



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: P.S. 181 THE JOHN L. STEPTOE SCHOOL OF THE 21ST CENTURY

DBN (i.e. 01M001): 17K181

Principal: HEATHER L. LAWRENCE

Principal Email: HLAWRENCE@SCHOOLS.NYC.GOV

Superintendent: DR. BUFFIE SIMMONS

Network Leader: JULIA BOVE

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ms. Heather L. Lawrence	*Principal or Designee	
Mr. Pedro Pizarro	*UFT Chapter Leader or Designee	
Ms. Shan Nicholson	*PA/PTA President or Designated Co-President	
Mrs. Juanita Cruz	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ms. Rolda Nurse	Member/ Teacher	
Ms. Annette Adams	Member/ Teacher	
Ms. Adria Simmons	Member/ Teacher	
Mr. Michael George	Member/ Teacher	
Ms. Marie Laguerre	Member/ Teacher	
Ms. Charmaine Rickman	Member/ Teacher	
Mr. Patrick Verwayne	Member/ Parent	
Mr. Bryan Welcome	Member/ Parent	
Ms. Tanique Williams	Member/ Parent	
Ms. Feona Charles	Member/ Parent	
Ms. Veronica Clarke	Member/ Parent	
Ms. Zorida June Brooker	Member/ Parent	
Ms. Andrea Fergus	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June of 2014 there will be a 5% increase in the number of Students With Disabilities or Limited English Proficiency scoring at proficiency as evidenced on the State ELA and Math Exam as well as formative and summative assessments and Performance Tasks.

Comprehensive Needs Assessment

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

According to student performance data in ARIS students with an IEP perform below standard on New York State Exams in ELA and Mathematics this trend has existed since 2009.

On the ELA exam 2012-2013: 100% of current 4th grade students scored level one. 80% of the current fifth grade scored level two or below. 83% of the current 6th grade scored below proficiency. 90% of the current 7th grade scored below level two or below. 90% of the 8th grade scored below proficiency, level two or below.

On the Mathematics exam 2012-2013: 100% of current 4th grade students scored level one. 80% of current 5th grade students scored level two or below. 92% of 6th grade students scored level two or below. 67% of current 7th grade students scored level two or below. 90% of 8th grade students scored level two or below. Our special education students are not demonstrating academic successes as measured by the New York State Standardized exams.

Our Students with IEPs did not make AYP in mathematics in the 2010-2011 school year. They did make a Safe harbor target for ELA during the same academic year.

According to the 2013-2012 progress report:

0% of students in Self-contained obtained a 3 or 4 on the ELA exam. 6.5% of students in ICT scored a 3 or 4 on the ELA exam. 0% of students receiving SETTTS scored 3 or 4 on the ELA exam. Math performance was identical no students in the SETTTS program or the Self Contained program received a score of three or four, but 6.5% of the students in ICT did receive a score of 3 or 4. Again, our school data demonstrates that our students' are not demonstrating academic proficiency when assessed by the NYS ELA or Mathematics exam.

This negative trend in our data for this population is connected to other findings from the 2012-2013 specifically that we must: Refine the use of student achievement data so that teachers across classrooms regularly use assorted data sources in their on-going evaluation and modification of instructional decision-making to improve students' academic performance. In most cases, teachers have used the results of these assessments for goal-setting benchmarks for groups of students. However, several students across grades do not yet understand their academic strengths and deficiencies, and as a result, remain disconnected from the purpose of the school's goal-setting process. In addition, **assessment practices do not reflect a varied use of on-going checks for understanding for teachers and students. The use of rubrics is inconsistent across the school community.** Moreover, in a kindergarten class visited, the teacher stated sporadic use of conferencing notes in the class. As such, students' learning steps may not be articulated. Therefore, the use of supplemental data as a prime resource in their self- evaluation of curricular and instructional decision-making is limited which is essential to improved practice. Our lags with this specific population can be attributed to inconsistent assessment practices and challenges with consistency within and across grade levels.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Inquiry Teams will examine the item analysis of the ELA and Math assessments to identify areas of need and offer recommendations for multiple entry points for aligning the current curriculum with the CCLS standards.
2. Common grade level planning time will be utilized by teachers to tier instruction for low medium and higher performing students in these sub groups
3. Special education teachers including those in the Self- Contained classes will work together to monitor progress and modify unit and lesson plans to ensure special

education students education is aligned to facilitate goal attainment and CCLS attainment where appropriate

4. Results from Danielson short rounds of feedback specifically sections: 1e (Designing Coherent instruction) 1f (Designing Assessments), 3c (Engaging in learning), and 3d (Assessment) will drive professional development topics and track student progress after application of new strategies gleaned from the PD sessions, as well as RTI, Professional Development, Teacher led workshops, Performance Series,

B. Key personnel and other resources used to implement each strategy/activity

1. AIS, Sp Ed, SETTS and ESL Inquiry team will examine data and offer suggestions as to materials and resources that might be available in the school to support student in progress according to their findings
2. Teachers: Ms. Konarski SETTS teacher, William Delmas (ESL teacher), Loyda Irizarry (ESL teacher,)
3. One teacher from each grade band is a point person or teacher lead and they will work with their constituency to assist in making the process progress with ease
4. Administrators will ensure that all teachers have had training in the Danielson Framework and utilize the supports on ARIS to further their professional development

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Inquiry Teams will continue to meet monthly to determine progress and develop next steps
2. Common Grade level teams will continue to meet weekly to examine student progress
3. Teams will continue to meet monthly to develop other strategies to support student progress
4. Administrators will meet bimonthly to determine progress and offer feedback for adjustments to instruction

D. Timeline for implementation and completion including start and end dates

1. September 2013-2014 Monthly
2. September 2013-2014 Weekly
3. September 2013-2014 Monthly
4. September 2013-2014 Bi Monthly

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. No cost CFN Instructional support team will host professional development opportunities for effective instructional practices for SWD, ELL within ELA and Math
2. Title 3 and Title 1 after-school, and Saturday school, and AM school programs
3. Title 1 weekly common planning time programmed into school schedule
4. Additional materials – Ticket to Read, Scholastic Read 180 may need to be purchased to support this goal

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The Parent Coordinator along with the ESL teacher and the ELA and Math Ambassadors will plan Parent Workshops that support the needs of these subgroups especially in the area of UDL strategies, and testing strategies for ELA and Math State Exams

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

Generate a 10% increase in Parent Involvement and understanding of curriculum through Common Core Learning Standards Workshops as evidenced through surveys and attendance records.

Comprehensive Needs Assessment

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

Our 2012-2013 School Survey indicated that some parents felt that communication from the school could be improved. PS 181's 2011 QR assessment suggested that we

have work to do in capacity building specifically “Integrating child/ youth development, guidance /advisement support services and partnerships with families and outside organizations with school-wide goals to accelerate the academic and personal growth of students.

The reviewers were specific about 181’s need to **strengthen opportunities for parental participation in key decision making policies** in order to further parent involvement in the life of the school. They suggest that we ensure teachers and families are familiar with the school’s current goals and have opportunities to support their children’s academic achievement at home in alignment with the school’s instructional focus.

Additional feedback from the QR suggests that **the school must increase opportunities for parents to engage in conversations their child’s instruction**; academic progress and decisions connected to their academic progress. Parents interviewed reported low- level satisfaction with the "family environment" fostered by lack of communication with school leaders. Thus the school must increase the number of opportunities parents have to engage in conversations. Reviewers suggest that there are increased activities for parent participation supplementary to participation in the School Leadership Team (SLT). Because the current situation results in decreased involvement and “lack of quantitative parent voice and leadership opportunities for parents.”

Section 4C of the Danielson rubric **Engaging families in Student Learning outlines the expectation that teachers should “strive to form relationships in which parents are given ample opportunity to participate in student learning.** It suggests that teachers should proactively reach out to parents in a variety of ways to engage them student learning. It explains that the school and its teachers must proactively build relationships with parents by engaging them in their students’ learning, providing timely responses and acting as an ambassador of the school at parent outreach events.

PS 181 received an F for school environment on the 2012-2013 school progress report receiving 2.2 out of 15 points. The School Environment grade is based on student attendance and your school’s NYC School Survey, where parents, teachers, and students in grade 6 and above rate academic expectations, safety and respect, communication, and engagement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Monthly and bimonthly Parent workshops will be held focused on common core standards and assessment of these standards. Supplemented by Town Hall meetings
2. Special events will be planned for Parental participation; Guest Reader Friday, Families as Learning Partners, Family Fun Night
3. Monthly Newsletter / Web page stating Units of study for each grade level so that Parents can support their child’s reading efforts, parent testimonials will also be highlighted in the Monthly News letter.
4. Monthly Progress Reports for identified students and surveys for parents to provide the school with feedback regarding a shared ownership for student progress

B. Key personnel and other resources used to implement each strategy/activity

1. Parent Coordinator will keep a record of the sign in sheets and monitor parent participation
2. School will send out letters in the appropriate languages to increase parent participation
3. Teachers and Administrators will provide information to the Parent Coordinator who will maintain the Monthly Newsletter
4. PAC, Administrators, CBOs (Community Based Organization), BEACON, SBST, Guidance, Parent Coordinator, Shorter

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administration and Parent Coordinator will review survey and school data to ascertain parental needs
2. Special Events will be planned accordingly and attendance data will be monitored
3. The response to Parental testimonials will be monitored as progress results
4. Response and feedback from our partnerships will be monitored

D. Timeline for implementation and completion including start and end dates

1. September 2013- October 2013 Survey
2. September 2013-June2014 Quarterly Events for Parents
3. September 2013-June 2014 Monthly News Letter
4. September 2013-June 2014 ongoing Partnerships to increase Parental Involvement

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Parent Coordinator 4X per year
2. School Secretary will assist with Monthly News letter
3. Teacher leads will assist the Parent Coordinator as needed
4. Guidance teacher will attend 2X per year

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Curriculum Workshops, Behavioral and Attendance Workshops led by Guidance, Pyramid of Success, Common Core Workshops, Meet the Teachers Night/Morning

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 100% of the grade teams will develop two rigorous CCLS aligned ELA and Math units with accompanying lessons and performance tasks as measured by The Tri State/DOE Materials Review Rubric .

Comprehensive Needs Assessment

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

Our Most recent Quality Review feedback states that we should "Increase opportunities for varied teacher teams to meet and provide resources to support greater use of technology aligned to instructional goals to improve rigor in student outcomes." In addition, it states that there is no conduit for lower grade and upper grade (PK-8) teachers to share vertical implications throughout the school. Although teachers meet, there is not a clear trajectory of work that includes goals and outcomes connected to improved pedagogical practices. In addition, our feedback states we must "Strengthen the alignment between academic tasks and curriculum so that lessons emphasize rigorous habits and higher order thinking skills to positively impact student performance."

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. ELA and Math Network Ambassadors will turnkey to Collaborate teams information obtained from Network PD regarding rigorous instructional practices, reading of complex text, argumentative/opinion writing, supporting claims with evidence from text which will support the formation of rigorous units of study
2. Inquiry Teams will carefully examine current student work utilizing CCLS aligned rubrics, DOK and UDL to determine a trajectory of learning and the steps needed to for tiered groups of students to reach CCLS grade level performance and beyond
3. Grade Level Teacher teams will continually analyze resulting student work, including the performance tasks to identify how and where to embed necessary skills in the units of study adjusting and creating multiple entry/access points to incorporating Technology where applicable ensure success for all.
4. Administration will utilize the Danielson Rubric to assist teachers in the process of preparation, planning and lesson delivery, providing targeted professional development options to address staff needs and improve overall student progress

B. Key personnel and other resources used to implement each strategy/activity

1. Network ELA, Math and SWD Ambassadors will turnkey to Teacher Leaders/Collaborate teams who will work to develop entry points to address student needs utilizing the information gleaned from Network Professional Development
2. Assistant Principals will lead Inquiry Teams in utilizing CCLS aligned rubrics, DOK and UDL

3. Network Technology Specialist will support Grade Level Teacher teams in providing Technological UDL strategies to support the learning of all students ,Inter- visitation (Visit performing schools with similar demographics), Teacher Trainers (In house), Webinars will also be used for support
4. Cluster Talent Coach will support the Administration in developing PD options targeting needs of staff incorporating an depth Data Analysis of findings from PD 360 enlisting the assistance of UFT Teacher Center, as well as Lunch and Learns
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Two completed unit plans from each grade level, one ELA and one Mathematics, Meeting agendas grade conferences and , and Rounds of actionable feedback will provide data to ascertain progress preparation, planning and lesson delivery
2. Use of rubric language to assess student products and teacher feedback will evident progress
3. Evidence of the use of Technology during lessons and small group activities for appropriate interventions will evidence progress in this strategy
4. Student progress as evidenced in formative and summative CCLS aligned rubric Performance Task data will show the success of the goal overall
D. Timeline for implementation and completion including start and end dates
1. Sept 2013- June 2014
2. Sept 2013- June 2014
3. Sept 2013- June 2014
4. Sept 2013- June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. No cost for Network support, scheduling Collaborative teams 1 X monthly
2. Inquiry team twice monthly
3. Subs used for visits to similar schools
4. Cost of PD 360

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Parent coordinator with the assistance of Administrators and teachers will work together with parents for support in the units of study and or technology. Workshops will be held to address Performance Tasks and test taking strategies.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 we will reduce chronic absenteeism, the number of students missing 20 or more days, by 10%

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
<ul style="list-style-type: none"> In the last two school years our percentage of students absent 20 or more days increased from 21.7 %(2011-2012) to 26.7 %(2012- 2013) limiting our school wide attendance to 93.5% and 92.6% respectively. The 26.7% number exceeds the systems percentage by 6.7 percent. Data from the NYC public schools show when the percentage of students absent 20 or more days is at 20% most schools have not exceeded a rate of 60% of student proficiency on the ELA exam. With every year of chronic absenteeism, a higher percentage of students drop out of school. PS 181 received an F for school environment on the school progress report. The School Environment grade is based on student attendance and your school's

NYC School Survey, where parents, teachers, and students in grade 6 and above rate academic expectations, safety and respect, communication, and engagement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. ATTENDANCE TEAM IDENTIFIES (Principal) Candidates for chronic absenteeism informed by ATS report RBIR.

- a. Use the ATS report RAMO to plan: Did the student miss many days in December last year? Find out why and develop plan to avoid those absences again.
- b. Sign up Chronically Absent students for the WAKE UP NYC phone call.

2. Develop attendance inquiry team (Principal):

- a. Categorize the reasons for extended student absences: Lack of Awareness, Aversion, Barriers and implement specific remediation plan for each category.

3. Implement system of incentives (AP and Grade team leaders):

- a. All teachers with 100% attendance post "100% attendance for the month" placards outside their doors so everyone could see when they walk by and say "great job!"
- b. Students who arrive early receive raffle tickets for arriving to school early. Students exchange the raffle tickets for prizes or for admission to a special school event. Certificates will be handed out to students at ceremonies for improved attendance.
- c. Develop an AM mentoring program for Chronically Absent students; build relationships with caring adults who can model successful behaviors.
- d. Host monthly celebrations for students and parents who have met monthly attendance goals.
- e. Have a classroom based competition where a LARGE attendance trophy is moved to the classrooms with the best attendance for the week.

4. Improve school and home communication regarding attendance (Parent Coordinator/Community Assistant/PA Co-Presidents):

- a. The parent coordinator and Community assistant call every absent and late student's family (of those students on the Chronic Absenteeism list) every day.
- b. Generate a series of form letters to congratulate students who have met attendance goals; explain the consequences of the absences to families where student absences persist.
- c. ATS attendance reports are discussed at faculty team meetings to provide the staff with data for parent conferences and to set an attendance plan of action for identified students.

B. Key personnel and other resources used to implement each strategy/activity

1. Pupil personnel secretary runs reports to identify priority students.
2. Principal, Assistant Principal, Attendance teacher, Parent Coordinator and Community Assistant meet as attendance team to prioritize identified students
3. Parent coordinator schedules and manages logistics for each event.
4. Call lists are generated and called by Community Assistant and Parent coordinator to acknowledge positive behaviors and manage negative ones. Assistant principals engage teachers in conversations about methods for personalizing

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 15 % of the school's population maintains perfect attendance for the school year.
2. School develops consistent strategies for each category of attendance.
3. Parent and Child attendance at monthly events increases.
4. There are increases in the numbers of students attaining perfect attendance on a month-by- month basis.
5. Teachers identify negative trends in student attendance prior to generating a 407. Teacher participation in positive incentives decreases student absences.

D. Timeline for implementation and completion including start and end dates

1. Sept 2013- June 2014
2. Sept 2013- June 2014
3. Sept 2013- June 2014
4. Sept 2013- June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Monthly reports from ATS no cost
2. Bi-Monthly Attendance meetings
3. Grade conferences, Grade team meetings and faculty conferences
4. School based web page, parent meetings and quarterly newsletters

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent coordinator with the assistance of Administrators and Attendance Team will work together with parents to support the urgency and importance of student's daily attendance at school.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

B. Key personnel and other resources used to implement each strategy/activity

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

D. Timeline for implementation and completion including start and end dates

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.



Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Skills Tutor and Fountas and Pinnell. New York Ready in grades 3&4.	Small group extended day	After School
Mathematics	Skills Tutor and New York Ready in grades 3&4	Small group extended day	After School
Science	Small group instruction extended day, Interactive writing and research projects provided via Library research course offered grades 3 -5	Small group	During and after school
Social Studies	Small group instruction extended day, Interactive writing and research projects provided via Library research course offered grades 3 -5	Small group	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	One on one sessions as needed, Group Counseling, SAVE Room teacher, Dean, Conflict Resolution Team, Parent Coordinator, School Psychologist, 6-8 weeks in groups of 3, 30 minute sessions.	Small group or individual counseling	During School

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Principal has formed partnerships with Columbia University, NYU and Fordham University. We will continue to partner with Brooklyn College, Medgar Evers Colleges. • Creating a collegial atmosphere which provides a high level of support for all teachers • Attend job fairs (Teachers along with Principals) • Utilize Teacher Finder on the NYCDOE network • The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation • Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Tracking the feedback data through the use of Danielson's Framework for Teacher Effectiveness has afforded us a method for targeting various groups and individual teachers who require targeted support in a variety of areas. We also have a data source and PD option in utilizing the PD 360 program

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
There will be an allocation in Galaxy of a minimum of 4% of the school's budget for Professional Development. This allocation will primarily come from Fair Student. Additionally, Title I and Title III funds will be used to support Afterschool/Saturday programs and Collaborative Team Teaching meetings. AIS staff will work directly with classroom teachers to provide intervention for the at-risk student population. Fair-student funding will also support Afterschool Regents classes in Math and Science.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Teachers in the early grades 1, 2 will be involved in the placement of children within classes and they will audit the unit planning work to ensure that the work represents the appropriate challenge with multiple entry points for students as they age up. Supplementary to this Orientation weeks will be scheduled at the end of the school year where teachers will have the chance to interact with their new students and their current teachers to facilitate appropriate changes. Last but not least portfolios from students will be transferred from current teachers to new teachers in the second week of June for review by new grade teams.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Our MOSL team developed to adhere to policies connected to the Danielson Rubric has been central to 181 decision-making about periodic assessment. This group of teachers is convened to discuss issues connected to assessment and its

implications for school wide programming.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

17K181 Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. 17K181'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. 17K181 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;

17K181 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. The 17K181 community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

17K181 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;

PS 181 SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

P.S. 181, 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. PS 181 staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire PS 181 school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- Hosting an annual meeting on September 28, 2013; followed by meetings on October 19, 2013; November 16th, 2013; December 21, 2013. Subsequent meetings will be held on the Second Saturday of each month: January 11, 2014; February 8th, 2014; March 8th, 2014; April 12th, 2014 May 10th, 2014; and June 14th 2014.
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
 - Assuring that parents participate in a series of parent workshops focused on helping parents understand the common core learning standards.
 - Ensuring that parents jointly develop and update the School-Parent Compact which outlines how parents, staff and students will share responsibilities for improved student achievement and explains how they will work as partners to enable participating students to achieve the high standards.

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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
 - Parents will be engaged in a series of workshops designed to help them understand how to improve their students' ability to meet and exceed writing standards set by the common core learning standards.
 - Parents will serve a minimum of three hours at the school supporting their child's academic experience through participation in workshops, classroom celebrations and participation in parent meetings and committees.
 - Parents will be involved in an organized, ongoing planning, review and improvement of the Title I programs.
 - Parents will be involved in the joint development of school-wide program plans through participation on the School Leadership Team.
 - Parents will be actively involved at PTA meetings and School Leadership Teams

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;
- I will always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 17	Borough Brooklyn	School Number 181
School Name John Steptoe		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Heather Lawrence, I. A.	Assistant Principal
Coach type here	Coach type here
ESL Teacher Loyda Irizarry	Guidance Counselor Ms. LaGuerre
Teacher/Subject Area Ms. C. Roberts	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mr. Grady
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1041	Total number of ELLs	91	ELLs as share of total student population (%)	8.74%
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Part II: 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	1	1	1	2	2	3	2	2					15
Push-In	1	0	0	0	0	0	2	0	0					3
Total	2	1	1	1	2	2	5	2	2	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	91	Newcomers (ELLs receiving service 0-3 years)	61	ELL Students with Disabilities	12
SIFE	4	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	13

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	61	3	6	23	0	2	7	1	5	91
Total	61	3	6	23	0	2	7	1	5	91

Number of ELLs who have an alternate placement paraprofessional: 2

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	4	5	2	4	0	8	2	0					28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1	3	0	1	0	1	1					9
Haitian	4	6	5	5	10	9	7	4	1					51
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1											2
TOTAL	8	12	12	10	14	10	16	7	2	0	0	0	0	91

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	6	1	3	6	1	2	2	1					26

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	6	5	5	6	5	4	1	0					32
Advanced (A)	4	1	4	2	3	4	10	4	1					33
Total	8	13	10	10	15	10	16	7	2	0	0	0	0	91

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	11	3			14
5	7	2			9
6	10	5			15
7					0
8					0
NYSAA Bilingual (SWD)	1				1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	9		5						14
5	9		1						10
6	15		3						18
7	5		1						6
8	2								2
NYSAA Bilingual (SWD)	1								1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	0	5		1				11
8									0
NYSAA Bilingual (SWD)	1								1

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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

At P.S. 181 we utilize Fountas and Pinnel, and ECLAS-2 to assess students in the 1st and 2nd primary grades. The results of these assessments help us plan and to drive instruction. It also enables us to use differentiated instruction strategies as needed. These results tell us if the children have the basic reading and math skills necessary to be successful in the classroom setting. And it enables us to prepare lessons to strengthen their weaker areas, as they also acquire language. The test results from these assessment tools enable teachers to determine if there was any prior schooling in the student's native country prior to entering the U.S., ELL's English listening, speaking, reading levels, critical thinking, and comprehension skills abilities. These results help teachers to prepare differentiated instruction which meets student's specific needs such as more time at the listening center, computer activities, one to one instruction, peer mediation, among others.

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

The data patterns across proficiency levels on the Spring 2013 LAB-R and NYSESLAT for our elementary grades reveal that in the first grade 4 students out of 12 went up one level, while 5 stayed stagnant and 3 decreased one level (1 Advanced, 6 Intermediates, and 5

beginners) . In the second grade, 8 students went up one level, two stayed stagnant, and one went down one level (4 Advanced, 5 Intermediate, and 1 Beginner). In the 3rd grade 6 out of 10 students increased one level, and 3 stayed at the same level (2 Advanced, 5 Intermediates, and 3 Beginners). In the fourth grade five students out of 14 went up one level and 7 stayed stagnant (3 Advanced, 6 intermediates, and 5 Beginners). In the 5th grade 4 students went up one level and 4 stayed stagnant. One student went down one level. The student who went down one level has an IEP. (3 Advanced, 5 intermediate, and 1 Beginner.

The data patterns across proficiency levels on the Spring 2013 LAB-R and NYSESLAT for our Junior High School reveal, as seen on the "ELL Proficiency Levels chart ", that ELL's in the 6th grade there are many more Advanced ELLs than Beginner or Intermediate ELLs. The trend in the 6th grade for the past two years has been stagnant, with 12 students out of 16 staying in the same level (10 Advanced, 4 Intermediate, and 2 Beginners). This data also reveals that 3 out of the 16 students are long term ELL's, and 7 students have been serviced from 4-5 years. The trend in the 7th grade is similar as the 6th grade; 4 out of 7 students remained at the same level for two consecutive years (4 Advanced, 1 intermediate, and 2 Beginners. In the 8th grade one student stayed stagnant, and one went up one level (1 Advanced, 1 Beginner). For the majority of the students who took the NYSESLAT we noticed that their raw score in reading comprehension went up slightly. Consequently, we will plan on continuing to enhance reading, fluency, and comprehension strategies, and also work more on strengthening their writing skills by responding to non-fiction reading texts and literature. These writing activities will include the use of the writing process, graphic organizers to outline and organize their ideas, rubrics that will guide them to develop and strengthen their weaker areas, bilingual dictionaries, and most importantly, one on one conferencing with the teachers.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The 2013 NYSESLAT combined modality sets analyses (RNMR) has not been released by the state as of 12/17/ 2013.

4. For each program, answer the following:

- a. 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?

4. a Patterns on the LAB-R/NYSITELL and NYSESLAT indicate that the beginner level students language proficiency is improving across all grades. It also indicates that the long term ELLs in need more rigorous instruction in reading and writing to meet language proficiency.

4. b After looking and analyzing the data in the ELL Periodic Assessments, and the Item Analyses Report, our school leadership team and classroom teachers use this data to plan, drive, and guide instruction by: implementing resources, materials, and by

differentiating instruction to target their weakest areas, and reinforce their strengths. Teachers use resources available at and outside our school such as the libraries, museums, and internet, among others to plan and differentiate instruction for these students. The test results on the Periodic Assessments provides explicit information for our teachers which in turn, enables them to use teaching strategies that facilitate learning and greater achievement for students . This data also helps teachers in their instructional planning to promote the four language modalities, and to contextualize strategies to make instructional input more comprehensible.

When students are at the beginning or early intermediate level's of language acquisition, as per their LAB-R, NYSITELL, or NYSESLAT scores, students' native language is used to help them access content. This is done through NL peer groups, internet bilingual websites, bilingual dictionaries, assistance of a bilingual educational assistant or teacher, or texts in their NL. ELL's are usually paired with more fluent ELL's and work collaborately to help them access content and to attain the content academic vocabulary. All students are held to high expectations, and are expected to demonstrate gains in all the NYSESLAT modalities.

4. c (1) From the results of these periodic assessments , our school is learning that ELL's are continuously acquiring language, and that fortunately, language growth is dynamic and the acquisition of academic language never ends. By looking at the data of these periodic assessments, we are able to measure their growth periodically, and see where these students are making progress, and where they need additional help. As a team, the ESL teacher and classroom teachers meet at the monthly grade conferences and discuss ways, tools, materials, and strategies, in which we can assist these students in their weakest areas. These data also tells us, that some ELL's such as (SIFE) are in dire need of additional educational support, resources, and exposure to educational institutions such as museums, technology, listening centers, peer tutoring, specific phonics instruction, extended day instruction, participation in all afterschool programs and Saturday academies to continue to develop academic language, improve their reading and writing skills development, Math skills, which are all key to their academic success.

4.c (2) The use of native language is used by students through the use of bilingual dictionaries, the use of Merriam Webster's ESL/bilingual online dictionary, NL peer tutoring, bilingual one to one educational assistants, bilingual teacher translation, our bilingual libraries, cd's, and music.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

ESL students who are identified as experiencing difficulty in their mainstream classrooms, who are struggling with English, and subsequently not able to perform as well as their other ELL counterparts, receive additional support from their classroom teachers as well as their ESL teacher. All RTI instructions is aligned to the common core. Instruction in the classroom following the RTI model is Tier 1 instruction which is aligned with the common core learning standards is adjusted and modified to expand their competencies and prior knowledge. Teachers explicitly plan and target their language development early by incorporating these teaching strategies in their lessons throughout the day.

Through our experience with working with ELL's, we have become aware of the fact that students come with varying degrees of formal educational experiences, and or educational gaps from their native countries. Due to this, teachers incorporate high quality educational strategies to move students through RTI tiers I, II and III instructional levels. Tier I instruction happens in the classroom level aligned with the common core standards, with differentiated instruction where teachers implement Tier II and III at the classroom level. Tier II RTI for ELLs is in the form of small group targeted instruction with a supplemental program that meets the students' academic needs like Skills Tutor, Award Reading, Raz Kids or and starfall. Tier III instruction for more individualized targeted instruction is provided by a licensed pedagogue who is trained in reading and writing strategies. This helps us to provide ELL students with additional core academic, linguistic, reading comprehension, as well as phonics, visual, oral and aural support in the content areas to aid in the acquisition of English language, as well as the knowledge of core academic content. In order to do this, teachers extend and strengthen ELL's oral and speaking language instruction in classrooms by developing and enhancing their academic vocabulary through daily oral practice activities, such as; think, write, pair, share, online audio/visual activities, content area books with tapes, cd's, repetition through chants and songs, re-reading, teacher made flash card games, developing their cognate awareness, the use of graphic organizers and Thinking Maps to facilitate and condense crucial content material and language.

Moreover, teachers activating schema, scaffold, use multicultural books ,and Native Language support from peers in the classroom. They use questioning techniques that motivates oral expression and practice, in addition to role playing. Fluency development is enhanced by choral reading, individual reading aloud, and or peer reading aloud, and debates, among others. Comprehension of oral

reading is acquired through teacher questioning which promotes understanding and prompts critical thinking and analysis through discussions and debates with peers, among others.

To help ELL's acquire the academic writing skills they need in the content areas, teachers give them daily writing practice which respond to open ended questions posed during class discussions. Teachers use scaffolding strategies such as using the KWL charts, they have students do extensive research in order to write, . In addition, they use the language experience approach such as anchor charts based on student's response to reading, summaries, retelling, classroom discussions, dialogue journals where the teacher models correct writing conventions, correct use of grammar and spelling. Moreover, words and grammar are taught through reading and writing activities and not in isolation.

6. How do you make sure that a child's second language development is considered in instructional decisions?
ELLs second language development is considered during teachers' lesson planning, and instructional decisions are based on their NYSESLAT and or LAB-R scores. To ensure that students' second language development is addressed during lesson planning, and that appropriate differentiated instruction is implemented, ESL teachers provide mainstream teachers with students NYSESLAT scores and ELLs' educational needs. Additionally, teachers are provided with information on how to best address the needs of these students by recommending internet websites, audio books, the need of explicit phonic instructions, and peer support among others.
question here:
7. 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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
By analyzing the data in progress reports such as NYSESLAT, Periodic Assessments, ELA, Math, and students' work in the classroom, we have observed that students in the 6th and 4th grade didn't reach their AYP. In the 6th grade 12 out of 16 students didn't reach their AYP, regardless of their NL. Out of those 12 students 7 are long term ELLs, and 6 have had 4-5 years of service. In the 4th grade we had similar results with 7 students out of 14 not reaching their AYP. This poses specific instructional issues and challenges with regard to the AYP. This data helps us to strategically target these students for extra support during the 37 ½ minute extended day, and the Title III After-school Programs. We identify some of the differing characteristics by classifying ELLs in three groups: newly arrived with adequate schooling, newly arrived with limited formal schooling, and long-term English learners. The data from these assessments indicates that we need to provide these ELLs with more intensive and challenging instruction, collaboration, and validation of students' home and life experiences, set rigorous goals that support students to meet grade-level standards, evaluate growth frequently, and increase intensity of instruction when growth is less than expected. In addition, teachers need to have higher expectations and motivate students to reach the desired goals by conferencing one on one with students weekly, and setting individual goals. Moreover, we need to comply with the The No Child Left Behind Act of 2001 (NCLB) requires that all children, including English language learners (ELLs), reach high standards by 2014. More importantly communication between home and school is ongoing throughout the school year. Teachers meet with parents during: Saturday teacher/parent workshops, afterschool, during teacher preps, or speak over the phone to inform parents on their child's success and needs as well as ways they can help their child at home.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1. New ELLs are identified during the registration process. Parents/guardians are interviewed by either of the two Certified ESL teachers in our school, or other trained pedagogue who speaks the same language as the parent or guardian. Parents can also bring an adult family or friend translator, or we use translator services.

- As part of the registration process a certified ESL teacher gives parents the HLIS form in their native language. Interviewing the parent and child, looking at the HLIS form, and doing an informal assessment indicate what language the child speaks, understands, reads, and writes. This tells us if the student needs to have the LAB-R/Spanish LAB administered, or if the student is SIFE.

- Students who are identified as possible ELL's take the LAB-R and Spanish LAB, if their language is Spanish and they've scored at or below the LAB-R/NYSITELL scores, within the first 10 days of registering in our school. The LAB-R or Spanish LAB is administered by an ESL Certified teacher. Letters, in the parent's native language, are sent home informing parents of this assessment. Initially, the LAB-R is hand scored in the school to determine if the students qualify for ESL services.

The leadership committee and ESL teacher meet with teachers at the beginning of the year, and subsequently after results of each assessment is available, to inform teachers of students' test results.

First, the Oral Interview Questionnaire is use to identify if the student had lapses in school instruction of more than two years. The other instrument is the Academic Language and Literacy Diagnostic (ALLD). ALLD is only administered to students whose home language is English or Spanish. If a student is found with two year interruption in their formal education, the student is further evaluated. Their native language literacy skills are evaluate with a brief writing sample and reading compreh

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We also administer the the Fauntas and Pinnel to all incoming students to measure their English language proficiency; Native Language reading comprehension texts, and Math problems in their NL are used to measure a student's Native Language levels, and to identify SIFE students; we keep running records of all test results; and the NYC Periodic Assessment for ELLs. Teachers use these test results to plan for small group, guided reading instruction, including targeted interventions and supplemental support. Teachers select materials that match ELLs' instructional levels and provide appropriate instruction. In addition, ELLs are administered all content area tests including Science, Social Studies, and NYS Math assessment. The NYS ELA test is administered 12 months after enrollement. The New York State English as a Second Language Assessment Test (NYSESLAT) is administered and scores for each ELL are analyzed to determine proficiency in the four literacy skills areas of listening, speaking, reading, and writing. All the data obtained from these assessments is used to plan interventions for our ELLs.

NYS ELA and MATH

The 2013 NYS ELA assessment was administered to 20 English language learners in grades 6-8. The assessment performance data

indicates that 18 of ELLs in grades 6-8 did not meet the standards. Out of those 18 students 4 have IEP's, 6 have been in the NYC school system 3 years or less, and 4 are Long Term ELL's.

The 2013 NYS MATH assessment was administered to 21 English language learners in grades 6-8. The assessment performance data indicates that 3 of ELLs in grades 6-8th met the math standards in math, and 18 ELLs did not meet the standards in math.

8 ELLs were administered the 2013 NYS Science assessment in grades 6-8th. 5 of those scored a level 2, and 3 student scored a level 3.

In the fourth grade 11 students took the ELA. Out of those 8 had a level 1; six were newcomers, and two have been here 4-6 years, one is a Long Term ELL. Seven students took the Math test. 7 had a level 1, and 5 had a level two.

In the fifth grade 8 students took the ELA, 6 scored a level one, out of those, two are newcomers, 6 have been in the NYC school system from 4-6 years (one has an IEP), and one is a Long term ELL (has an IEP).

The results of these test indicate that our ELL's need more academic support in the Math and Reading. These students are provided with additional support in their mainstream classrooms, in the after-school programs and Math Saturday Academy. Initially, new ELLs are identified during the registration process.

- Parents/guardians are interviewed by an ESL teacher, or other pedagogue who speaks the same language as the parent or guardian.
- As part of the registration process parents are given the HLIS form in their native language. Interviewing the parent and child, looking at the HLIS form, and doing an informal assessment indicate what language the child speaks, understands, reads, and writes. This tells us if the student needs to have the LAB-R/Spanish LAB administered. In addition, students who have Spanish as a Native Language are tested with Spanish LAB to measure the level of their native language.
- Students who are identified as possible ELL's take the LAB-R and Spanish LAB, if their language is Spanish, within the first 10 days of registering in our school. Letters, in the parent's native language, are sent home informing parents of this assessment. Initially, the LAB-R is hand scored in the school and if the students qualify for ESL services.
- Parents are informed of the results of their child's LAB-R and Spanish LAB, and invited to a Parent Orientation meeting at our school. These meetings are held at different times during the day, to accommodate working parent's schedules. We try to incorporate pedagogues who speak the parent's native language at these parent orientation meetings. After parents view the video, and choose their preferred program for their child, students are placed in the parental choice indicated in the form they filled out. If the parent's choice is not available at our school because of an insufficient amount of students at two contiguous grade levels to form a bi-lingual program, parents are informed of nearby schools that offer these programs.

2. To ensure that parents understand all three program choices for their children, we:

- Invite parents to a Parent Orientation Meeting within 10 days of registration. We send parent's invitation to these meetings in French, Haitian Creole, Spanish and Arabic. Also, at the end of the day when children are picked up the ESL and classroom teachers remind parents of the upcoming meeting. Moreover, pedagogues speaking the home native language call the homes the night before the meetings to remind them. These meetings are held ongoing throughout the year as parents register, and we complete the student intake and parent orientation within the first 10 days from the date of registration.
- A meeting is held in the morning, and another one in the evening, to accommodate working parents. We also hold Parent Orientation Meetings during Parent Teacher's Conference, and any other time throughout the year, on our preps, when newcomers are registered.
- These Parent Orientation Meetings are held in some of the predominant home languages. We have pedagogues who speak French, Spanish, Haitian Creole, and Arabic. In addition, when appropriate parent's fill out the paperwork in their Native Language.

3. There are cases where parents do not come to these Parent Orientation Meetings. When this occurs, we:

- Pedagogues who speak the home's native language call the home and explain the program to them and an option letter is sent home. Our priority is always to invite the parent back 2 or 3 times to personally provide them information on the programs and hold a parent orientation. If the parent still does not select a program, the child is placed in a Transitional Bilingual Education Program at our school if available, or in a mainstream class with ESL services. The parent is informed of the possibility of

opening a bilingual program if we have 15 students with the same language across contiguous grades.

4. At the Parent Orientation Meetings we inform parents of the choices they have for their child's education. After watching the Orientation Video for Parents of ELLs, in their Native Language, parents are informed of the various educational options available to their children at our school. To make sure that all parents understand their options for their child's education, translation is provided by pedagogues who speak Spanish, Haitian Creole, French, and Arabic to. If a parent doesn't attend the orientation meeting, respond to our calls, or return the letter within two weeks after the letter is sent home, the child is then placed in a bilingual program, if available. If at that time, a selected program is not possible at our school, due to lack of sufficient students in two consecutive grades (15), then we find another school nearby which offers the parent's preferred choice. Also, the parent is informed of the possibility of beginning a dual language program or a transitional bilingual program if we have 15 students speaking the same language in two contiguous grades, if the parents have selected this option.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice in our school, for the past several years has been for Free-Standing ESL. Although parents are informed of the positive outcomes of a Bi-lingual education, most of them reject it and ask for English only for their children's education. Approximately 10 out of 100 selections are for bi-lingual education, the rest are for Free Standing ESL.

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6. The program models offered at our school are aligned with parental requests. Most parents choose Free-Standing ESL. However, parents are informed of the possibility of opening a bi-lingual program if we get 15 requests for bi-lingual in two consecutive grades. The steps underway to begin a bi-lingual program, if it is chosen by parents, would be to hire a bi-lingual licensed teacher, and equip and prepare a classroom with the necessary materials, books, audio, technology, and manipulative for the success of these students.

here:

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.

School teams meet regularly to examine data (ARIS, NYSESLAT). These teams are composed of the leadership committee, testing coordinator, assistant principals, and ESL pedagogues. Our instructional staff and the leadership committee ensures that students receive the mandated number of instructional minutes in ESL as per Commissioner's Regulations 154 by:

Grouping students in the same NYSESLAT or LAB-R level and contiguous grades together. In order to service all students to their utmost learning advantage we group students by levels in the following way, we include two instructional components (90 minute blocks) of language arts instruction five times a week; ELA and ESL. ELA is provided by the content area teachers for two block periods a day. ESL services is provided by the ESL licensed teacher as mandated by the NYS Department of Education. ELL's at the beginning and intermediate levels of language acquisition receive 360 minutes of ESL per week in four 90 minute blocks. Advanced students receive 180 minutes a week of ESL in two 90 minute blocks.

To ensure that parents understand all three program choices for their children, we ask parents to bring their own translator, or we use translation services. We follow the procedures below to ensure that parents understand all three program choices for their child:

- The student is tested with the LAB-R/NYSITEL within the first 10 days of being admitted in our school. If the student qualifies for services, we send parent's an invitation to the Parent Orientation meetings. Letters are sent home in the parents' language choice, as indicated in the HLIS and/or Blue Card they filled out during registration. In addition to letters being sent home, the ESL pedagogue, and Parent Coordinator, call the home to remind them of the Orientation Meeting. ESL teachers also meet parents outside during dismissal to remind them of the importance of attending this orientation.

If a parent doesn't attend the workshop, calls are made home explaining their options, and brochures are sent home in the parent's NL so that parents can make an informed selection. They are also informed that they can view the Video on line at the DOE.

Parent Orientation Meetings are held by certified ESL pedagogues, and trained pedagogues that speak the parent's predominant languages.

If a parent has chosen a program not available at our school, we make note of it. We comply with the NYS Commissioner's Regulations Part 154, and ASPIRA. If there are 15 or more students with the same NL in one grade or two contiguous grades, a bilingual class is formed. When enough parents choose a TBE/DL program for students of the same NL we notify the parents by sending letters home in the parents' native language, call the home, inform the students' mainstream teacher, and the certified ESL pedagogues meet parents outside during dismissal to inform them of this new program available for their child.

- These Parent Orientation Meetings are held in some of the predominant home languages. We have pedagogues who speak French, Spanish, Haitian Creole, and Arabic. In addition, the paperwork parent's fill out is in their Native Language.

3. There are cases where parents do not come to these Parent Orientation Meetings. When this occurs, we:

- Pedagogues who speak the home's native language call the home, at least 2 to 3 times and explain the program to them. Then an Option letter is sent home. If the parent still does not select a program, a Transitional Bilingual Education Program .

4. At the Parent Orientation Meetings we inform parents of the choices they have for their child's education. After watching the Orientation Video for Parents of ELLs, in their Native Language, parents are informed of the various educational options available to their children at our school. To make sure that all parents understand their options for their child's education, translation is provided by pedagogues who speak Spanish, Haitian Creole, French, and Arabic to. If a parent doesn't attend the orientation meeting, respond to our calls, or return the letter within two weeks after the letter is sent home, the child is then placed in a bilingual program, if available. If at that time, a selected program is not possible at our school, due to lack of sufficient students in two consecutive grades (15), then we find another school nearby which offers the parent's preferred choice. Also, the parent is informed of the possibility of beginning a dual language program or a transitional bilingual program if we have 15 students speaking the same language in two contiguous grades, if the parents have selected this option.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice in our school, for the past several years has been for Free-Standing ESL. Although parents are informed of the positive outcomes of a Bi-lingual education, most of them reject it and ask for English only for their children's education. Approximately 10 out of 100 selections are for bi-lingual education.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

At the beginning of the school year, or whenever we assess a student with a LAB-R during the year, we send home entitlement letters. These are sent home with the student. We keep a log of letters sent home to verify which were sent and which were returned. If letters are not returned in a timely manner, we call the parents/guardians to inform them of the importance of signing and returning these forms. Logs are kept of letters sent out and those that come in. If parents do not return these in a timely manner, we ensure that these forms are brought back to the school by calling the home, or waiting for parents at the child pick-up area after school, and explain the importance of returning these forms as soon as possible. Signed forms are filed by grade, and kept in a file cabinet secured by a lock.

If a form is not returned within the first ten days of a student entering the school, the child is placed in a Transitional Bilingual Educational program, if one is available, or the child is placed in a regular mainstream class, and receives ESL services.

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.

After the parent and student go through the initial interview process with the certified ESL pedagogue or other trained pedagogue speaking the parent's language, and a student is identified as a possible ELL, the student is tested with the LAB-R/NYSITEL, and a certified ESL pedagogue hand scores the test. The students' parents/guardians are notified in writing (in their native language) of their test results.

Parents are invited to an orientation meeting in writing, in their native language. The Parent Choice Orientation Meetings' goal is to inform parents of the educational program choices available for their child. At this meeting parents watch an informational video translated in several of the most dominant languages in NYS. Prior to the meetings parents are also informed that they can bring an interpreter. After viewing the video, and answering questions parents may have, parents are given a program choice for their children. Subsequently, the student is placed in the program choice the parent selected (if available in the school) within the first 10 days of being admitted in the school. If a choice is not made by the parent, the student is placed in a mainstream classroom and receives the mandated ESL instructional services depending on his/her LAB-R/NYSITEL level achieved. If the parent chooses a bilingual program, the ESL teacher and the Pupil Accounting Secretary inform the parent of the schools who offer their selection, and the child is then transferred to that school. If the parent still wants the child to remain at P.S. 181, then the child is placed in a mainstream class and receives the mandated minutes per his LAB-R/NYSITEL Score.

After parents make a program selection for their child, the ESL pedagogue, goes on ATS and uploads the ELPC screen to update the parent selection information. This is done every month within 20 days of newcomers enrollment.

- As soon as a newcomer's LAB-R/NYSITEL Assessment is scored, and if the student is entitled to receive ESL services, an Entitlement letter (available in 14 languages) is sent home in the parents' NL informing parents of their child's entitlement to receive ESL services, and of the three educational programs available for their child. They are also given a time and date to attend a Parent Orientation Session where they can make an informed decision as to their program choice.
- When a parent makes a choice in the parent selection form, a Placement letter is sent home, in the parent's NL, informing the parent of the student placement.
- Each Spring ELL's take the NYSESLAT. In September when the NYSESLAT scores are available, Continued Entitlement letters are sent home, in the parent's NL, informing parents of their child's continued entitlement to ESL services.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

NYSESLAT administration explicitly follows the NYS/periodic assessment protocol and MOSL procedures established for all student yearly assessments. Dates and schedules for test administration are strictly followed for each of the 4 bands of the NYSESLAT test.

NYSESLAT testing materials are secured, in accordance with DOE Assessment mandates. Materials are counted and accurate logs are kept for accountability purposes. Preslugged answer documents are divided by test modality and level. Logs are kept of preslugged answer documents to ensure that all students have been accounted for. Blank answer documents are filled in for those ELL's who do not have preslugged answer documents.

In order to ensure all ELL's are tested with the NYSESLAT within the timeline for NYSESLAT implementation, the testing coordinator and ESL pedagogues plan on a testing schedule for each band of the NYSESLAT assessment; speaking, listening, reading and writing. Testing regulations for the NYSESLAT are strictly adhered. In order to ensure that all ESLs are assessed, accurate and up to date records/logs are kept of students who are eligible to take the NYSESLAT, and of new students entering the school throughout the year.

Pedagogues administering the NYSESLAT attend assessment training each year, and/or ESL pedagogues who have attended the training turn-key before testing begins. Cross reference sheets ensure that all students that qualify for the NYSESLAT are tested. State Testing procedures are explicitly followed as per

Speaking: The speaking part of the test is administered and scored by a non-ESL Proctor/pedagogue within the timeline for implementation specified in the DOE Assessment guidelines for that specific year.

Students who are absent within the timeline for any part of the NYSESLAT assessment are tested during the timeline for testing

absentees.

6. 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.) 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. 

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice in our school has been for Free-Standing ESL. Although parents are informed of the positive outcomes of a Bi-lingual education, most of them reject it and ask for English only for their children's education. Approximately 6% parent selections are for bi-lingual education, the rest are for Free Standing ESL.

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6. The program models offered at our school are aligned with parental requests. Most parents choose Free-Standing ESL. However, parents are informed of the possibility of opening a bi-lingual program if we get 15 requests for bi-lingual in two consecutive grades. The steps underway to begin a bi-lingual program, if it is chosen by parents, would be to hire a bi-lingual licensed teacher, and equip and prepare a classroom with the necessary materials, books, audio, technology, and manipulative for the success of these students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a) Students who are identified as ELLs, and tested with the LAB-R or NYSESLAT, are placed in their parent's program of choice. We build alignment between parent choice and the programs available at our school, while at the same time complying with City/Sate Laws and NCLB. We provide the freestanding and ESL Pull-Out models. Due to the fact that most parents chooseto have their children in monolingual classes with ESL services, we have an insufficient amount of students (15 - 20) in one language, to form a bilingual class in our school. As a result, we place them in mainstream self-contained classes. These students receive services from certified ESL pedagogues in the free standing-ESL pull out program. School-wide shared expectations and beliefs about student learning Supportive school environments Emphasize a culture of high expectation for ELLs, teachers, and parents
 - n Cultivate a culture of respect for diversity and an appreciation of all home languages
 - b) Our pull out organizational model is free-standing ESL. Stuentns are grouped heterougenous and ungraded. Have school teams that meet regularly to examine data (ARIS, NYSESLAT, lesson video tapes, students' self assessments, diagnostics)
 - n Use data for individual student profiles and to monitor curriculum alignment
 - n Regularly group and regroup ELLs and English-proficient students to maximize instruction and learning opportunities
 Students are picked up by the ESL teachers from their different classrooms. We have a large amount of ELL's at varying grades and levels of language acquisition stages. Consequently, in order to service them all with the mandated time, ESL teachers pull them out, grouping beginners with intermediate, and intermediate with advanced, and graded and ungraded groups. Therefore groups are heterogeneous. Mostly, it is most time rewarding to service students in blocks. When combining intermediate and advanced groups, the intermediate leveled students receive ESL services for 360 minutes a week. After the teacher presents a content area topic, students work collaboretelly to complete assigned class work (discovery learning). Hands on activities such as such as making minibooks, comparing and contrasting, filling in and creating their own graphic organizers, or thinking maps, taking turns reading aloud for fluency development, academic language, and to develop speaking and listening skills. Ultimately, they work independently to find main ideas or answer inference, questions, and provide details from the text to support their answer. Moreover, students work together in small groups of two or three to complete research projects on fiction and nonfiction content areas subjects. These involve using different leveled books on the same topic, surfing the internet, going to assigned websites, such as pbs kids or national geographic, and scholastic among others. Several times during the school year students are taken to the National Museum of Art and the Museum of National History to enhance knowledge and academic language on topics covered. Students present their work to the class, to further enhance their listening and speaking skills.
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)?

Have school teams that meet regularly to examine data (ARIS, NYSESLAT, lesson video tapes, students' self assessments, diagnostics) Use data for individual student profiles and to monitor curriculum alignment regularly group and regroup ELLs and English-proficient students to maximize instruction and learning opportunities.

Our instructional staff ensures that students receive the mandated number of instructional minutes in ESL by grouping students in the same NYSESLAT or LAB-R level or contiguous levels together. In order to service all students to their advantage we group students by levels in the following way:

 - Beginners are grouped together.
 - High beginners and low intermediates
 - Intermediate and low advanced
 - Advanced

These heterogeneous ESL groups vary in size from 18 to 23 students in each group. They are grouped in a range of 2-3 consecutive grades and are serviced accordingly, for:

- 360 minutes - two period blocks four times a week, if they scored at a Beginners or Intermediate level.
- 180 minutes in two period blocks twice weekly, if they scored Advanced plus English Language Arts 4 periods a week.

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 foster language development and meet the demands of the Common Core Learning Standards.

In each ESL program model, classes are aligned with the state and city Common Core Standards. ESL students are taught in English through the core academic content areas. ESL teachers and mainstream teachers meet once a week during their common preps to prepare lessons in the content areas, and facilitate the learning of academic language and content through activating schema, scaffolding, differentiated instruction, interactive computer work, visuals, use of varied leveled texts, and a plethora of audio, (eg. chants, songs, books with tapes/cd, interactive computer programs, read alouds, peer read aloud, accountable talk, think-pair-share,) games, realia, the use of over head projectors, manipulatives, group work, group research and presentations, role play, modeling, think aloud, and hands-on activities.

Students are pulled out from their mainstream classrooms and serviced in two period blocks. They are grouped by language levels and preferably in one or two consecutive grades. ESL students are taught through content following the mainstream classroom curriculum, by grade. To lesson culture shock, and assist in comprehension, students are paired students speaking the same Native language. Glossaries, bi-lingual dictionaries, and a varied amount of leveled texts in Haitian Creole and Spanish (our predominant students' Native languages) are available for use and to borrow in our classroom library.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We ensure that ELLs are appropriately evaluated in their native languages during the registration process by having one of our school's pedagogues who speak the child's native language take part of the interview. During this interview the interviewer reviews the student's prior school records from his native country, asks the parents or guardian the child's educational history. The child is then assessed informally in math and reading in his/her native language to determine if the child is a SIFE student.

If the child is Spanish speaking the Spanish LAB test is administered to ensure that they are appropriately evaluated in their native language, and get an idea of their educational level. Students who are at a beginners or low intermediate level in their LAB-R or NYSESLAT use bilingual dictionaries, bilingual books, and internet programs in their native language to acquire content, and lessen culture shock while they become acculturated. This temporary support during the BICS stage (Basic Interpersonal Communication Skills), is necessary to make their transition less difficult and stressful, until they acquire more English language dominance/proficiency to work independently. At this beginning stage of language acquisition, the two ESL teachers, one who is bilingual Spanish, and the other French/Haitian Creole, and an Arabic speaking Physical Therapist at our school, assist in evaluating student's work in their Native Language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In addition to the yearly NYSESLAT evaluation, which measures their yearly growth in the four modalities of listening, speaking, reading and writing, assessment in the classroom is on-going. During instructional time students are evaluated through informal teacher made tests. Assessment of content and academic language comprehension and attainment is a daily routine, and an important part of our every day lessons. These ongoing assessments are important in monitoring student progress.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. a) Students with interrupted formal education (SIFE) are given additional support in reading, Science, Social Studies, and Math. Our targeted intervention programs for ELLs in ELA, Math, Science, and Math as follows: they participate in our 27 ½ minutes of

extended day, our Title III after-school programs, and our Saturday Math Academy. In the extended day program teachers meet with a small group of students who need additional help in understanding class work in the subject areas. Teachers go over, and scaffold lessons taught in class to ensure that students comprehend the lessons taught in class that day. The Title III after-school offers 3 classes: one beginner/newcomer class for grades 3 through 8th grades, one intermediate-advanced class from 4th through 5th, and one intermediate-advanced class from 6th to 8th grades. This program focuses on developing listening, speaking and reading skills through the use of content area materials and use different leveled texts, technology, audio and visuals, graphic organizer, hands on activities, and chants among others. The Math Academy is given by a bilingual Haitian-Creole teacher and offers the student the opportunity to work in leveled groups with manipulatives, interactive math CD-ROMS, math table games, graphs, and direct teacher instruction. In all cases, teachers scaffold their lessons, use manipulatives, visuals, technology, leveled texts, offer extra practice materials, and group student with a bi-lingual NL peer. Our goal is to have these SIFE students bridge the gap, and with our additional support and help, reach grade level performance. SIFE students are encouraged to attend extended day, After-school programs, and Saturday Academies to help them gain the additional knowledge they need in the core subject areas. All additional supporting is taught in English with the assistance of bi-lingual peers, bi-lingual educational assistants, or bilingual pedagogues, when available.

6. b) Newcomers are pulled out for 360 minutes and are surrounded by an abundant amount of audio, aural, and visual support as well as content area instruction using scaffolding and differentiated instruction methodologies. Also newcomers are offered and encouraged to attend the entire additional program available to the regular student body. They are invited to attend our after-school program 5 days a week from 3:00-6:00 where homework help, sports, and participation in dance, games with peers will facilitate the acculturation process. In addition they attend our Title III After-school program where they get additional help in phonics development, listening, speaking, reading, and writing, in the content areas. Mainstream classroom teachers work collaborately with the ESL teachers to facilitate the assimilation of classroom content material, concentrating on academic language and rigor, utilizing visuals, computer interactive websites and programs, peer grouping, and peer collaboration, to aid in the learning process, acculturation, and language development.

Additionally, Newcomers participate in all reading, math, social studies, and science test-practices given by classroom teachers and or Kaplan, in preparation for state and city assessments. High expectations and academic rigor are held for all students, including ELL's . Participation in class assignments, homework, projects and presentations are equally expected from ELLs as well as from the rest of the classroom. The ESL teacher is actively involved in providing additional materials, computer inter active activities, and in scaffolding content to meet the academic demands of the classroom. Moreover, classroom teachers encourage and request communication with parents, either by phone or in person, of ELLs so that the home becomes involved in the academic rigor, demands of the school, and the academic and language progress and needs of the student. Translators/interpreters are used to facilitate parent/teacher communication.

6. c) ELLs who have been in a U.S. school from four to six years are encouraged to attend any extra academic support programs offered in the school, such as the 27 ½ minutes extended day program, the After-School program offered daily from 3:00PM to 6:00PM, our Title III after-school content area reading program, and our Title III Saturday Academy. They receive additional academic support, at varying degrees of difficulty, from the ESL teacher to help them bridge the language and content gap and achieve academically as well as their classroom peers. Also, the mainstream classroom teacher works collaborately with the ESL teacher to prepare same content lessons when the ELL student is pulled out for ESL. Additional scaffolding and support is given for the continued development of reading comprehension and writing activities.

6. d) Long term ELLs are serviced by the ESL teacher according to their NYSESLAT, Stat test result levels. ESL teachers use the same textbooks as mainstream classroom teachers to teach content area and academic vocabulary, in addition to supplementary materials in the same context. ESL instruction focuses on the building of reading comprehension and developing writing skills within the content area. Differentiated instruction and scaffolding methodologies are always incorporated, as well as hands on activities and the use of technology and group work to give the necessary additional support the Long Term ELL needs to complete assignments and become more proficient in the content areas, and linguistically. These ELLs are taught in small groups through activities such as identifying and highlighting the main idea, inference, defining vocabulary through context, re-reading, reading aloud for fluency development, using decoding strategies such as phonics, blending, syllabification (if needed), and teaching them techniques to strengthen their higher order thinking skills according to Blooms Taxonomy. They read and research current events on-line and in newspapers. They work in groups and are taught to use thinking maps to break down and summarize facts and details in current events and in the content area subjects. In addition to teaching them step-by step essay writing using graphic organizers, outlines, thesis statement development, body paragraphs and conclusions. Classroom teachers and ESL teachers work together diligently to move the Long-Term ELLs to reach full proficiency by

providing the extra support needed by the student in class and out of class, in the after-school programs, Kaplan instruction test prep is provided in school, and Saturday Academies, as well as continuous communication with the home to create a nurturing environment in both settings

6 d) Former ELLs will receive transitional services for upto 2 years in the form of extended time for exams and the use of glossaries and word to work dictionaries when appropriate.

7. 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?

Our teachers, as well as our alternate placement paraprofessionals use strategies and methods that help this specific population of students, ELL-SWD's, develop the necessary skills to be successful in their classrooms and to grow linguistically and academically. They use a varied amount of strategies to help these students with the challenging task of learning a new language while at the same time overcoming the learning difficulties they may have in their own languages too. Some strategies used are: teaching across language, use of graphic organizers to facilitate content, condensing content material into thinking maps, summarizing information, repeating information, slower articulation, hands-on activities, provide native language support, explicit phonics instruction, teaching cognates and the relationship between both languages, preparing academic vocabulary activities, games, flashcards, internet use (extended learning through technology), visuals, peer support, chanting, drawing, writing, among others help these students to be able to re-word text in simple sentences, read tests orally, the use of listening centers with a plethora of CD's and books on tape, music, and chanting, among others.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

P. S. 181 offers equity and access to equal education for different ELL populations, we create a rigorous learning environment that focuses on academic achievement, language development, and cross-cultural support. ELL-SWDs are grouped together with mainstream ELL's in compliance with the least restrictive environment. Groupings vary depending on their NYSESLAT/LAB-R scores. All students are exposed to the same learning environment, strategies, and methodologies. Materials and activities are differentiated by student's needs in accordance to their test scores and their IEP recommendations. Learning centers provide SWD's access to materials and resources to meet their learning styles, as stated in their IEP.

Courses Taught in Languages Other than English

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

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

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

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

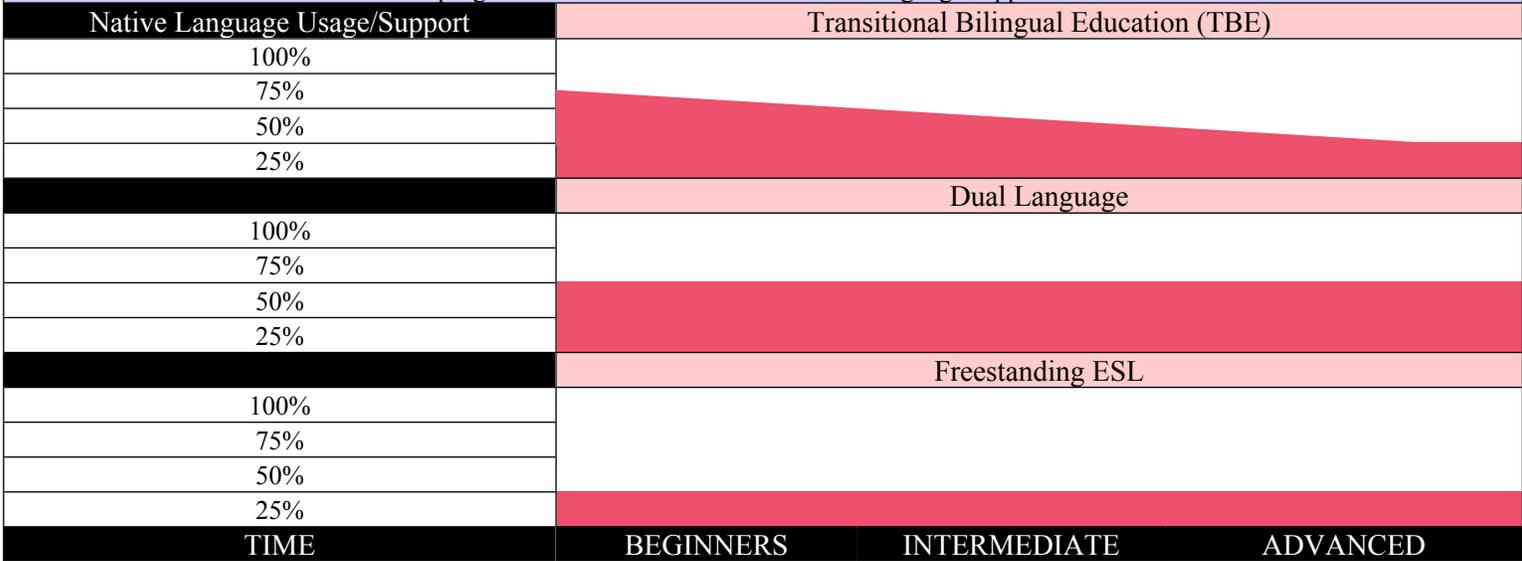
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

8. Our targeted intervention programs for ELA, Math, Science, and Social Studies taught in our ESL class are s follows:

Newcomers and Long Term ELL's who need additional help in these subjects participate in our 27 ½ minutes of extended day, our Title III after-school programs, and our Saturday Math Academy. In addition, the Seventh grade and 6th grade Math teachers provide tutoring to these students for 40 minutes in the mornings before classes begin. In the extended day program teachers meet with a small group of students who have been held over, and ELLs needing additional help in their content areas. During these extended day sessions and the Title III Afterschool programs, teachers re-teach, review, and scaffold these to ensure that students comprehend the lessons taught in class that day.

The Title III after-school program offers 3 classes: one beginner/newcomer class ungraded, one intermediate-advanced class from 4th through 5th, and one intermediate-advanced class from 4th through 5th, and another intermediate-advanced class from 6th to 8th grades. These classes are taught in English, and the program focuses on developing academic language through the content area. These are taught through the development of listening, speaking, and reading skills. Students use a varied selection of different leveled texts in the same content area theme. They also use interactive DVD computer programs, and research the internet to complete projects. Students also work in the listening centers listening to stories on CD's, music books, phonic games, and memory games to develop their listening and speaking skills. All our classes involve the use of manipulatives, realia or visuals, graphic organizers, and Thinking Maps.

Our Title III Saturday Math Academy is given by a bilingual Haitian-Creole Math teacher, and offers the student the opportunity to work in leveled groups with manipulatives, interactive math CD-ROMS, Math table games, graphs, and direct teacher instruction. In all cases, teachers scaffold their lessons, use manipulatives, visuals, technology, leveled texts, offer extra practice materials, and group students with a bi-lingual NL peer. The Title III After-school program is designed to provide intervention too our ELLs by teaching them content area subjects and academic language necessary for them to succeed in their mainstream classes. Our Saturday Math academy is ungraded and unleveled. There are five subgroups 2-4 grade, 5-6 grade, and 7-8th grade. The teacher is multi-lingual in English, French and Haitian Creole. Also during the months of January and February we have a team of professionals from Kaplan who teach Math and Language Arts test preparation skills to students. We have a math specialist who goes into the classroom and teaches math several periods a week, as well as an ELA specialist who also goes into the classroom to teach Language Arts. We also have Beacon Program which provides all students, including ELLs with homework help, and recreational activities, such as sports, drama, and dancing. These meet in small groups of 15-18 students by grade.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our program's effectiveness is measured by the language and academic progress of our ELL's. It is also evident when students actively participate in their mainstream classroom, when academic language and content growth is visible through class participation, content area knowledge, and successful informal and formal assessment results. However, we are always researching ways to improve our teaching practices to meet our ELLs needs, specifically our Long Term ELLs. We are working on modifying our current ESL program by doing more co-teaching, using rubrics so student can measure and become aware of our expectations, and of their own progress, and weak areas they need to work on. We expect to have more students reach the YOA this coming year than last year.

Additionally, we have seen positive results and academic growth in our ELL's who participate in the Title III after-school programs, and Saturday Academies. Consequently, we will continue with these programs to ensure that our students continue to grow academically, linguistically, socially, become more independent learners. Last year, we added an additional teacher to our Title III after school program, for a total of 3 teachers, so that more students could participate in this after school program. Again, this year we will offer this additional teacher.

11. What new programs or improvements will be considered for the upcoming school year?

We will consider applying for a SIFE grant to continue to meet and enhance our LongTerm Ell's needs. In addition, staff

development on differentiating instruction for ELLs in their regular mainstream classrooms will be implemented. We will continue with these programs to ensure that our students continue to grow academically, linguistically, socially, become more independent learners. Last year, we added an additional teacher to our Title III after school program, for a total of 3 teachers, so that more students could participate in this after school program. Again, this year we will offer this additional teacher.

12. What programs/services for ELLs will be discontinued and why?

No program or ESL services will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELLs are afforded equal access to all supplemental, and after school programs/services at our school. All our parents, specifically ELLs, receive letters informing, and inviting students to attend and participate in all school programs offered during and after school, and weekends. These letters are sent home in the main languages of English, Haitian Creole, and sent home. The support programs offered at our school are: After-School Title III program, Title I, Beacon After-School Homework Help program, and our Saturday Academies and other weekend programs.

The after school and supplemental services offered to ELLs in our building are: The Beacon Homework Help program which runs weekdays from 3PM to 6PM. This program offers services to students who help with their homework. ELL's are also included in our 27 ½ minute extended day, The Title III After-School, Title III Saturday Math Academy, Saturday Sports programs, including individual girls and boys basketball, boy and girl scouts, dance and art classes. We use all means available to reach parents and to disseminate information to them in their native language in written form, over the phone, through the ESL Orientation Meetings, on Title I Day, During Parent Teacher Conference, During PTA Meetings, and at the end of the school day when parents pick up their children from school.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The instructional materials used in our ESL classrooms are as follows:

Newcomers and Beginning ELL's in the ESL classroom use: books with audio CD's/tapes, mini-books, poems, and songs on cd's, Lakeshore son Bank, Reading Rod's with reading machine, ELL's Listen Chant and Sing set, Phonics Reading Program Scholastic, Award Reading Program, this includes readers and interactive DVD program, multilevel English, Haitian Creole, and Spanish reading library, interactive CD-Rom books from River Deep, Santillana Intensive English, Access Newcomers Building Literacy Through Learning, Starfall, Raz Kidz computer reading program, Skills-tutor Reading and Math programs. In addition students listen and sing to an array of music CD;s and Tapes to develop listening and speaking skills such as Chants by Carolyn Graham, Picture Dictionaries with tapes/CDs interactive computer math programs at different levels, crossword puzzles, memory games and other activities to re-enforce vocabulary. We incorporate kinesthetic activities which involve student movement, such as hands on activities and learning centers, role play, vocabulary games, and matching words with illustrations.

Intermediate and Advanced students in the ESL classroom use: Writing Activity Standards Based books Levels 3b, Skills tutor computer activities by grade level, High Point Hampton-Brown Success in Language, Literature, Content. Saddleback Publishing Writing Levels 1 through 2 which include grammar work, building vocabulary through the use of synonyms, homonyms, antonyms, developing reading strategies, reading fiction and non-fiction in different genres, content based readings and current event articles, language arts, poetry practice, writing activities, paraphrasing, editing (story starters, writing prompts) and methodologies.

Common Core Clinics by Options grades 3-8th. Thomson and Heinle adapted versions of classic readers: 80 days Around the World, Aesop's Fables, Biography of Benjamin Franklin, The Call of the Wild, Frankenstein, Alice in Wonderland, among others. The materials used with each group of students vary according to the NYSESLAT level or LAB-R levels of language proficiency.

Content materials: Visions Language, Literature, Content in levels: Basic, Introductory, and Advanced texts, workbooks with audio CD. Cosmic Geometry interactive CD, Number Heroes by River Deep interactive CD, River Deep interactive science CD, Living Book's interactive animated stories; Stellaluna, and Arthur's Birthday. Reading Options for Achievement (science, social studies, and language arts) Levels A through H. Pearson Learning & Core Knowledge History & Geography sets. Student desk maps and class globes, Shining Star texts and workbooks by Longman, ESL Accelerating English Language Learning by Scott Foresman levels 1-5. These materials are supplementary to classroom textbooks which are also used in the ESL classroom.

United States History and New York History by Holt MacDougal, High Point by Hampton and Brown levels A&B. Math Options Books in levels 1 through 6, Approach and Connect Math strategies with problem solving and assessment levels A-H by Options Publishers. Writer's Thesaurus and Dictionaries in English and Haitian Creole and Spanish, curriculum associates and other publishers, and 3b Standards based reading and activity books. In addition to these materials, we use supplemental resources in the internet, and multitude of books in the content areas, from scholastic, curriculum associates and other publishers. Measuring UP to the New York State Learning Standards Level D, Level D Science. For ELA we use Saddleback High Interest Reading Comprehension in levels 3-5, Opening Doors Reading and Writing Activity Standards Based books level 3b, Skill's tutor computer activities by grade level in reading and math, High Point Hampton and Brown Success in Language, Literature and Content. Saddleback Publishing Levels 1-2 which include grammar, building vocabulary through the use of synonyms, homonyms, developing reading strategies, reading fiction and non-fiction in different genres, content based readings and current event articles, language arts, poetry practice, writing activities, paraphrasing, editing (story starters, writing prompts) and methodologies. Thomson and Heinle adapted versions of classic readers: 80 Days Around the World, Aesop's Fables, Biography of Benjamin Franklin, The Call of the Wild, Frankenstein, Alice in

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered in the following ways: When feasible, students are placed in a regular mainstream classroom by sitting with a student with a peer speaking the same NL, receiving NL instruction (Spanish), receiving NL support from an educational assistant speaking the same language, researching themes on line in child's native language or having them do it independently, using NL texts workbooks, tapes, or CDs in the content areas. Also Spanish and Haitian Creole books and dictionaries are available in the ESL classroom.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Required services support and resources correspond to ELL's ages and grade levels, but more importantly to their language and academic levels also. Our varied libraries and extended learning through technology support, go on, below, and beyond their grade levels, bridging the gap, if any, to make content comprehensible for them. Rubrics that integrate ELA and ESL performance standards for writing are used to in compliance with the students for the common core requirements. Students work jointly on academic projects through multiple collaborative venues. Teachers form professional learning communities to collaborate with each other in several configurations to reflect on, plan, and compare results of implementation. We Integrate, thematic, and project-based learning for heterogeneous groups of ELLs. Integrated academic language development and literacy in content areas is taught through the use of scaffolding and ESL strategies respond to student's age, grade levels and test scores.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELLs attend our summer ESL program offered at our school. In addition, these students are given a list of websites that they can access at home or at the public library to help them develop their listening and speaking skills.

18. What language electives are offered to ELLs?

Spanish as a foreign language is the elective offered to all students including ELLs.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. ESL pedagogues at our school attend professional development workshops and training during the year. These specifically address the needs of our ELLs, and provide support for them as they engage in the Common Core Learning Standards. ESL teachers continuously register for these workshops as they become available throughout the year. One of these series of workshops is:

- Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success. Open to: Educators, K through 5th grade*
Event dates: Cohort II – November 5th, December 18th, January 15, and March 12, 2014

In addition, all our ELL teachers attend ELAND, and NYSESLAT, NYSITELL and Instructional professional developments offered by the Office of ELLs. According to mandates, all new staff general education staff receives 7 1/2 hours of ESL training and special education receive 10 hours in ESL methodologies and strategies from our ESL teachers every year.

Mainstream staff training includes: Providing academic Intervention services to all students who are not meeting standards, including Special Ed. English Language Learners. These workshops/training include: How to create manipulatives, visuals, hands on activities, scaffolding, activating schema, the use of realia, technology (computer data bases, on line tutorials, power point presentations), differentiating instruction for ELL's and Special Ed. as per Jose P.

Our mainstream teachers receive monthly professional development from licensed ESL teachers in our school, and from professional staff at the region. These are offered during common preps and or lunch and learn.

Mainstream staff training provide academic Intervention strategies and services to all ELL's who are not meeting standards, including Special Ed. English Language Learners. These workshops/training include:

- Differentiating instruction for ELL's and Special Ed., as per Jose P.
- Creating manipulatives, visuals, hands on activities, scaffolding, the importance of activating schema, the use of realia,
- The importance of implementing technology (computer data bases, on line tutorials, power point presentations) in student learning.
- Specifically teaching academic language through accountable talk, pair share, games, anchor charts and thinking maps/graphic organizers.
- Awareness of the different stages of language acquisition in ELLs and Special Ed. ELLs, such as the levels of BICS and CALP. The use of TPR at the beginning stages of language acquisition.
- Preparing lessons which meet their Beginning, Intermediate and Advanced language levels, and needs as they acquire academic language
- Providing ELLs with support such as: collaborative groups, peer teaching, project based learning and technology, continued implementation of Literacy strategies such (phonemic awareness taught through content, test preparation strategies),
- looking at data to drive instruction and to prepare lessons (differentiated instruction),
Monitoring student progress in order to provide academic guidance and support to students in need, the use of ESL methodology in content area classes.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. P.S. 181 strongly believes that parent involvement in their child's education brings the school and family closer, consequently improving parent participation in their child's studies and a higher performance in student's work. At the beginning of the year, parents are invited to attend ELL Parent Orientation meetings that inform them on the programs available for their child to improve language acquisition, content vocabulary and concepts, and improve their grades a whole. After viewing The Title III Parental Choice video in the Parent's language, they get the opportunity to select a program of their choice for their child. The Parent coordinator, ESL teachers, and Assistant Principals participate at the ELL Parent Orientation meeting and inform parents of the various programs available for their children at our school and other schools closed to their home. In addition, they become familiar with programs within the school. They view their child's previous year's test scores, and interpret them. They are informed of how they can help their child at home via common core curricular workshops. Oral translators participate at each meeting to translate to parents who do not understand English.

2. CAMBA holds workshops and training to parents of ELL's and the Caribbean. Some of the workshops they hold are on immigration, citizenship, and others depending on parent requests. We also have Learning Leaders train parents who want to be school volunteers.

3. Our parental involvement activities are planned according to parent's needs as evidenced through parent feedback during teacher-parent conversations, during the initial registration interview, ESL parent orientation meetings, parent teacher's day/night, and parent teacher conversations held during the year.

4. According parents' needs and concerns in the past year, we have held the following workshops: Mediation workshops to acclamate parents. Fair Housing Workshops which address parent's rights as tenenats, Nutrition Workshop, Carribbean Women's Health Workshops; Hepatitic C, HIV, Diabetes., Training Parents on ARIS Workshops, Informing Parents on services such as Medicare, Food Stamps, family therapy, GED, ESL classes, ACS-Children's Services how to, discipline, manage builling, gangs, peer pressure. ESL coordinator workshops; acculturation, culture shock, peer pressure, low self esteem, language acquisition stages.

All workshops have staff available for translation in Spanish, Hatian Creole, French and Arabic.

E. Additional Information

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

Part VI: LAP Assurances

School Name: \

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17K181 School Name: P.S. M.S. 181

Cluster: 06 Network: 602

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

Part A: Needs Assessment Findings

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

Initially, the school conducts an oral interview with the parents at registration with either the parent coordinator or the ESL teachers to identify their language preference. In addition to this interview, we use computerized data which inform us of parent or guardian's language preference at school meetings, school notices, bulletins, and other documents sent home.

- HLIS (Home Language Survey)
- The RHLA report
- PTA meetings
- Parent Teacher Conferences
- Phone communications with parent and teacher

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

The above data and oral communications with parents notifies us of parents' written and oral language preferences. In turn, in our ESL Professional Development for teachers, classroom teachers are informed of parents' language preference and which staff members to contact for translation when meeting with, calling, or sending any written information home to parents or guardians. P.S. 181 is fortunate to have in school staff that speak, and write in the school's community the predominant languages other than English, which are Haitian Creole, Spanish,

and Arabic. Moreover, the office staff immediately calls in-school translators to the office when a translation need arises.

Part B: Strategies and Activities

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

Fortunately, our school has pedagogues, counselors, psychologists, and occupational therapists that speak and write the parent's predominant language preference. These staff members are available to do oral translation at Parent Teacher conference, informal parent-teacher meetings, at registration, nurse, dental hygienist, oral disciplinary meetings with parents and dean, assistant principals, and school principal.

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 in our school will be conducted in-house. Again, there is staff in the building who bilingual in the dominant languages of our community. During formal and informal meetings a person in Haitian Creole, French, Spanish and Arabic is present to interpret for bilingual parents.

3. If applicable, indicate any barriers to the school's ability to address identified language translation and interpretation needs, and the steps the school will take (including outside support the school may seek) to overcome barriers.

To the present time we have had no barriers with translation or interpretation. When a person speaking a language for which we have no translators, comes to our office or meetings, they have brought a person with them to do the interpretation for them.

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.

We have in-house staff, teachers, secretaries, occupational therapists, and members of the SBS team, parent volunteers, and educational assistants whom are bilingual in the dominant languages existing in our school. Oral translation in the language majority of Haitian Creole, Spanish and Arabic, is usually readily available when needed.

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

As specified by Chancellor's Regulations A-663 regarding parental notification and requirements for translation and interpretation, if a parent doesn't have an adult friend/companion or adult relative for language and interpretation for formal or informal meetings at P.S. 181, we will provide these translation services in Spanish, Haitian, Creole, French, and Arabic (our schools dominant languages other than English) in our school. Pedagogues, who speak, understand, read, and write the parent's or caregiver's s primary language will provide translation and interpretation services to all parents who require language assistance in order to communicate effectively. These services will be provided as soon as it is needed in writing or orally. However, if the Translation and Interpretation Unit or P.S. 181 is temporarily unable to provide required translation in one or more of the covered languages, it will provide a cover letter or notice on the face of the English document in the appropriate covered language indicating how a parent can request free translation or interpretation of such document, as stipulated in Chancellor's Regulations A-663.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>P.S. /M.S. 181</u> <u>1</u>	DBN: <u>17</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The rationale for offering after school services and a Saturday Math Academy at P. S. 181 is to ensure that our long term ELL's have an opportunity to excel in their academic performance, and reach proficiency in the NYSESLAT. We also provide services to newcomers to aid in the development of their listening, speaking, and phonics skills, as well as helping them through the difficult time of culture shock, and becoming acculturated. In the past years we've seen an improvement in the Math, ELA, Science, Social Studies, and NYSESLAT state assessments. We believe that giving ELL's additional time after school and on weekends, and working in small groups, helps them to perform better in their mainstream classrooms and subsequently in the yearly assessments.

Our Title III After School Program will have the following subgroups: _____ Services will be Provided by:

<u>3rd-8th grade beginner ELL's</u>	<u>6th -8th grade beginners ELL's</u>	<u>3rd & 8th grade newcomers ELL's</u>	<u>Licensed ESL Instructor</u>
<u>3rd & 4th grade Intermediate ELL's</u>	<u>5th grade Intermediate-Advanced ELL's</u>	<u>3rd & 4th grade Advanced</u>	<u>Bilingual Common Branches Instructor</u>
<u>6th-8th grade Intermediate ELL's</u>	<u>6th grade Advanced</u>	<u>7 & 8th grade</u>	<u>Licensed Common Branches Common Branches Instructor</u>

This after-school Title III program will run two days a week, on Monday and Wednesday from 3:30-6:00 pm for 24 days. The language of instruction will be English, except where necessary, peers can assist other students who are less language proficient in their native language. Also bi-lingual dictionaries will be available.

Materials:

- Options Let's Read Reading Options for Achievement levels C through H
- Options Language for Learning (Building Content Area Academic Vocabulary) Levels C-G
- CD's and CDRoms, phonics internet programs, music, AWARD Interactive Reading program
CrossWalk Coach for the Common Core Standards Grades, 3 through 8th.

Our Saturday Academy will be composed of: _____ (Math provided by a licensed Math Bilingual Instructor)

- 3rd-4th grade students in Math levels 1-2 _____
- 5th-6th grade students in Math levels 1-2 _____
- 7th-8th grade students in Math levels 1-2 _____

Part B: Direct Instruction Supplemental Program Information

Our Saturday Math Academy will run from 10:00 AM to 2:00PM. The language used for instruction will be mainly English, but French and Haitian Creole may be used by the bilingual teacher if there's a need. In addition, NLA peers can help each other in their own language, if necessary.

- Students who scored levels 1-2 in their Math State Assessments
- Students meet in groups of four to work with manipulatives, and math games.
- Students will use the internet in groups of two for interactive learning activities.
- Students will work collaborately to solve problems.

The Title III program at P.S. 181 is supplemental to our regular school day Part 154 program. Our Title III ESL/ELL After School Program will have an after-school Reading and Language Development Program in the targeted language (English), and aid in the comprehension of abstract concepts through the students' native languages with peers of the same NL background. Students work in small subgroups depending on their grade, ELA, Math, LAB-R, and NYSESLAT levels. Students work collaborately to develop the academic language necessary to become proficient in English, as well as in the core curriculum subject areas. Lessons are differentiated and teachers use scaffolding methodologies, according to student's individual needs. Hands on activities, research projects through the use of multi leveled books and internet use, manipulatives, accountable talk, use of bilingual dictionaries, are all part of each lesson, project, and activity in the classroom.

Push in services are provided for the 6th, 7th and 8th grade classes, twice a week for a double period, in ELA and Science. The ESL teacher and classroom teachers plan the lessons collaborately. Powerpoint, hands-on activities, accountable talk, visuals, graphic organizers, anchor charts, and technology are incorporated in every lesson. These activities enable ELL's to acquire academic language, and academic vocabulary, allowing ELL's to have a better understanding of the content area subject being taught by the mainstream teacher.

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: Teachers who provide services to ELL's in our Title III After-School program receive high quality professional development from our ESL licensed teacher and also, through workshops they have attended in the past. Two of our teachers have dual-licences in Bilingual Education and are fully bilingual pedagogues. The rationale for our Title III teachers to receiving additional ESL professional development, is to prepare them with the skills and strategies necessary to prepare differentiated instructions to help students acquire their new language in a non-threatening environment where they can work collaborately with each other and use accountable talk, academic vocabulary, do research, as they develop their speaking, reading and writing skills.

Part C: Professional Development

High Quality Professional Development

1st meeting: before Title III program begins: • Analyzing Student’s LAB-R/NYSESLAT, Math, and ELA s scores. Grouping of ELL’s according to individual needs and grade levels.

2nd meeting: before program begins: • Reading comprehension, academic language development, Math terms and concepts through the use of; activating schema, visuals, technology use, differentiated instruction, scaffolding, hands on activities, realia, audio/aural, phonics.

• Vocabulary Development, Content area Strategies, & Methods: (Thinking Maps) Graphic organizers, Writing Rubrics.

3rd meeting: 1 week after program begins: • QTEL model

• Using technology to enhance understanding of core curriculum topics and develop academic language.

• America’s Choice Model/Think Write Pair Share methods by Kate Kinsella.

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:

Parent Engagement:

P.S. 181 strongly believes that involving the parents in their child’s education brings the school, and family closer, and is key to students’ academic success. Consequently, it improves parents’ participation in their child’s studies, and a higher performance in students’ work. Parents’ are invited to form part of their children’s after-school program, which enables them to see how their children are learning, and encourages the parent’s themselves to learn the English language, and to be able to assist their children with school work at home. The Beacon Program at out school offers ESL and GED classes to parents and adults in our community. Notices, and information is sent home in the parents language preference, as selected in the HLIS forms. Moreover, staff communicate with them through telephone calls, or personally when they pick up their children after-school.

Part D: Parental Engagement Activities

Moreover, parents are invited to attend parent workshops scheduled by the parent coordinator. Letters are sent home in the student's native languages such as Arabic, Spanish, and Haitian Creole. Some of these workshops involve citizenship information and education, COBRA consultants present parent workshops several times throughout the year, which discuss issues such as domestic violence, food stamps, childcare, dental and Medicaid agencies, family and individual counseling etc. Some of these workshops address students' acculturation process, and the difficulties their children may experience when new to the country, such as culture shock, and to help parents get a deeper understanding of other behaviors and changes that occur in adolescence. Ultimately our goal is to empower parents to take part of all school activities and become an active part in their child's education, and give them the necessary tools to cope with adolescence peer pressure, their own English language development, and other needs parents may request during these meetings.

Part E: Budget

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

Allocation Amount: \$

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

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.
Travel		
Other		
TOTAL		