particular grade.

### 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)?

We do not have a dual language program.

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

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

1, 2 & 3. We are planning for our teachers to receive support in reciprocal teaching, data analysis, UBD unit planning, planning aligned to NYSELA and NYSESL standards. We will continue to have formal/informal meetings between classroom teachers and our ESL teacher in reference to embedding ESL strategies in all content areas. In addition, our ESL teacher will attend outside workshops, including those offered by our Network and other ESL professional development workshops, to stay abreast with the most current thinking and strategies in the ESL field, with the purpose of both implementing and turn-keying them to other school staff. Furthermore, she will turnkey ESL strategies to all other teachers.

Professional development will be provided to teachers during the school day as needed by ESL teacher and our coach. In addition, teachers will receive professional development through monthly staff curriculum meetings, grade conferences, and other in-house learning opportunities. Also, teachers will engage in action research through their respective data inquiry teams with a focus on targeted ELLs.

Title III funds will be used for one ESL Consultant from Fordham University Center for Educational Partnership. Classroom teachers and staff responsible for the delivery of instruction and services to ELLs will receive workshops and professional development conducted by an ESL Consultant.

In-class coaching will be provided by the ESL Consultant for three 6 hours per day sessions and one half a day for 3 hours session. The audience for the workshops will be classroom teachers. Tentative dates for these workshops are:

- One workshop during the month of December, 2011;
- One workshop during the month of January, 2012;
- One workshop during the month of February, 2012.

Also, our 7 ELLs who are in a self-contained special education classroom will also receive hands-on literacy experiences through Puppetry in Practice. A consultant will be made available to give 13 sessions of instruction. The date for the sessions would be November 1st, 2011, November 15, 2011, November 22, 2011, November 29, 2011, December 6, 2011, December 13, 2011, December 20, 2011, January 3, 2012, January 10, 2012, January 17, 2012, January 24, 2012, January 31, 2012, and February 7, 2012. These sessions would take place from 1:00 pm to 3:00pm. This project is grounded in a series of classroom workshops that offer artist-led classes which incorporate tested methods of instruction including the use of folklore, repetitive chants, songs and storytelling that allow children to reach performance benchmarks in ELA and NYSESLAT, which have eluded them in the past.

## 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?

1,2,3 & 4. The following describes our school's parental involvement:

- Annual survey is distributed to determine parents' interests and needs;
- ESL teacher along with the parent coordinator, coach and other teachers facilitates workshops pertaining to ESL parents' issues;
- In response, two calendars are developed to provide parents with monthly instructional-based workshops and life skills workshops;
- Parents are invited to all celebratory events at the school: i.e. Writers' Café, in-class celebrations, concerts;
- Parents are encouraged to join the School Leadership Team, Parent Teacher Association, School Volunteer Committee;
- Parents are invited to Principal-Family Breakfast meetings every other month;
- Information is provided on our bilingual school website, and flyers and memos are sent home;
- Written communication is provided in Spanish and English;
- Parent Coordinator maintains a chart that records parent involvement at PTA, conferences, celebration events, and miscellaneous school activities;
- Parents have been invited to reflect with SLT on ways in which to improve attendance and punctuality at the school and an attendance plan has been developed;
- PTA Executive Board meets with principal on a monthly basis to discuss activities and to address school issues;
- Parent Coordinator, Coordinator of Student Support, and School Based Instructional Support Team are available to work with families to become collaborative partners in the school.

## 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)		2												2
Intermediate(I)		2	3					2	4					11
Advanced (A)	5	5	1	2		5	1	5						24
Total	5	9	4	2	0	5	1	7	4	0	0	0	0	37

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

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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

**Qs. 1-6:**

According to our overall NYSESLAT proficiency results (LAB-R for new admits), in Kindergarten we have 5 ELLs at a an Advanced Level; in 1st grade, we have 2 ELLs at a Beginner Level, 2 ELLs at an Intermediate Level and 5 ELLs at an Advanced Level; in 2nd grade, we have 3 ELLs at an Intermediate Level and 1 ELL at an Advanced Level; in 5th grade, we have 5 ELLs at an Advanced Level; in 7th grade, we have 3 ELLs at an Advanced Level; in 8th grade, we have 2 ELLs at an Intermediate Level; in 6/7 self-contained special education class, we have 1 ELL at an Intermediate Level and 2 ELLs at an Advanced Level; in 6/7 self-contained special education class, we have 3 ELLs at an Intermediate Level and 1 ELL at an Advanced Level.

According to our school's data analysis, ELL students did better in the NYS Math Test compared to the NYS ELA Test. We will continue to provide additional instruction in reading, writing, listening, and speaking so that the level ones, twos and threes can move up one level by the end of 2011-2012 school year. Our students do not take the native language tests.

Based on the NYSESLAT scores, our students predominantly fall in the Advanced Level category; however, our students scored lower in the reading and writing modalities than in the listening and speaking modalities. We will continue to provide ongoing explicit instruction in all four modalities with an emphasis in reading and writing to support our ELLs.

After analyzing the results of the ECLAS-2 for our lower grades, we noticed the following:

- In kindergarten, ELLs have difficulty mostly in mastering rhyme recognition and rhyme generation and initial consonant recognition.
- In first grade, ELLs have difficulty mostly in mastering spelling, decoding and vocabulary, sight words, reading accuracy, reading comprehension and writing development.
- In second grade, ELLs have difficulty mostly in mastering writing expression, spelling and vocabulary.

The data shows that in the NYS ELA Test, in grades 5-8:

- 3 eight grade ELLs, 4 seven grade ELLs and 1 sixth grade ELL scored at a level 1;
- 3 seven grade ELLs and 4 fifth grade ELLs scored at a level 2
- There were no level 3s and 4s in either grade.

The data shows that in the NYS Math Test, in grades 5-8:

- 2 eight grade ELLs, 3 seventh grade ELLs and 1 sixth grade ELL scored at a level 1;
- 2 eight grade ELLs, 3 seventh grade ELLs and 3 fifth grade ELLs scored at a level 2;
- 1 seventh grade ELL and 1 fifth grade ELL scored at a level 3;
- There were no level 4s in either grade.

The data shows that in the content area of 4th Grade NYS Science Test, 4 ELLs scored at a level 3.

The results will be used to plan for teacher training on working with ELLs. Teachers will work together to review data and engage in short and long term planning for ELL instruction. These results allow us to review scores based on the four different modalities so that we can plan accordingly. This year, based on our data analysis, we have made a school-wide decision to focus especially on the modalities of reading and writing.

Our CEP goal this year is that by June 2012, all English Language Learners will approach, meet or exceed ELA performance standards by being provided with differentiated targeted academic intervention services in Literacy. This goal will be measured by achievement of goals in student portfolios and a 5% increase on the State ELA test.

### 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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elsie Cardona-Berardinelli	Principal		9/27/11
Gaby Flores	Assistant Principal		9/27/11
Carmen Martinez	Parent Coordinator		9/27/11
Yvette Ghoughassian	ESL Teacher		9/27/11
	Parent		1/1/01
Millie Tulier/AIS Teacher/K-8	Teacher/Subject Area		9/27/11
Gail Linden/Resource Room	Teacher/Subject Area		9/27/11
Kim Cruz/Literacy	Coach		9/27/11
	Coach		1/1/01
Gisela Bravo	Guidance Counselor		9/27/11
	Network Leader		1/1/01

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Loraine Pitteruff/Math & Sc.	Other		9/27/11
	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: **10X315** School Name: **The LAB 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.

In order to determine the written and oral interpretation needs of our families, on an annual basis, we disseminate a Family Needs Assessment survey. A few questions are posed to assess the following: the primary language spoken at home, and whether they require language assistance. In addition, during the registration of new students to our school parents are interviewed. During the interview process we determine the language needs of the family. Also, we review all Home Language Surveys to for this purpose.

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.

Findings show that approximately 45% of families require translation in Spanish. These findings were reported at a Principal-Family meeting, and will be discussed at a School Leadership Team and PTA meeting. Minutes of the School Leadership Team meeting will be posted and distributed.

## Part B: Strategies and Activities

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

During the month of September, new students and their families will be greeted and an in house staff member will assess whether there is a need for translation services through conversation. This information will be noted on the students emergency contact form. In addition a poster is displayed in the front entrance notifying families of translation services that are available.

All correspondence to families will be translated in Spanish one week before distribution by an in-house staff member.

The new school website will have most sections translated into Spanish, accessible to parents by clicking an Español button on the index page, which will automatically display pages with Spanish translations. Those translations will be entered into the website databases by a staff member.

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

Oral interpretation services will be provided by our Parent Coordinator for our Spanish speaking families. We will also identify other staff members or parent volunteers that are Bilingual to provide translation services during meetings. We have also purchased a translation system and this will be used during meetings to provide translations services.

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

Notification to parents/families regarding translation and interpretation services will be made during a Principal-Family meeting and discussed again during a School Leadership Team and PTA meeting. At that time, the Parents Bill of Rights is discussed and distributed. This document is then sent home with students to those parents/families that were unable to attend these meetings. In addition, the interpretation notice signs are prominently displayed at the front entrance notifying families of the translation services that are available.

Our families are notified of the schools Safety Plan first at a Safety-Building Management meeting. A parent representative is invited to attend monthly meetings. During these meetings procedures are discussed and questions answered. During a Principal-Family meeting the Safety Plan procedures are discussed. Minutes of both these meetings are posted. The Safety Plan document is available for review in the PTA /Family Room.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. / M.S. 315	DBN: 10X315
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: 10
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers:

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: We are planning to provide an ESL after-school Program for 6 of our current English Language Learners and 4 of our transitional ELLs. The program will begin in the middle of November 2012 and it will run through the middle of January 2013 in the following manner:

Our ESL 2nd graders will be served every Tuesday and Wednesday from 3:30PM to 4:20PM. In this grade, we have six (6) ELLs; Four (4) of them are Transitional Level ELLs; three (3) of them are Advanced Level ELLs and three (3) of them are Intermediate Level ELLs.

Our 2012 NYSESLAT, DRA and ECLAS-2 data show that our 2nd Grade ELLs need further support in the area of vocabulary development and writing. In particular, they need to develop their skills in how to plan, compose, revise, edit and publish a range of nonfiction texts. The ESL certified teacher, Ms. Yvette Ghoughassian, will serve our ELLs in this program.

During this After-School Program, our ELLs will receive instruction in reference to explorations in Nonfiction Writing through ESL strategies and methodologies. They will be exposed to various scaffolding techniques to be able to move forward with nonfiction writing, using writing as a natural way to wonder, learn and think about topics that excite them. This program will include opportunities for students to explore a variety of real-world nonfiction texts and to work collaboratively as researchers and writers to create their own informational texts. While learning how to locate, access, interpret, record, publish, and share information, ELLs will also learn how to consider ways to activate their voice and make their nonfiction writing clearer, more authoritative, and better organized.

Materials: We will use a literacy package called, EXPLORATIONS IN NONFICTION WRITING -GRADE 2 by Tony Stead and Linda Hoyt - Heinemann Publishing. In addition, we will use teacher made materials in order to supplement the needs of all the students in the program.

### Part C: Professional Development

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

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

Begin description here: Title III funds will be used for a teacher study group, which will include the ESL teacher, who teaches K-8, the 3rd, 4th, 5th and 6th grade teachers. Our focus will be to move the ELLs

### Part C: Professional Development

in these grades so they can be more prepared for the challenges of the State Common Core Standards, specifically in the area of nonfiction reading comprehension and writing. Our plan is to study a professional book called, SCAFFOLDING THE COMPREHENSION TOOLKIT FOR ENGLISH LANGUAGE LEARNERS FOR GRADES 3-6 - (Previews and Extensions to Support Content Comprehension) by Stephanie Harvey, Anne Goodvis, Brad Buhrow and Anne Upczak Garcia - Heinemann

This Toolkit will give us ideas and strategies to create lessons that will give our ELLs the necessary scaffolding and conceptual background along with English language structures they need to collaborate fully in their classroom's activities in reference to nonfiction text. After studying each particular strategy, we will implement it in our own classroom. Then, during our weekly meetings, we will report back on the outcome of our efforts, through data, formal and informal assessments, to see how it impacted on our ELLs' learning process.

Since we all have a common prep on Tuesdays from 9:40AM to 10:25AM, we are going to meet during this time starting from November 2012. This will be an ongoing study group, and it will last until the end of the school year 2012-2013.

In addition, we will hire a Puppetry in Practice consultant, from the Brooklyn College School of Education, to work with our 8 ELLs in 6th grade Special Needs Classroom, 6 ELLs in 7/8 grade Special Needs Classroom and 10 ELLs in 2nd grade. The ESL teacher and the corresponding classroom teachers will be present to observe author-illustrator Mr. Angelo DeCesare while he teaches students on a variety of literacy strategies through the arts programs based on the characters in his comic journals. This Program will be held once a week, on Mondays, for one hour per grade, and it will start sometime between November 19, 2012 and February 11, 2013.

### 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: Title III funds will be used to offer ELL's parents five workshops by a consultant, Mr. Angelo DeCesare, from Puppetry in Practice. These workshops will take place on Mondays sometime between November 19, 2012 and February 11, 2013. The focus of these workshops will be on providing ELLs' parents with skills and tools to use English in every day situations. Parents will explore life in New York City through cartooning. This program will include a workshop at the Puppetry in Practice Museum in Brooklyn for parents.

### Part E: Budget

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

Allocation Amount: \$

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