



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: LADY DEBORAH MOODY

DBN (i.e. 01M001): 21K212

Principal: JOSEPHINE MARSELLA

Principal Email: JMARSEL@SCHOOLS.NYC.GOV

Superintendent: ISABEL DIMOLA

Network Leader: LISA GIGOUX

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
Josephine Marsella	*Principal or Designee	
Lauren Colucci	*UFT Chapter Leader or Designee	
Aida Liu	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Deborah Delluomo	Member/ Assistant Principal	
Gisell Orellana	Member/ Teacher	
Maria Brown	Member/ Teacher	
Sharon Dror	Member/ Teacher	
Mallory Figueroa	Member/ Parent	
Aziza Bakorun	Member/ Parent	
Dina Velez	Member/ Parent	
Jacqueline Garcia	Member/ Parent	
Cody Ouk	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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 2014, there will be a 3% increase in Teacher Effectiveness as evidenced by formal and informal observations, student work, state assessments and teacher 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.

Teacher effectiveness is the foundation for professional conversations among practitioners as they seek to enhance their skills in the complex task of teaching. Using the Advance evaluation system guides professional development opportunities and helps teachers become more thoughtful and effective. Teachers will use feedback from administrator's rubrics to identify strengths and weaknesses to help grow as a professional.

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. Teacher Observations
2. Professional Development
3. Intervisitation
4. Professional Learning Community

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

1. Principal, Assistant Principal, All Teachers
2. Principal, Assistant Principal, Instructional Lead Teachers, All Teachers, Network CFN 605
3. Principal, Assistant Principal, Instructional Lead Teachers, All Teachers
4. Principal, Assistant Principal, Instructional Lead Teachers, All Teachers, Grade Teams

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

1. Feedback from administrator's rubrics to evaluate teacher growth and effectiveness.
2. Professional Development Reflection Sheets and feedback from administrators regarding the use of strategies taught in Professional Development as evidenced during formal and informal observations.
3. Feedback sheet and feedback from administrators regarding the use of strategies seen during Intervisitation as evidenced during formal and informal observations.

4. During Professional Learning Communities (PLC), best practices/strategies are shared. Agendas and minutes are provided to administrators. Administrators should see shared strategies and best practices during formal and informal observations.

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

1. September 2013- April 2014
2. September 2013- June 2014
3. September 2013- June 2014
4. September 2013- June 2014

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

1. Teacher Observations: Administrators will continue to follow a schedule for teacher formal and informal observations and feedback using a research based rubric. School leaders will engage in constructive conversations with teachers to discuss strengths and suggestions for improving their instructional practices.
2. Professional Development will be provided by Instructional Lead Teachers as well as Network CFN 605 on components of ADVANCE. Teachers will be provided with Professional Development on how to integrate the critical attributes from the Danielson rubrics with the Core Curriculum.
3. Intervisitations would provide an opportunity for teachers to view colleagues implementing these strategies and critical attributes. Additionally, time will be scheduled and concerns with grade level colleagues and Instructional Lead Teachers.
4. Professional Learning Community: Once a week teachers are scheduled for a professional period. Of these professional periods, one is designated for PLC. During this period, teachers will share best practices aligned to the Advance rubrics.

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).

- Parents fill out a Learning Needs Survey to permit teachers to become familiar with student's needs.
- Open School Week
- Parent Teacher Conferences

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	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.

ARRA, Title I

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.

By June 2014, 100% of teachers will engage in teacher teams to modify curriculum. This will deepen the level of differentiated instruction and consistently provide all

students, including SWD's and ELL's with the scaffolded support needed to make growth as evidenced by at least one level increase from the baseline to the culminating assessment from at least one unit of study as indicated by the aligned CCLS 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.

Teachers work on collaborative teams to analyze student work by using a variety of protocols in order to meet the needs of all students. We have extended our teams this year to include all AIS teachers and Cluster teachers. Instructional Leads facilitate the use of protocols to establish school-wide norms and manage time effectively. With guidance from the Leads, teachers use professional periods to analyze data in order to design rigorous lesson plans and curriculum maps. Lesson plans and curriculum maps will take into account students with multiple entry points and will close the gap between the Common Core Learning Standards and the new Core Curriculum. Teachers will actively participate in their own professional learning experiences by accessing ARIS modules, professional literature, and teacher intervisitations in order to enhance their teaching practice.

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
2. Common Planning
3. Professional Learning Community (PLC)
4. Professional Development

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

1. Principal, Assistant Principal, Instructional Leads, All Teachers (Classroom, AIS, Cluster Teachers)
2. Principal, Assistant Principal, Instructional Leads, All Teachers (Classroom, AIS, Cluster Teachers)
3. Principal, Assistant Principal, Instructional Leads, All Teachers (Classroom, AIS, Cluster Teachers)
4. Principal, Assistant Principal, Instructional Leads, All Teachers (Classroom, AIS, Cluster Teachers)

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

* There is a facilitator on each grade and the same protocols are used school-wide. Reflection and feedback forms are used to help determine the next Professional Development that is planned.

1. Inquiry: Continually analyzing student work to determine if monthly SMART goal has been achieved. Instruction is planned accordingly.
2. Common Planning: Teachers use the following protocols: Looking at Student Work Protocol and Roundtable Discussion Protocol to effectively plan instruction based

on student data.

3. PLC: Teachers look at student artifacts and share best practices by using the Roundtable Discussion Protocol. Teachers can see the effectiveness of these strategies through formative assessments.

4. Professional Development: Issues and concerns that arise from these discussions are considered when planning upcoming Professional Development.

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

1. September 2013- June 2014

2. September 2013- June 2014

3. September 2013- June 2014

4. September 2013- June 2014

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

* Administrator scheduled 4 Professional periods (common preps) for each grade. AIS and Cluster teachers are also included on grade teams. Facilitators are on each grade team to help implement protocols. This helps keep consistency throughout the building. Facilitators create agendas for each professional period. Agendas and minutes are kept in a binder in the principal's office. All of these professional periods have been aligned to components of Domains 1 and 4 of the Danielson FFT.

1. Inquiry: Teachers use this period to analyze student work, identify areas of need and create a SMART goal.
2. Common Planning: Teachers work together to develop instructional strategies to help students attain the goal. Teachers will design rigorous lesson plans and curriculum maps. Lesson plans and curriculum maps will take into account students with multiple entry points and will close the gap between the Common Core Learning Standards and the new Core Curriculum. In the interim, teachers will use the strategies planned in their classrooms.
3. PLC: Teachers will use the Roundtable Discussion protocol to share out what was effective and ineffective during the implementation of these strategies.
4. PD: Teachers will actively participate in their own professional learning experiences by accessing ARIS modules, professional literature, and teacher intervistation in order to enhance their teaching practice.

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).

- AIS Teachers facilitate academic parent workshops 6 times a year. These workshops are designed to teach parents how they can assist their children at home. Workshops are designed based off teacher feedback from professional periods.
- Additionally, monthly newsletters are sent home by grades to keep parents informed of the Common Core Learning Standards and the instructionally aligned activities taught in the classroom.

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

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 teachers will implement the 2013-2014 CIEs by developing two units of study in Literacy and Math that are fully aligned to the CCLS. Teachers will be assisted by receiving professional development on strategies that will help struggling students in order to show a 2% increase of target students (Inquiry students) moving to the next level in reading and writing achievement. This will be measured through a variety of indicators, including, but not limited to, MOSL, F&P reading assessments, culminating performance tasks, writing samples, teacher made assessments and the NYSESLAT.

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.

The program materials previously used for Literacy and Math were not aligned to the Common Core Learning Standards. Therefore, two new programs were adopted, namely ReadyGen and GoMath. Through these programs, teachers will provide authentic opportunities for reading, incorporating rigorous instruction and domain-specific vocabulary, to address the Common Core instructional shifts in Literacy. Students will be engaged in literacy units of study. These units will continue to deepen their understanding of complex texts through multiple readings. Students will also be responding to Text Dependent Questions and using textual evidence in writing and discussions. Science and social studies instruction will be embedded into the school-wide Common Core reading curriculum. Teachers will align the Standards of Mathematical Practice to promote questioning and discussion strategies in their classroom. Teachers will design rigorous and authentic lesson plans and assessments in mathematics addressing the instructional shifts in the Common Core. All students will engage in mathematical units of study which develop fluency along with conceptual understandings, apply math concepts in “real world” situations and write/discuss multiple solution paths

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. Professional Development
2. Intervisitation
3. Instructional Lead Meetings
4. Network 605 Study Group in Literacy and Math

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

1. Principal, Assistant Principal, Instructional Leads, All Teachers, Guest Speakers from Network CFN 605
2. Principal, Assistant Principal, Instructional Leads, All Teachers

3. Principal, Assistant Principal, Instructional Leads, All Teachers

4. Principal, Assistant Principal, Instructional Leads, All Teachers

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

1. Professional Development: Feedback forms from teachers and from administrator's rubrics from formal/informal observations.

2. Intervisitation: Feedback forms from teachers and from administrator's rubrics from formal/informal observations.

3. Instructional Lead Meetings: Ultimately, progress is monitored through teacher feedback and how they are impacting student learning. Also, through administrator's rubrics from formal/informal observations and the results of student assessments.

4. Study Groups: Instructional Leads attend meetings and share resources with the staff upon their return.

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

1. September 2013- June 2014

2. September 2013- June 2014

3. September 2013- June 2014

4. September 2013- June 2014

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

1. Professional Development: Implementation of new programs has been supported by extensive PD. Instructional Leads have provided teachers with several of the following Professional Developments:

* Go Math

* ReadyGen

* Advance

* Technology through the Curriculum

Faculty Conferences have been and will continue to be dedicated to additional Professional Development. Topics include instructional strategies to enhance classroom instruction. Additionally, Lunch and Learn sessions have been planned. Topics include Universal Design for Learning, Technology in the classroom and more to come.

2. Intervisitation: Intervisitation to Instructional Lead teachers' classrooms by classroom teachers will continue as a result of teacher feedback after Professional Development. After presentation of lesson, Instructional Lead teachers debrief with classroom teachers to answer any questions or concerns.

3. Instructional Lead Meetings: Instructional Leads attend Citywide Core Curriculum Meetings related to ReadyGen, GoMath and Advance. Instructional Leads visited another school in our district that was providing additional training with company representatives from ReadyGen and GoMath. Information is then turn-keyed back to the staff.

4. Study Groups: Instructional Leads work together with other schools in our network during Network Study Groups. Resources and best practices are shared. Instructional Leads then turn-key information back to the staff.

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).

- AIS Teachers facilitate academic parent workshops 6 times a year. These workshops are designed to teach parents how they can assist their children at home. Workshops are designed based on teacher feedback from professional periods.
- Additionally, monthly newsletters are sent home by grades to keep parents informed of the Common Core Learning Standards and the instructionally aligned activities taught in the classroom.
- Parents fill out a Learning Needs Survey to permit teachers to become familiar with student's needs.

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		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.

Title I

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.

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

1.

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

1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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
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
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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	<ul style="list-style-type: none"> • Academic Intervention Services, • Orton Gillingham Approach to Literacy • Voyager Passport Program • Wilson Foundations Program 	Small Group Instruction	During the School Day
Mathematics	<ul style="list-style-type: none"> • Academic Intervention Services, multi sensory techniques 	Small Group Instruction	During the School Day
Science	<ul style="list-style-type: none"> • Science Enrichment-Grade 4 (Foss Science Kits) 	Small Group	During the School Day
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Guidance Counseling • Weekly Individual Discussions • At Risk Counseling • At Risk SETSS 	One-to-One Small Group and One-to-one	During the School Day

**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.
P.S. 212 only hires teachers who are NY State certified. The school administration attends recruitment fairs, works with our HR network partner and together, we review all teacher applications. Vacancies are posted on the open market system. Applicants who apply to the vacancy are interviewed. Once hired, the teachers receive rigorous professional development on an ongoing basis. This is conducted at the school level with our instructional lead teachers and our data specialist. In addition, our best practices are shared by the teachers throughout the year through vertical and horizontal alignment. Lead teachers are sent to network professional development sessions throughout the year to attend study groups inn CCLS in literacy and math. New teachers are provided with a mentor teacher who serves as a "professional resource" throughout the year. Intervisitation is also arranged with a master teacher on an as needed basis. School administrators, having been trained in frameworks for teachers turnkey this information to the teaching staff. All teachers are then observed formally and informally using the Advance rubrics, namely, designing coherent instruction, questioning techniques, and assessment. Incorporating the Advance rubrics in daily planning of instruction will assist teachers to become highly effective. Citywide professional development is offered to the staff as well. In addition highly qualified funds are made available to our teaching staff by providing them with an opportunity to return to school to further their area of expertise.

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).
. Professional Development: Implementation of new programs has been supported by extensive PD. Instructional Leads have provided teachers with several of the following Professional Developments: <ul style="list-style-type: none"> * Go Math * ReadyGen * ADVANCE * Technology through the Curriculum <p>Faculty Conferences have been and will continue to be dedicated to additional Professional Development. Topics include instructional strategies to enhance classroom instruction. Additionally, Lunch and Learn sessions have been planned. Topics include Universal Design for Learning, Technology in the classroom and more to come.</p> <p>Paraprofessionals accompany teachers to all professional development sessions to allow for school-wide</p>

understanding of the Common Core Learning Standards.

The Principal attends monthly network principals meetings. Some topics include MOSL, ADVANCE, CCLS Alignment to Core Curriculum, Teacher Effectiveness, Intervisitations and STARS. There is also Citywide training provided for the principal.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

P.S. 212 is a Title 1 School-Wide Program School. All monies are co-mingled. Students who fall under the McKinley-Vento Act receive Students in Temporary Housing Funds (STH) These funds provide for educational materials for these children.

Our Violence Prevention Program Funds are used to develop character education, promote conflict resolution and prevent bullying. Our Book of the Month Program was designed to build character, promote respect and prevent behavioral issues before they arise.

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.).

The school provides an annual meeting for the families of incoming Kindergarten students. During this meeting, families receive a comprehensive overview of what to expect in Kindergarten, develop an understanding of the NYS Kindergarten Foundation for the Common Core, how to extend learning at home. During the annual meeting the Kindergarten teachers provide information to support their children as they enter the public school system.

Throughout the year, the Early Childhood Teachers, Social Workers and Parent Coordinator provide regularly scheduled meetings for families of pre-school students. During these meetings parents are given information in early childhood development, curriculum support and how to extend learning at home.

Additionally the Early Childhood Teacher and Social Workers interfaces with the Committee on Pre-School Special Education and supports and assists families involved with the Committee on Pre-School Special Education .

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.

In June 2013, the MOSL (Measure Of Student Learning) Committee was formed consisting of the Assistant Principal, UFT Chapter Chairperson and Teaching Staff. They met and discussed and chose the assessment options to measure student learning.

After meeting in the summer and during the beginning of the school year, the committee made their decision and presented to the staff at the September Professional Development. Professional periods were used for Instructional Lead teachers to facilitate rubric norming and administration guidelines. Teachers created curriculum maps in literacy to address the needs of students after the test was administered and data was analyzed.

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).

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 21	Borough Brooklyn	School Number 212
School Name The Lady Deborah Moody		

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 Josephine Marsella	Assistant Principal Deborah Delloumo
Coach	Coach
ESL Teacher Bonnie Merone, R.Mantzioros,	Guidance Counselor Jessica Nunno
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ilia Liff
Related Service Provider	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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
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	0	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)	613	Total number of ELLs	126	ELLs as share of total student population (%)	20.55%
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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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Pull-out	23	26	33	19	14	4								119
Push-In		7												7
Total	23	33	33	19	14	4	0	126						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	126	Newcomers (ELLs receiving service 0-3 years)	96	ELL Students with Disabilities	23
SIFE	0	ELLs receiving service 4-6 years	30	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	96	0	10	30	0	13	0	0	0	126
Total	96	0	10	30	0	13	0	0	0	126

Number of ELLs who have an alternate placement paraprofessional: 6

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0

Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	12	8	8	6	1	0	0	0	0	0	0	0	40
Chinese	13	13	11	8	4	2	0	0	0	0	0	0	0	51
Russian	1	2	4	0	0	0	0	0	0	0	0	0	0	7
Bengali	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Urdu	2	3	2	2	3	0	0	0	0	0	0	0	0	12
Arabic	1	2	3	0	1	0	0	0	0	0	0	0	0	7
Haitian	0	0	0	1	0	0	0	0	0	0	0	0	0	1
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	1	4	0	0	1	0	0	0	0	0	0	0	6
TOTAL	23	33	33	19	14	4	0	0	0	0	0	0	0	126

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)	13	6	10	3	2	1	0	0	0	0	0	0	0	35

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	4	10	7	2	1	0	0	0	0	0	0	0	24
Advanced (A)	10	23	13	9	10	2	0	0	0	0	0	0	0	67
Total	23	33	33	19	14	4	0	0	0	0	0	0	0	126

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	12	6	1	0	19
4	4	2	0	0	6
5	4	2	0	2	8
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10	0	8	0	1	0	0	0	19
4	1	0	4	1	1	0	0	0	7
5	5	2	2	0	1	0	1	0	11
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	2	0	4	0	7
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

P.S. 212 uses Fountas and Pinnell to assess students in early literacy skills. The data helps to assess the levels for the ELL students as well as their ability to speak and understand reading prompts. This data is then used to assist the ELL student for future reading placement and leveled reading material for independent reading. The Fountas and Pinnell program helps to assess the early literacy skills of our ELL's. Fountas and Pinnell assesses students in the areas of phonemic awareness, phonics, oral expression, fluency in reading and writing as well as skills in listening and speaking. Analysis of data has shown that many of our ESL students in kindergarten are more proficient in phonemic awareness. In Grade 1, data has shown that comprehension and writing skills are below grade level while phonemic awareness has shown some improvement. In Grade 2, the data has shown that students struggle in fluency, comprehension, and writing skills. As ELL students progress, they show a larger achievement gap in reading as compared with their native language counterparts. As they continue to the next grade and the curriculum becomes more rigorous, students show greater difficulty as compared the native language learners. Based on this data, we utilize a strong literature based curriculum in ESL and in the classroom. We feel this will help immerse ELL students into early literacy and improve their reading comprehension, vocabulary, phonics, fluency, and writing.

Teachers use individual goal-setting and update these goals on a continuous basis. ESL teachers articulate constantly with classroom teachers to align instruction and help achieve the goals and standards for each student. There are ongoing ESL classroom assessments through formal test-taking, observations, as well as ESL class projects. ESL teachers use the results of the NYSESLAT to determine scheduling, as well as lesson and curriculum planning.

The Fountas and Pinnell reading levels help teachers to place students in the proper reading groups. Writing samples are done on an ongoing basis to help assess students progress as well as provide future instruction. Data from NYSESLAT as well as other tests help teachers plan lessons while emphasizing where deeper instruction is needed in the areas of weakness for their students, particularly within the four sub categories (Listening, Speaking, Writing and Reading). Teachers assess raw scores to determine specific areas of weakness. Constant articulation between classroom teachers, AIS teachers and ESL teachers help to give a 'wider-range picture' of each student and where their strengths and weaknesses lie. Through these varying methods of evaluation, instruction will be determined accordingly.

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

LAB-R levels for new admits to the New York City School System reveal that most new students enter the country (NYC system) with limited proficiency in all sub-categories of the LAB-R test. The results show us that these students have not yet learned English in their native country and they are in need of English Language Services. For NYSESLAT results, the data has revealed 21 students passed NYSESLAT this year and are now proficient in all of the four modalities. (41) Students have moved up in the NYSESLAT modality levels. Some students (45) remained at the same level, while only 5 students went down a level. The 5 students that went down a level all currently have an IEP and are now (or were previously) placed in the appropriate setting.

Kindergarten students showed success. Two students became proficient, ten students achieved a higher level, sixteen students remained the same and four students showed a decline in proficiency. Two out of the four students that showed a decline in proficiency are/or were placed in a special education classroom setting.

First grade ELL students also showed growth. Four students achieved proficiency, 16 students achieved a higher level, 4 students remained at the same level, zero students showed a decline.

Second grade ELL students showed the most progress in proficiency. Eight students scored at the proficient level, 21 students achieved a higher level, 10 remained at the same level but showed growth in their overall performance, and zero students showed a decline.

Third grade ELL students showed progress throughout each sub category of NYSESLAT. Six students advanced to a higher proficiency level, while 13 remained the same, one student who has an alternate assessment, remained at the same beginning level.

One student who showed a decline, went into a self contained special education classroom and was determined to have a speech and language impairment.

Fourth grade ELL students showed a high level of proficiency in the areas of listening, speaking, reading and writing. In grade four, 4 students became proficient, 6 students achieved a higher proficiency level, one student stayed the same and zero students showed a decline.

Fifth grade had 11 ELL students. Out of those 11, 3 students became proficient in all modalities on the 2013 NYSESLAT, three students advanced to a higher proficiency level, seven students remained at the same proficiency level and one student showed a decline from the 2012 NYSESLAT.

We used the data of individual ELL students to assess how they did overall as a grade for all the modalities of the NYSESLAT to better help with planning instruction for the success of our students. Here is a breakdown of how our students did: NYSESLAT analysis indicates ESL students in grade K are more proficient in listening and speaking than reading and writing. In grade 1 students achieved the most success in speaking and listening while having the most difficulty in reading. ESL students in grade 2 achieved the most success in speaking while having the most difficulty in reading. ESL students in grade 3 achieved the most success in speaking and listening while students were weakest in the areas of reading and writing. Most students in grade 3 scored at an advanced level. For grade 4, students achieved the most success in speaking and listening while many performed lowest in reading and writing. The advanced level students were highest for ELL 4th graders. In grade five, analysis of NYSESLAT data across the modalities indicates that students were strongest in speaking and listening and weakest in writing. From this data, we can clearly see that lower grades (kindergarten , first and second) showed a deficiency in the areas of reading and writing, while doing best in speaking while listening came in as their second strongest area. Upper grades (three, four and five) showed a deficiency in writing while doing best in speaking.

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 [AMAQ tool](#))

At this time (November 14, 2013) the NYSESLAT Modality Set Analysis (RNMR) is not available.

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?

A. Kindergarten students showed success. Two students became proficient, ten students achieved a higher level, sixteen students remained the same and four students showed a decline in proficiency. Two out of the four students that showed a decline in proficiency are or were placed in a special education classroom.

First grade ELL students also showed growth. Four students became proficient, 16 students achieved a higher level, 4 students remained at the same level, zero students showed a decline.

Second grade ELL students showed the most progress in proficiency. Eight students scored proficient, 21 students achieved a higher level, 10 remained at the same level but showed growth in their overall performance, and zero students showed a decline.

Third grade ELL students showed progress throughout each subcategory. Six students advanced to a higher proficiency level, while 13 remained the same, one student who has an alternate assessment, remained at the same beginning level. One student who showed a decline, went into a self contained special education classroom and was determined to have a speech and language impairment.

Fourth grade ELL students showed a high level of proficiency in the areas of listening, speaking, reading and writing. In grade four,

4 students became proficient, six students achieved a higher proficiency level, one student stayed the same and zero students showed a decline.

Fifth grade had 11 ELL students. Out of those 11, 3 students became proficient in all modalities on the 2013 NYSESLAT, three students advanced to a higher proficiency level, seven students remained at the same proficiency level and one student showed a decline from the 2012 NYSESLAT.

P.S. 212 offers students the opportunity to take a test in their native language when available. Teachers assess the students' abilities and determine if the student will benefit from having translated statewide tests. Students have input in whether they feel comfortable in utilizing a translated test. For many of our ELL students, they have had little or no formal instruction in their native language. Many of the long term ELLs in our school are born in the United States and do not have the ability to read or write in their native language. The two students that took the New York State Math Assessment in their native language on Grade 5 scored at a Level 1. While the one 4th grade student that took the math assessment in their native language scored a Level 2. Many of the other students in Grade 3 through 5, scored at a Level 1 or 2 on both the math and ELA NYS tests. Of our ELL population, 0 students scored a Level 1 in science, 1 student scored a Level 2, while the remaining scored at a Level 3 or 4. We not have have a dual language program at this time.

Our school has showed a pattern over the last few years in meeting Annual Yearly Progress. In ELA our Annual Measurement Achievement Objective was 141. The school received a score of 150 on our performance index. In math, ELL students showed the most progress. Our Annual Measurement Achievement Objective was a 122 and the school received a score of 194 on the performance index.

B and C. P.S.212 does not administer ELL periodic assesments due to the already full testing schedule.

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](#).)

P.S. 212 utilizes data for programming of services to help ELL students succeed. Our school utilizes blocked periods for reading, writing, and math, as well as Period 3 AIS for small group instruction. This is a schoolwide program so that all students can benefit from small group instruction. Teachers work with students who were held over, are at risk from meeting promotional standards, and beginner ESL students, for more intensive instruction in a small group setting. All teachers schoolwide are assigned to a small group during AIS. After school programs are also offered to ESL students in grades 3-5. Students who received a level 1 or 2 on last year's New York State ELA or Math test are pulled out for instruction by Academic Intervention teachers. Students at an advanced level have a more rigorous instructional plan. More language and text based instruction will ensure continued success for the higher level ELL student.

ELL teachers always make sure to add cultural and linguistic opportunities for our diverse ELL population to share with peers. Studies have shown this adds an intervention and prevention effectiveness for ELL students and helps this population of learners to achieve academic success. The collaboration of the ELL teachers and students working together for academic success within a rigorous but secure environment helps our ESL population to be motivated and immersed in English instruction. Lessons include stories which focus upon foreign countries and how people live, stories presented incorporate a diverse population of people in the reading units, as well as a connection to native language. ESL teachers model reading by read alouds and choral reading to help ELL students learn the rhythm, sounds and vocabulary of the English language. ESL teachers also have a strong emphasis on vocabulary. We understand that some English words are challenging for ELL students and it is important for students to promote oral language development. The ESL teachers understand the importance of drawing upon prior knowledge for ELL students to feel successful. The ESL teachers also understand the importance of making our pull-out classroom a 'safe, non-judgemental setting' whereas it creates a conducive setting for the ESL student to develop the important skills of speaking, listening, writing and reading.

P.S. 212 utilizes the response to intervention framework as mandated by New York State. In the first component we complete the universal screening by administering a baseline of student performance and identify students who are not making progress at expected rates. As required by the state, our first step in the universal screening process, students complete the home language survey

which helps teachers uncover factors which could help influence students in the English language learning process. This knowledge provides teachers with the insight needed to guide linguistically responsive instructional choices. If an ELL student is flagged for being at risk or below benchmark on any test or competency, the student receives targeted instructional support in a small group setting. P.S. 212 offers, Orton Gillingham, voyager, pull-out small group reading, and pull-out small group math instruction. P.S. 212 utilizes a strong core curriculum which includes GO Math and Ready Gen. Teachers align lessons to the common core standards. Teachers and students collaborate to positively engage around rigorous academic content. Language development and literacy are taught across the curriculum and fostered through conversation between students and teachers in conferences and among students during turn and talks. We offer a quality core instruction which links students background knowledge to content being taught. P.S. 212 provides targeted intervention to ELL's not showing progress in reading, math, writing, science, and social studies. Teachers provide small group instruction on their Professional Development (Circular 6-extra prep) periods. P.S. 212 regularly monitors the progress of at risk students to determine whether instructional decisions are providing the most success. Teachers and school leaders use the data to determine when it is necessary to adjust instruction for all ELL's. GO Math and Ready Gen provide a beginning of the year inventory to access at risk students and determine which are in most need of academic intervention services. These assessments also help teachers and funded personnel plan according to areas of weakness.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We make sure that a child's second language development is considered in all instructional decisions by including linguistic objectives and rigorous vocabulary exposure in our daily lesson plans. We include technology by using computers, smart boards, promethean boards and projectors, to enhance the comprehensive input of our students and to enhance the connection and comprehension of print/sound with a picture. We begin lessons by activating their prior knowledge and making connections. Whenever possible, we utilize children's experiences in their native countries as part of our resources within the classroom. We utilize the activities that include realia, hands-on learning, peer interaction, phonics, fiction and non fiction stories that incorporate numerous countries and diverse characters to make the experience of learning a second language easy and fun. We implement instruction that is developmentally appropriate for the students depending on which stage and grade they are in for their language acquisition.
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?P.S. 212 does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our Freestanding ESL program at the end of the year by the use of the NYSESLAT test. By analyzing the NYSESLAT data we determine if our ELL students have made any progress. We also look at each of the modalities individually for each student to see which area is in need of extra instruction and attention for the upcoming school year. We analyze individual instructional goals to determine changes in curriculum and planning for the next school year. We look at data from each students previous NYSESLAT test scores to determine the growth made from previous years to analyze the program and it's effectiveness. P.S. 212 has implemented schoolwide vertical and horizontal inquiry teams that analyze students' work and progress throughout the year. These teams look at writing samples and create scaffolded tasks to develop future curriculum mapping. During these periods, teachers look at MOSL performance tasks to determine next steps in their classrooms and determine expectations for future assessments. Individualized goal setting is also utilized to show progress.

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. At registration, all parents and guardians must fill out the Home Language Identification Survey (HLIS) with a pedagogue. During the registration process parents will meet with one of the pedagogues which may include, Deborah Delluomo, the Assistant Principal, Bonnie Merone, an ESL teacher, Renata Mantzioros, an ESL teacher, and/or Elina Ivenkova, an ESL teacher. They conduct an interview with the parent(s) and child. When necessary, native language support is utilized to aid the interview process--either through an in-house interpreter or through the over-the-phone interpretation services provided by the NYC Department of Education. Notes from the interview are attached to the student's HLIS and placed in the students' cumulative file; a copy is also kept in the main office. At this time eligibility results are entered on the students HLIS along with the OTELE codes and the HLIS is signed off by the pedagogue. Based on this initial screening process, the ESL teacher determines whether a child is eligible for formal assessment through the LAB-R, and, if so, tests the child within two to three days. If applicable, the ESL teacher administers the Spanish LAB to the child as well within the same time frame. The child's hand score on the LAB-R determines whether he or she is eligible for ESL services for the duration of the school year. If the child is determined to be eligible according to the LAB-R, services begin immediately. If Mrs. Delluomo or the ESL teachers are unavailable or not in the building, the school has a back-up teacher that is trained in the HLIS interview process. Mrs. Maria Belkadi, the full time data specialist, will facilitate the interview process. Both Mrs. Delluomo and Mrs. Belkadi have been trained in the full process of interviewing, screening and parent letters and selection processes by Mrs. Bonnie Merone the full time ESL teacher on staff.

Since LAB-R is ongoing, students that enter the NYC school system meet directly with the ESL personnel at registration. Parents will have a one-to-one meeting with the ESL teacher to learn about the options available for placement. At this time parents also view the video so they will be well informed of their decision. At the registration process an OTELE code and eligibility for LAB-R testing are entered on the HLIS and signed off by the pedagogue.

Once the OTELE code is input, parents will receive letters home in their native language. A letter will also be sent home informing them of their child's performance on the LAB-R assessment and, if the child is eligible for ESL services. The school outreach plan allows parents an opportunity to set up a meeting with the ESL teachers during a convenient time for both teacher and parents.

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.

2. Letters are sent home to parents in their native language asking them to attend a meeting for the selection process of ELL placement as part of our parent outreach plan. This meeting is scheduled to take place within the second week of school. During this meeting, a workshop is conducted for parents using an online video (from the DOE), letters, bilingual interpreters, and handouts explaining the various program options available to them and to their children – Transitional Bilingual, Dual Language, and Freestanding ESL. During this orientation meeting, parents are required to 'sign-in' on an attendance sheet. The ESL teachers will then check off all the parents and were able to attend the workshop so we can keep track of which parents still need to view the parent link/video regarding their child's placement. The school makes every effort to have as many translations as possible available at the workshop. Parents are then given the forms for parent selection. Once parents choose the selection of placement for their student, this choice is kept on file in numerous ways. First, the choice is input into the ELPC screen, second, a copy is kept in the students cumulative record card, and third, the choice is written on the student roster that is generated and updated monthly (for newly admitted students) and given to all personnel involved with the ELL student. This gives all teachers access to the parent selection so that if at any time there is an opening for a dual, transitional or bilingual program the parent choice is easily accessible. At this time, parents are asked to select the option most appropriate for their lifestyles. If parents are unable to attend, the school sends the information home in English as well as their native language for them to peruse and select. This information contains a link to the Department of Education video for them to peruse and make an appropriate determination for their child's placement. Follow-up letters are sent home to parents who do not return surveys. The three ESL teachers hand-deliver all letters to the students' classroom teachers for distribution. The ESL teachers document each returned form of all eligible

students; the original forms are attached to the students' home language surveys and placed in the students' cumulative files, while copies of the forms are kept on file in the main office. The parent coordinator also makes follow-up telephone calls to parents to ensure 100% responses.

Since LAB-R is ongoing, students that enter the NYC school system, after the initial first 10 days of school window, parents meet directly with the ESL personnel at registration. Parents will have a one-to-one meeting with the ESL teacher to learn about the options available for placement. At this time parents also view the video so they will be well informed of their decision. At the registration process an OTELE code and eligibility are entered on the HLIS and signed off by the pedagogue. The secretary calls down one of the three ESL teachers for help with the registration process of newly admitted students. An ESL teacher is always part of the registration process.

In the future parents will receive letters home in their native language as per the OTELE code input into the ATS system. A letter will also be sent home informing them of their child's performance on the LAB-R assessment and, if the child is eligible for ESL services. The school outreach plan allows parents an opportunity to set up a meeting with the ESL teachers.

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](#)].)

3. At parent meetings for program choice, parents are asked to select the option (educational setting/selection) most appropriate for their lifestyle. If a parent is unable to attend the meeting letters are sent home as a follow-up. The entitlement letters sent home are hand-delivered by the ESL teachers to the students classroom teacher for distribution. A list is kept of all the ESL students who do not have a parent selection on file and as letters of selection are returned the student is checked off and the selection is written next to their name. If a child does not return a parent survey a staff member will wait with that child at dismissal to try to meet with the parent/guardian to discuss the importance of choosing a parent selection form. If after all the previously stated avenues for obtaining a parent selection form are exhausted, the child will be placed/listed as the default of transitional bilingual. As newly admitted students register, the assigned personnel will discuss parent options and selections with the parent during a one to one meeting. The parents will view the online video, if they do not want to select at that time, letters of selection are sent home in English and in the students native language (when available). If requested, a meeting between the family and ESL teacher is set up for further assistance and clarity. If after the two requests for the selection forms are not answered and forms are not returned, the parent coordinator or an ESL teacher (with the help of a translator when available) will attempt to call the home to further assist the family. After all attempts are made the parent selection will default to a Transitional Bilingual Education choice and the appropriate measures will be followed at that time. In the main office there are 3 drawers which contain various ESL paperwork. One drawer is specifically for newly admitted students into the NYC school system. This drawer contains HLIS forms, parent selection forms, interview forms in all available languages. Parent brochures are available for parents to take home and peruse. The second drawer contains copies of all completed HLIS, completed Parent Selection forms, entitlement letter, continued entitlement letters, placement letters, and letters sent home for students who have passed NYSESLAT. The third drawer contains paperwork from previous school years which include rosters, HLIS, register reports, hand scores from previous school years, and other ESL related paperwork.

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.

4. After hand-scoring the LAB-R and after parent selections have been made, students are placed in an ESL push- in/pull -out program. Placement letters are distributed to parents in their native language. ESL personnel hand delivers the placement letters to teachers. ESL personnel keep copies of all the letters that are distributed to the ELL parents. The copies of these letters can be found in the main office. Continued entitlement letters are also distributed to ELL students, in their native language, who did not score proficient on NYSESLAT. Copies of these letters are also kept on file in the main office. If students have tested out of ESL, letters informing parents of the results are sent home in the students native language. These letters inform parents of state mandated testing modifications that their child is eligible for the next two years. All letters are kept on file in the main office. The freestanding ESL program at our school is delivered through daily push- in/pull-out models. Groups are serviced by three highly qualified licensed ESL teachers entirely in English. Our program fully complies with Part 154 of the Commissioner's

Regulation. P.S.212's English immersion program aims for students to become proficient in all written and oral academic development. The students are taught in heterogeneous groups (i.e., mixed proficiency levels) by grade and class. Native language support is provided as per individual students' IEPs as necessary through the use of bilingual paraprofessionals. In addition, students may be provided with translations of state tests in content areas, with the exceptions of the ELA and NYSESLAT. In the event a translation is not available, students may be provided with a glossary. During ESL instruction, students may be given the opportunity to explore books in their native languages in order to support literacy development; in addition, P.S.212's library also has a foreign language section that contains children's books in various languages, which are available for student perusal. Communication with parents is done through the use of bilingual letters and phone calls with the assistance of interpretation services (either in house or through the NYC department of education interpretation service). The Parent Coordinator also reaches out to the community through letters and parent workshops.

During meetings and workshops conducted for parents we use an online video (from the DOE) along with letters, bilingual interpreters, and handouts explaining the various program options available to parents and to their children – Transitional Bilingual, Dual Language, and Freestanding ESL. During ESL meetings, parents are required to 'sign-in' on an attendance sheet. The ESL teachers will then check off all the parents that were able to attend the workshop so we can keep track of which parents still need to view the parent link/video regarding their child's placement. The school makes every effort to have as many translations as possible available at all workshops. Once parents choose the selection of placement for their student, this choice is kept on file in numerous ways. First, the choice is input into the ELPC screen, second, a copy is kept in the student's cumulative record card, and third, the choice is written on the student roster that is generated and updated monthly (for newly admitted students) and given to all personnel involved with the ELL student. This gives all teachers access to the parent selection so that if at any time there is an opening in our school or a neighboring school for a dual, transitional or bilingual program the parent choice is easily accessible. At this time, parents are asked to select the option most appropriate for their lifestyles. If parents are unable to attend, the school sends the information home in English as well as their native language for them to peruse and select. This information contains a link to the Department of Education video for them to peruse and make an appropriate determination for their child's placement. Follow-up letters are sent home to parents who do not return surveys. The three ESL teachers hand-deliver all letters to the students' classroom teachers for distribution. The ESL teachers document each returned form from all eligible students; the original forms are attached to the students' home language surveys and placed in the students' cumulative files, while copies of the forms are kept on file in the main office. The parent coordinator also makes follow-up telephone calls to parents to ensure 100% responses.

In our Freestanding ESL program, ESL instruction is delivered through strategies in English only. However, whenever possible, letters are sent home to parents in their native languages in order to ensure a strong home-school connection. Interpreters are brought in during parent teacher conferences, both afternoon and evening sessions to help parents and teachers communicate and connect. Students are also given a paraprofessional in their native language for support, if the school assessment team deems it conducive educationally.

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.

5. In order to administer all the sections of the New York State English as a Second Language Achievement Test, the assistant principal, D. Delluomo, meets with staff members who will be involved with the state tests. Mrs. Delluomo has a meeting with staff members to discuss testing procedures, rules and regulations. She also discusses with staff members the steps and requirements of the tests as well as the various levels and the requirements of each level (i.e. CD player, writing in the books or answer grid, etc). All staff members are given a written copy of procedures, rules and regulations. All staff members sign to acknowledge they attended the meeting and that they received all the proper training and necessary information. Teachers are assigned a group of students that is confirmed through ATS by the ESL personnel and data specialist. Students are categorized by IEP requirements first and foremost, by grade and levels. All ESL eligible students take the NYSESLAT state test. Students who may be absent during the assigned testing day(s) are given a make up test within the testing window. ESL personnel administer the speaking portion of the NYSESLAT to all ELL students. Teachers never test their own students and 2 teachers are always in the testing room, as per state mandated guidelines. The other three modalities of the test (listening, reading, and writing) are administered on the same day schoolwide to all eligible ELL students, based on ATS reports. This is done by utilizing all out of the

classroom teachers and a schedule is set up by the Assistant Principal, Deborah Delluomo. Students attendance is taken at the time of testing to determine which students will require a make-up test. These students' names are placed on the original testing envelope and upon their return to school, students are tested in the portion they missed by an out of the classroom teacher.

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. 
6. The trend in parent selection forms continues to be incorporating English-rich reading content with Freestanding ESL services within the school day. In the 2008-2009 school year, 72 out of 82 parent survey and program selection forms returned by parents of ELLs indicated Freestanding ESL as the first choice for their children. In the 2009-2010 school year 62 out of 88 parent survey selection forms returned by parents of ELL's indicated Freestanding ESL as their first choice for their child. This is the choice of 75% of our parents for the ELL population. The ESL program implemented at this school reflects parent choice, which is indicated on the Parent Survey Selection Forms. For the 2011-2012 school year approximately 95% of our ESL student population have parents surveys selecting Freestanding ESL as their first choice. During the 2012-2013 school year 124 out of 127 students (of our ESL population) had parents choose Freestanding ESL as their first choice. Of the three parents that did not send in a selection form, two of the students have an IEP. Therefore, this puts ESL parent selection at a 99% return. This has been the largest amount of parents choosing ESL as their first choice. As is the past, many parents feel they would like their child in an English rich environment during the school day while providing native language instruction in outside after school and weekend programs. The parent trend in Freestanding English Instruction has been increasing in precentage. In the past the trend was always in favor of parents choosing ESL as their first choice. This school year the trend has increased higher to reflect ESL as parents first choice of instruction. The school monitors trends in parent choice in numerous ways. Our Parent Coordinator reaches out throughout the year to parents providing information regarding school programs and options available, the Principal; Ms. Marsella has 'chit-chats' throughout the year with parents and keeps them abreast of school-wide choices, programs and options available in the New York City Board of Education school system, the ESL teachers have parent workshops throughout the school year in order to keep communication open as well as to discuss various NYC school-wide choices. At all of these forums, parents are asked to bring questions and ideas to the table to help us better assist them. The school staff will then be kept advised of what parents are interested in and their concerns in order to help monitor parent choices. The school also studies the parent survey forms from the city which are filled out on a yearly basis to monitor parents input and replies to questions. These city-wide surveys are shared with staff members during staff conferences to keep us up to date with parent trends. For parents who choose an alternate program not available at P.S.212, they are given the option to transfer to a school that currently offers the chosen program. If the parent chooses to stay at P.S.212 their parent option is kept on file so that if the option becomes available at P.S.212 their child will then be placed in it here at P.S.212. These parent options are kept in the main office and are attached to the home language survey in the students cummulative record card.

The ESL program at P.S. 212 is aligned with the parent selection form responses. Most parents have opted to have their children learn English during the school day while re-inforcing their native language at home or during outside after school programs. Since parent selection forms are only filled out once at the initial registration into the NYC school system, these forms are kept in the main office, in one of the three ESL drawers for reference. The parent choice is also recorded on our main ESL student roster so all teachers are aware of the parent choice selection. A copy of the parent selection is also kept in the students cumulative record card--attached to the HLIS so that if a child transfers to another school system they are aware of the parent selection choice. Subsequent letters are sent home at the start of each school year letting parents know entitlement, placement, and NYSESLAT scores in their native language.

The ESL (pull-out/push-in) program offered at P.S.212 is aligned with parent selection choices. If the free-standing ESL program at P.S.212 is not an option in which parents are interested, they are given the opportunity to transfer their child(ren) to the setting they feel best meets their needs. ASPIRA law requires parents to have the option to transfer their student to a TBE/DL program. At this time, parents at P.S. 212, have shown a trend in not selecting the dual language or bilingual transitional program.

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])?

1. a. & b. P.S.212 implements a push-in/pull-out ESL program. Students are grouped together by grade in heterogeneous groups. Students on beginning and intermediate levels receive 360 minutes of instruction per week. Advance level students receive 180 minutes of ESL instruction per week. The program delivers instruction in grades Kindergarten through Grade 5. Based upon assessments, test scores and teacher articulation, the ESL program is structured to meet each students needs. In addition, during regular pull-out ESL services, we have further broken down the whole group instruction into smaller differentiated groups in order to provide more individualized support, particularly in the areas' of reading and literacy: this change was due to the ELL students' performance on the ELA state test and the NYSESLAT in the 2012-2013 school year, which indicated that reading is a particular area of weakness for our ELLs. Our goal for all ELLs is increased proficiency in all the academic areas of the curriculum, as well as in spoken language. The ESL teachers are supportive to all the ELL students and help nurture them into their 'new' homeland. When appropriate a bilingual paraprofessional is assigned to assist student(s) and help ensure (students native language) comprehension.

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)?

2a. To ensure the mandated number of instructional minutes is provided according to students levels: Beginning and intermediate level students receive ESL instruction for 360 minutes per week while advanced level students receive ESL instruction 180 minutes per week. The instruction of ESL is through pull-out and push-in model programs. Students at an advanced level receive four-five 50 minute periods of ESL instruction per week. Students at a beginner or intermediate level receive eight 50 minute periods of ESL per week.

The school programming aligns with the inclusion of all support and ESL services throughout the day while keeping the student(s) within their main classroom for all major subject instruction. Beginning and Intermediate students receive 360 minutes of ESL instruction.

P.S.212 has a free-standing ESL program. Instruction is in English only. We do not have any Bilingual/Dual Language or Transitional Bilingual programs at this time. Content area instruction is taught by the ESL students' classroom teacher(s) in English. ESL students are supported with instruction through the use of computers, bilingual books, dictionaries, the aid of a promethean boards and testing materials, hands-on learning, modeling as well as peer buddies. These methods help to aid with learning while keeping the students on par with their peers. Teachers are also given ESL strategies which they are able to utilize in their classroom. When deemed appropriate a bilingual paraprofessional may be assigned to aid a student(s).

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.

3. P.S.212 has a free-standing ESL program. Instruction is in English only. We do not have any Bilingual/dual language or Transitional Bilingual programs at this time. Content area instruction is taught by the ESL students' classroom teacher(s) in English. ESL students are supported with instruction through the use of computers, bilingual books, dictionaries, the aid of a promethean boards and testing materials, hands-on learning, modeling as well as peer buddies. These methods help to aid with learning while keeping the students on par with their peers. Teachers are also given ESL strategies which they are able to utilize in their classroom. When deemed appropriate a bilingual paraprofessional may be assigned to aid a student(s).

All ELL students also receive daily ELA instruction in their classrooms through reading and writing workshops, as well as a new

reading program called "Ready Gen", which include many ELL instructional components. This new series is aligned with the Common Core Learning Standards. In adapting their lessons for the ELL students in their classes, teachers activate prior knowledge, modify presentation of materials, and extend language. In addition, teachers adapt literature activities through the use of small group and individualized instruction, previewing text, mapping concepts using webs, and interactions with the promethean board which is in every classroom in the school, as well as modifying daily and weekly writing pieces.

Our school has implemented the ELL "Cornerstone" curriculum by Pearson & Longman for our ESL program in order to make content comprehensible, enrich language development, and prepare students to meet standards. The components of the above program include thematic units that focus on literacy through content areas (ELA, math, science, and social studies). Each unit is focused on a central theme, which ties together instruction and activities for each content area, with an emphasis on vocabulary. The series has built in reading strategies, sight and story words, word analysis, phonics, spelling, graphic organizers, grammar, writing modes and assignments, writing models, linguistics, differentiated instruction, as well as first/native language culture clues and background assistance for many languages. This series is designed for the English Language Learner to help develop English language skills and succeed in all academic studies and content areas. This series aligns with the common core learning standards.

ESL teachers communicate with the ELL students' classroom teachers through articulation and informal meetings to target individual students' needs and help drive effective instruction.

In addition, the three ESL teachers utilize some sheltered instruction methods to support content area instruction, including the use of multiple intelligences (e.g., songs and movement, hands-on projects), linguistically heterogeneous groups, alternate assessments, and activation of prior knowledge and experience.

Furthermore, ESL instruction is implemented through another ELL series titled, Rigby's "On Our Way To English" in which there are leveled readers. This series is used to supplement our "Cornerstone" series. It contains phonics and word studies components, and writing instruction. The series focuses upon foreign students acclimating into their new environment. The students learn in a non-judgmental arena with aspects of the real world experience that new immigrants frequently encounter. The lessons are age and grade appropriate and encompass all levels of proficiency. The ESL teachers also have use of and access to the school literacy room, which enhances reading experiences for the ELL student. Students are always encouraged to fully participate and be engaged in all academic instruction. All ESL classrooms have computers connected to a projector with access to the Internet to reinforce lessons, connect students with visual cues, vocabulary, and technology.

ESL teachers foster native language support for the content area in the ESL program by utilizing technology, including computers, Promethean boards, SMART Boards, projectors, listening centers, bilingual books and dictionaries. Lessons are aligned to meet New York State common core learning standards for grade level and content areas.

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

4. For ELL's who are stronger in their native language, state tests and assessments are ordered and given when available to them in their native language along with an English language test. These students are given the native language test by the recommendation of the classroom teacher, ESL teacher and when able, student choice and with parental input/guidance. These tests are evaluated and graded by district level bilingual interpreters. Throughout the school year these students are given the option of choosing reading books in their native language (when available) as well as bilingual dictionaries and glossaries to assist in comprehension. Students also have the use of technology to assist in language acquisition.

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

5. To ensure ELL students are appropriately evaluated in all four modalities of English acquisition throughout the year, the ESL teachers use the "Cornerstone" by Pearson/Longman recommended assessments and projects. As part of the "Cornerstone" series, after each unit taught, there is a formal unit wrap up that includes an assessment in written, oral, visual, word analysis, and a listening component. Each unit is usually paced to be 2-3 weeks in length. These assessments vary by level, grade, modality and teacher choice of strategy. Some of these assessments are done through informal means which include teacher observation,

oral presentations, observing partner activities, and writing throughout the school year. Teachers use a differentiated instruction model of teaching to move students and help them strive for the same end goal of learning English and moving on to the next level. The series is specifically designed for ELL students and encompasses the four modalities of listening, speaking, reading and writing in English. ESL teachers as well as classroom teachers of ELL students use NYC approved websites and articulation to broaden the evaluation process and expose students to a more varied and rigorous pace. ELL students are continuously presented with practice test prep, they are presented with samples of previous years NYSESLAT test questions and formats to make them feel confident and prepared for upcoming state wide assessments and examinations.

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).

6a. SIFES: Presently, we do not have any ELL Students with Interrupted Formal Education (SIFE). In the event of the admittance of a SIFE who is an ELL, the student would be placed in an ESL program according to placement procedures; in addition, extra support would be given using ESL newcomer strategies to address deterioration of English language skills. Our goal is for these students to obtain basic communication and social skills in addition to academic content. Because SIFEs often lack grade level proficiency in content areas, we would work closely with the child's classroom teacher to give strong language support specifically in content areas in order to close the gaps in their academic achievement. The Home Language Information Survey should also indicate his/her SIFE status.

6b. NEWCOMERS: Newcomers to our program are given extra help in vocabulary and speaking. The two series we use for ESL instruction are "Cornerstone" and Rigby "On Our Way To English". These curriculums include beginner level books for Newcomers, which aid them in word recognition. The Newcomer materials also include other components centered on themes of immigration experiences and native cultures. In addition, Read Alouds are provided to familiarize students with the sounds and rhythm of the English language as well as to expose all students to higher-level reading that they may not be able to access independently.

For additional support, if the student feels he or she is more competent in the home language, we provide assessments in that language as available for all content areas except ELA. In addition, we strive to familiarize the newcomers with ELA type learning strategies until the child reaches proficiency for his/her grade level. Students are also given numerous practice tests and assessments to familiarize them with the timing and procedures of state tests. Students are prepared well in advance for expectations and procedures of state wide testing so that there are no 'surprises' for them on testing day. This ensures students will not feel as nervous since they are already familiar with the testing procedures and content style of state testing.

The newcomers in our program have the opportunity to use technology in order to aid their language acquisition through promethean board activities and instruction, listening/audio centers, as well as websites for word games, independent reading activities, native language literacy, and home activities. The differentiated instruction given throughout the day for all students within our school helps to determine the next steps needed for students to achieve success. Students in ESL classes are leveled according to Beginning, Intermediate and Advanced levels. These levels are not just determined through testing measures. These are ongoing teacher assessments through observation, scaffolding, and challenging curriculum. Students move within levels in the classroom as needed and deemed appropriate.

6c. ELLS RECEIVING SERVICES 4 TO 6 YEARS: ELLs who have been identified in the four to six year range receive more intensive reading and writing instruction, as determined by the NYSESLAT language modality breakdown. This instruction is provided through the reading and writing components of the "Cornerstone" Longman series as well as the Rigby "On Our Way To English" curriculums.

The use of the P.S. 212 literacy room, and the help of the Academic Intervention reading teachers help to challenge these students and guide them towards the next level of success. Students are moved within groups on an ongoing basis. These students are helped through visual literacy guidance to help with understanding and clarity. Students prior knowledge and personal experiences are welcomed to help assist students with understanding and comprehension. Students are encouraged to present material orally to encourage communication in a social and academic setting. We are hopeful that using these communicative participation models, students will be able to become more confident and fluent in English, both in a written and spoken modalities. We are confident that these strategies will extend their competence levels as well as assist them to their next steps academically.

The ELLs receive additional reading support through the use of technology (i.e. Promethean boards and computers), including listening activities, read-alongs, use of search engines to discover stories of different genres, and Internet research.

6d. LONG-TERM ELLS: For Long-Term ELLs who have been in NYC schools for six years or more, we use formal and informal assessments ranging from NYSESLAT and state assessment performance to communication with the students' classroom teachers in order to identify the students' areas of weakness. Accordingly, we strive to enhance their reading abilities by focusing on key topics for comprehension, organization of writing, looking for written context clues, and more expressive speaking. We encourage and support students to speak out loud and participate freely. We use many manipulatives to help address hands-on learning.

In addition, long-term ELL students use the computer in the classroom in order to create published works – a method that in the past students are eager to participate in and one that makes writing and editing faster, easier, and more professional.

ANY ELL's with SPECIAL NEEDS: The ESL teachers, along with every service provider in the school, have received a copy of the IEP for every student they service who has been identified as having special needs. Each service provider is required to familiarize herself with each student's specific needs and modifications so instruction can be modified accordingly. In addition, the ESL teachers maintain consistent communication with the teachers of ELLs with special needs in order to ensure that each student's needs are being addressed through instruction. One ESL teacher is also a licensed Special Education teacher. This additional training helps to supplement the needs of Special Education ESL students.

ELL teachers use "Cornerstone" by Pearson/ Longman as well as the Rigby, "On Our Way To English" which are grade level curriculums. These series' have grade level appropriate stories, activities, leveled reading books, as well as CD's to help facilitate English language development. The books and stories in the series' contain a wide range and variety of content level information. Some of the areas the books touch upon are Social Studies and Science. The series also contains numerous thematic units which contain whole group reading and instruction, word study, small group instruction, writing components, newcomer level stories, audio CD's, themed projects, pair and group work, writing assignments for independent and group activities, as well as the use of computer work and assignments. The school participates in having a new reading skill each week. These skills are taught and reviewed throughout the school year both in the classroom by the classroom teachers, the ESL teachers and the AIS teachers. ELL students are also given a Science cluster period to work on many hands-on activities in that content area. This Science cluster teacher has a room that encompasses a fully working science lab. The lab affords students the opportunity to work in a hands-on environment. The school also has a full-time math cluster. This period helps to reinforce the math curriculum as well as help children progress to the next level. The math programs used at P.S.212 are aligned to the NY common core standards.

6e. Students who have just scored proficient on the NYSESLAT within the last two years are given numerous levels of support. Students are given ESL (time and a half) extra for state and classroom testing. These modifications are entitled to former ESL students and are continually implemented for the two years after students have been determined proficient on NYSESLAT. Former ESL students are also placed in some possible extra 'help' classes. These classes may be voyager, reading, writing classes, Wilson, Orton Gillingham reading, math and/or literacy. Students are placed according to testing scores and teacher recommendation in order to support them and their needs. All ELL students also receive daily ELA instruction in their classrooms through reading and writing workshops which include ELL components. In adapting their lessons for the ELL students in their classes, teachers activate prior knowledge, modify presentation of materials, and extend language; in addition, teachers adapt literature activities through the use of small group instruction, previewing text, mapping concepts using webs, and modifying daily and weekly writing pieces. Teachers use ESL activities in their daily lesson plans to ensure ESL students are included and ESL strategies are incorporated into their lessons.

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?

The two ESL programs being used are "Cornerstone" by Longman and Rigby, "On Our Way to English". Both these programs encompass all aspects of ELL levels of development. Books and lessons are leveled for grade and age appropriateness and aligned with common core standards. The series contains front loading instruction, vocabulary, thematic organization, systematic skills development, phonics, word analysis, picture walks, writing pieces, built-in differentiated instruction, picture dictionaries, reading strategies, sight word vocabulary, spelling tips, graphic organizers, grammar, writing models and assignments, and using culturally and linguistically responsive teaching to enhance learning for all students including ELL's with disabilities. There is

even a linguistic contrastive analysis. For newcomers the program provides emphasis on vocabulary and speaking. These students also have access to technology through computers and listening centers. For ELL's that are in ESL 4-6 years the emphasis is on intensive reading and writing. These students will also have the use of technology to aid in language and reading fluency. Students may use search engines to do research or investigate genres of reading. Manipulatives to aid in hands-on learning, as well as the use of visual and listening aides are used to help re-enforce skills. Content area instruction is done in class by the classroom teacher. The instruction is supported with the use of Promethean boards, bilingual dictionaries and glossaries, as well as native language reading books. Teachers are asked to refer to ESL strategies given to them at the beginning of the year to help assist their ELL students. Materials for reading and math may also be found in the students native language to aid in understanding and comprehension. When possible ESL teachers push-in to classrooms to co-teach with classroom teachers while implementing ESL methodologies and instruction. Some additional instructional components are: during ESL instruction, there is a heavy concentration on literacy skills using the above programs, as well as providing the students with a print rich environment. These programs place an emphasis on all four modalities. The Rigby program also includes content area based libraries of leveled books. ESL teachers implement the use of computers and internet in their classrooms.

ELLs/ SWD are supported in the ESL program through a range of learning materials designed to address multiple learning modalities. In the ESL classroom, ELLs with disabilities are supported through the use of visual aids, songs, overhead transparencies, word vocabulary cards, charts, picture cards, big book stories, stories on audio CDs, hands-on class work, manipulative charts, Total Physical Response (TPR) cards, mini-books, computer research and assignments, as well as the use of interactive promethean boards in all classrooms and appropriate library reading leveled books geared towards the ELL student. Our ESL teachers also integrate technology for each subgroup of ELLs as outlined above.

ESL teachers utilize students' IEPs to develop lessons and address their long term and short term goals. For students with disabilities whose IEP's mandate bilingual instruction, these students are assigned a bilingual paraprofessional who can translate all instruction to their native language. These students also receive the mandated amount of ESL instructional periods. For ESL students with disabilities whose IEP mandates ESL instruction, students are serviced with other students in the same grade for the mandated number of minutes. Alternate placement paraprofessionals are utilized to translate instruction when students are stronger in their native language. Paraprofessionals working one to one with students, provides them with individualized instruction they need to meet long term and short term goals. P.S. 212 employs a full time IEP teacher, Gail Hyman who works with the School Assessment Team to ensure all IEP goals and mandated are being met for SWD. All service providers including ESL teachers, speech, OT, PT, guidance counselors, and adaptive physical education providers meet in the office of school assessment to coordinate schedules to ensure all students receive mandated services without overlapping as required by law. All teachers are given a copy of their students IEP to make sure goals and instructional planning is being properly met.

Within the mainstream classrooms and in content area instruction, ELLs are supported through the use of ESL strategies implemented by the classroom teacher in English, which includes pictures to introduce new vocabulary and new concepts, songs and games, graphic organizers, role-playing, repetition, and modeling of skills. In addition, teachers are provided with ELL components of the reading program being used, which includes, ELL lesson plans and vocabulary cards and activities. Teachers and students are also able to support newcomers with native language support through the use of computers and Promethean boards which are located in all classrooms throughout P.S. 212.

The use of the P.S.212 literacy room will ensure a wider variety of literature for the ELL student in which to be exposed. P.S. 212 believes achievement of the ELL child is our main objective. Any way we can support and assist our ELL population students we will strive to do it. At P.S.212 success of our students is our top priority.

ELL's are grouped heterogeneously by age and grade level. Instruction for ELL students is aligned with New York State Common Core State Standards. Whether in the main classroom, during ESL instruction or during any supportive service program, the teachers at P.S.212 align instruction with proper age and grade level standards.

ELLs are given support services throughout the school day. Lower grades are given a literacy based Voyager program; a phonics based reading program. This reading program has specific ELL components to facilitate language and reading acquisition. The basis of the lower grade reading program is to enhance phonemic awareness, spelling, comprehension, and listening skills. Upper grade ELL students are provided with a push-in/pull-out small group reading program. This program is taught by New York State

licensed reading provider. Students are also provided with a math teacher for academic intervention services. The program is taught by a NY state licensed math provider. Upper grade ELL students with disabilities are also given the Foundations/Wilson reading program. Students in upper grades work on phonics, listening, comprehension, as well as various areas of genre including fiction and non-fiction stories. P.S. 212 individualizes instruction for all students. This is especially important for the ELL student. Books and levels are chosen according to test data and in-class observation.

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?

ANY ELL's with SPECIAL NEEDS: The ESL teachers, along with every service provider in the school, have received a copy of the IEP for every student they service who has been identified as having special needs. Each service provider is required to familiarize herself with each student's specific needs and modifications so instruction can be modified accordingly. In addition, the ESL teachers maintain consistent communication with the teachers of ELLs with special needs in order to ensure that each student's needs are being addressed through instruction. One ESL teacher is also a licensed Special Education Teacher. This additional training helps to supplement the needs of Special Education ESL students. ELL students with disabilities attain English proficiency within the least restrictive environment by placing these students into ESL grade level appropriate inclusion classes. ELL students with disabilities are pulled for ESL services with other ESL grade level students from regular education classes. Students IEP's are kept on file so that teachers have access to building upon the goals of the students individualized education plan. ESL teachers want to attain English proficiency within the least restrictive environment for all our ESL population especially the ESL students with disabilities. Throughout the school day scheduling is done to incorporate self contained classes with regular mainstreamed classes. Preparation periods are mainstreamed for all students. Mainstream teachers, special education teachers and all students are involved in all aspects of educational and instructional planning. All regular and special education teachers meet to plan vertically and horizontally. All regular and special education teachers meet each week for grade level inquiry periods to review student work and plan for future instructional goals.

ELL teachers use "Cornerstone" by Pearson/ Longman as well as the Rigby, "On Our Way To English" which are grade level curriculums. These series' have grade level appropriate stories, activities, leveled reading books, as well as CD's to help facilitate English language development. The books and stories in the series' contain a wide range and variety of content level information. Some of the areas the books touch upon are Social Studies and Science. The series also contains numerous thematic units which contain whole group reading and instruction, word study, small group instruction, writing components, newcomer level stories, audio CD's, themed projects, pair and group work, writing assignments for independent and group activities, as well as the use of computer work and assignments. These skills help to ensure the 'special-needs' ESL student will have the opportunity to discover a mode of learning that is helpful to him/her. By giving the students a wide range of learning and teaching opportunities we are confident that all children will have the advantage of picking the learning style that they respond best to. Students are given groups that are flexible with choices within the group. Students are mainstreamed with grade level peers. Students are taught side by side with other ESL children of the same grade with varying levels. Group work is changed daily and is given according to skill and strategy. Students often rotate group work throughout the week so that every child has the opportunity to work on a skill and project. Children's grouping is flexible and work given is grade appropriate.

ESL students including ELL's with disabilities are also placed in some possible extra 'help' classes. These classes may be voyager, reading, writing classes, speech, SETSS, math and/or literacy. Students are placed according to testing scores and teacher recommendation, as well as IEP recommendations, according to the support they need. All ELL students (regular as well as students with disabilities) also receive daily ELA instruction in their classrooms through read alongs, and extend language; in addition, teachers adapt literature activities through the use of small group instruction, previewing text, mapping concepts using webs, and modifying daily and weekly writing pieces. Teachers use ESL activities in their daily lesson plans to ensure ESL students, both general and special education, are included and ESL strategies are incorporated into their lessons.

Our school has implemented the "Cornerstone" curriculum for our ESL program in order to make content comprehensible, enrich language development, and prepare students to meet standards. The ESL teachers communicate with the ELL students' (general and special education) classroom teachers through informal meetings to target individual students' needs and IEP's, to help drive effective instruction.

In addition, the three ESL teachers utilize some sheltered instruction methods to support content area instruction, including a set

classroom routine, the use of multiple intelligences (e.g., songs and movement, hands-on projects), linguistically heterogeneous groups, alternate assessments, and activation of prior knowledge. Classroom teachers and ESL teachers have use of the literacy room, which enhances reading experiences for the ELL student. All students are always encouraged to fully participate and be engaged in all academic instruction. All ESL classrooms have computers with access to the Internet and projectors to reinforce lessons, vocabulary, and technology. These 'extra' methodologies help to ensure all students (especially ones with special needs) are able to follow lessons and be motivated to learn.

P.S. 212 has blocked periods for reading and math instruction. During these periods there are no pull-outs or preps. Students remain in their classroom or go with an AIS teacher for smaller group instruction in the content areas of reading and math. These blocked periods were created to ensure all students were receiving instruction in math and reading without interruption. Scheduling has further been implemented to ensure students success by having pull-outs for classroom teachers doing preparation periods when possible. By implementing this type of pull-out program we are hoping to have students with their classroom teacher as much as possible without disruption throughout the day. The schedule is flexible in that each day the program changes to accommodate the teachers daily schedule. We are hoping to ensure the least restrictive environment for our ELL and former ELL population.

P.S.212 has used data from this year as well as from previous years to help guide instruction for the ELL student. The data has shown most ELL students struggle in the area of writing while also having some difficulty in the area of reading. The strong emphasis of an AIS period for reading as well as specific blocks of reading and writing periods within the classroom are done to help ELL students become more proficient in these areas. Specific writing skills are being taught daily during writing blocks. These writing periods focus upon responses to literature, text dependent questions, expressive, personal and persuasive writing pieces. These modalities of writing are being used to help the ELL student become a stronger and more confident writer. The use of the promethean board enhances learning for the ELL student. Hands-on accessible writing samples as well as instant feedback from technology affords an ESL student the extra steps they need to achieve success. Native language is used to help support ELL students throughout the day. The use of dictionaries, glossaries, bilingual reading materials as well as paraprofessionals (when applicable). For testing accomadations, native language letters and tests (when available) aid in the support of ELL learning.

P.S. 212 utilizes the data and patterns to help determine personal goals for each student. We utilize the data to plan instruction through the backwards planning and design model. We focus on specific skills and strategies that will allow the ELL students to achieve the highest levels of success. We incorporate guided reading and writing groups as well as other assessment tools in our daily lessons. We utilize the data patterns in NYSESLAT to determine the length of each unit in our classrooms.

P.S.212 evaluates the success of our ELL programs by numerous measures. Teacher articulation about ELL students helps to keep academic instruction aligned. Classwork and participation, test results (MOSL), porfolios, conferencing and classroom observations are some of the methods used to evaluate the success of our ELL students as well as the effectiveness of the instructional programs being used.

P.S.212 believes in wide and varied measures of evaluation that helps give a more complete picture of each ELL student and where their strengths and weaknesses lie. With this vast measurement, individualized instruction can be better attained to ensure success for our ELL students. In addition, all teachers are involved in school-wide inquiry periods where they analyze the data, student work, MOSL outcomes and create curriculum mapping.

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:	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

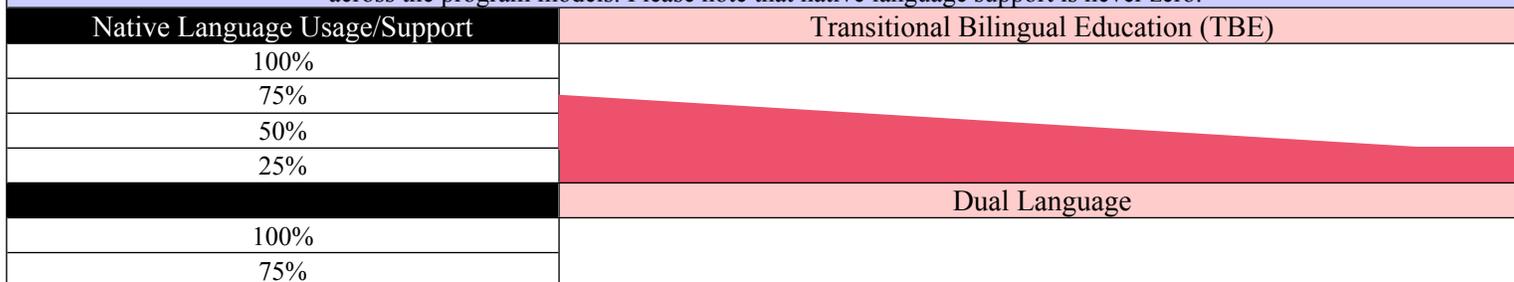
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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.

9. P.S. 212 has several blocked periods for reading and math instruction. During these periods there are no pull-outs or preps. Students remain in their classroom or go with an AIS/ESL teacher for smaller group instruction in the content areas of reading and math. These blocked periods were created to ensure all students including ELL's are receiving instruction in math and reading without interruption. Scheduling has further been implemented to ensure students success by having pull-outs on classroom teachers preparation periods when feasible. By implementing this type of pull-out program we are hoping to have students remain with their classroom teacher as much as possible without disruption throughout the day. This will help to ensure ELL students are receiving instruction in all the content areas. Besides the blocked reading and math instructional periods, ESL/AIS teachers re-enforce content based skills during differentiated instruction. These ELL students are programed for intervention support either through teacher/parent recommendation as well as through city and state wide tests and assessment results. These intervention services are given in English with the aid of computer bilingual translations if necessary and or bilingual dictionaries, glossaries as well as bilingual reading books. P.S. 212 offers many intervention services. All services are provided in English. Some of the services provided for targeted students are small group reading, Wilson and Foundations reading programs, Orton Gillingham reading approach, Voyager reading program, lower and upper grade small group math and reading instruction, speech and language, as well as reading materials for all levels of students in many native languages. The use of bilingual glossaries, dictionaries as well as technological bilingual services (i.e. computers/listening centers) aides in learning and communication/comprehension for the ELL student. P.S.212 staff members are open to all new ideas and media available to aid in ELL's achievement and success. Staff development is ongoing and keeps staff and teachers abreast of all new concepts available to help ELL's become proficient in English. ELLs who have been identified as struggling in ELA and math (through test scores and teacher recommendations) receive Academic Intervention Services four to five times a week for one period each day. These services are provided in a small group pull-out and/or push-in setting by an AIS teacher. The AIS teacher articulates with the students' classroom teacher in order to ensure alignment of instruction and a focus on the targeted students' particular needs, as well as to monitor student progress. During this AIS period, students receive extra help in literacy, phonics, math, and state test preparation.

The ELLs receive additional reading support through the use of technology, including listening activities, read-alongs, use of search engines to discover stories of different genres, and Internet research. For ELLs we use formal and informal assessments ranging from NYSESLAT and state assessment performance to communication with the students' classroom teachers in order to identify the students' areas of weakness. Accordingly, we strive to enhance their reading abilities by focusing on key topics for comprehension, organization of writing, looking for written context clues, and more expressive speaking. We encourage and support students to speak out loud and participate freely. The above stated programs for our ELL students are given in English only.

In order to support proficient level students' academic intervention services are provided in areas identified as 'weaknesses' for the students. These support services may include, reading, math, speech and language, voyager, Orton Gillingham and /or Wilson/foundations instruction. The school programming aligns with the inclusion of all support and ESL services throughout the day while keeping the student(s) within their main classroom for all major subject instruction. Beginning and Intermediate students receive 360 minutes of ESL instruction.

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

10. The programs we are currently using at P.S.212 are believed to be effective in achieving the goals of our ELL population based on schoolwide data. The ELL series/programs we have been implementing are specifically designed to help ELLs achieve success and movement throughout all the modalities, which we have seen as a trend, based on NYSESLAT data. We have updated our ELL reading series every few years to make sure we are aligning with the Common Core Standards for our ESL population. The blocking of reading and math times in scheduling helps to ensure all ELL students are learning content and language skill development with their 'main, classroom' teacher. We are confident that by increasing the amount of time ELL's spend with their

peers and classroom teachers they are expanding upon content rich instruction which will benefit them for state testing. By having ESL teachers push-in whenever possible ELL students have less movement and less lost instruction through the course of their day.

Based on the school's data from the New York State Science Performance Assessment, we have determined this is helping our ELLs achieve the most success. Only 1 student is performing below grade level, while all remaining ELLs that took the Science Assessment scored at a Level 3 or 4. An outstanding, 4 out of 7 ELLs, received a Level 4 on the NYS Science Test. In science, students conduct hands on experiments. In the Science lab, teachers utilize teacher made assessments and informal observations during experiments to conduct assessments. Classroom teachers utilize the end of unit assessments in Harcourt, as well as, informal observations to assess students' understanding. The Harcourt series provides ELLs with visual aids to achieve success in developing their vocabulary.

All teachers including clusters and funded personnel are provided a list with levels of proficiency throughout the school building. All teachers also have access to students' testing history in ARIS. With the help of the pupil accounting secretary, teachers are also able to obtain testing information from ATS. Classroom teachers maintain student records and are responsible to ensure all necessary paperwork is on file, which includes but are not limited to HLIS, parent selection, and birth certificates. ESL personnel communicate to every classroom and out of classroom teacher which students are current ELLs and former ELLs so that teachers can utilize testing modifications for these students throughout the school year. This information is also available on ARIS. The ESL paperwork is updated monthly by the ESL personnel and distributed to all staff members. Newly admitted ELL students or former ELL students are highlighted to inform teachers of changes regularly.

Our school has showed a pattern over the last few years in meeting Annual Yearly Progress. In ELA our Annual Measurement Achievement Objective was 141. The school received a score of 150 on our performance index. In math, ELL students showed the most progress. Our Annual Measurement Achievement Objective was a 122 and the school received a score of 194 on the performance index.

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

11. Some new programs P.S.212 has recently implemented is the use of Promethean boards in every classroom. The use of these 'promethean boards' help teachers to give more visual and listening support to our ELL population. The ability to interact with the board also enhances the learning and understanding for our ESL students. The boards have been set up to contain all content area instructional resources and lessons. Teachers and students are enjoying the hands-on interaction these boards have allowed them to have. P.S.212 has also ordered a new common core aligned math and reading series. The math series is titled, "Go Math" and the reading series is titled "Ready Gen". These programs are the most up to date and align with the Common Core reading and math standards. P.S. 212 will continue to monitor the success of these new programs and will make accommodations on an as needed basis.

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

12. At this time P.S.212 does not intend on discontinuing any programs or services we currently have. We are using all ESL materials available to our school.

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

13. ELL's are involved in all school programs. Letters are sent home in native languages notifying parents of activities offered during the school day and in after school. Students are given drama, dance, technology, literacy, science and math. Students are immersed in all school activities to feel a connection to their peers and the school community. We also have an after school program for ELL students in grades 3 through 5. The after school program re-inforces reading and math skills. Students are placed in a grade appropriate level setting. The skills being taught will in turn help ELL students on state wide tests in math and english. The program includes small group instruction.

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

14. The two programs, "Cornerstone" by Longman/Pearson and Rigby, "On Our Way to English", encompass all aspects of ELL levels of development. For newcomers the programs provide emphasis on vocabulary and speaking. These students also have access to technology through computers and listening centers. For ELL's that are in ESL 4-6 years the emphasis is on intensive reading and writing. These students will also have the use of technology to aid in language and reading fluency. Students may use search engines to do research or investigate genres of reading. Manipulatives to aid in hands-on learning, as well as the use of visual and listening aides are used to help re-enforce skills. Content area instruction is done in class by the classroom teacher. The instruction is supported with the use of Promethean boards, bilingual dictionaries and glossaries, as well as native language reading books. Teachers are asked to refer to ESL strategies given to them at the beginning of the year to help assist their ELL students. Some additional instructional components are:

The "Cornerstone " and "Rigby: On Our Way to English" programs continue to prepare students to meet common core standards. During ESL instruction, there is a concentration on literacy skills using the above programs, as well as providing the students with a print rich environment. The programs place an emphasis on all four modalities of the NYSESLAT state test. The Rigby program also includes content area based libraries of leveled books. ESL teachers implement the use of computers in their classrooms. Each computer is hooked up to a projector to assist ELL students with visual comprehension.

The "Ready Gen" and "Go Math" curriculums will be used in all classrooms throughout the school. These programs focus upon comprehension, written language, listening skills, varying genres, rigorous math and mathematical skills. These programs are the most up to date and are aligned with the Common Core Standards.

ELLs are supported in the ESL program through a range of learning materials designed to address multiple learning modalities. In the ESL classroom, ELLs are supported through the use of visual aids, songs, overhead transparencies, word vocabulary cards, charts, picture cards, big book stories, stories on audio CDs, hands-on class work, manipulative charts, Total Physical Response (TPR) cards, mini-books, computer research and assignments, as well as the use of interactive promethean boards in all classrooms and appropriate library reading leveled books geared towards the ELL student. Our ESL teachers also integrate technology for each subgroup of ELLs as outlined above.

Within the mainstream classrooms and in content area instruction, ELLs are supported through the use of ESL strategies implemented by the classroom teacher in English, which may include, pictures to introduce new vocabulary and new concepts, songs and games, graphic organizers, role-playing, repetition, and modeling of skills.

The use of the P.S.212 literacy room will ensure a wider variety of literature for the ELL student in which to be exposed. With the use of this literature students can read in English, as well as in some of their native languages to ensure support and continued growth in reading and academics. In order to aid the ELL student, the ESL teachers use numerous modalities to support native language for the ELL child. Through the use of computers, bilingual reading materials, bilingual test taking opportunities, as well as peer buddy/partner support. The ELL student has numerous opportunities to have native language support. P.S. 212 believes achievement of the ELL child is our main objective. Any way we can support and assist our ELL population students we will strive to do it. At P.S.212 success of our students is our top priority.

ELL's are grouped heterogenously by age and grade level. Instruction for ELL students is aligned with New York State Common Core State Standards. Whether in the main classroom, during ESL instruction or during any supportive service program, the teachers at P.S.212 align instruction with proper age and grade level standards.

ELLs are given support services throughout the school day. Lower grades are given Literacy/Voyager/writing to read; a phonics based reading program and some students will be given Wilson and/or Orton Gillingham, another intensive reading program. These reading programs have specific ELL components to facilitate language and reading acquisition. The basis of the two lower grade reading programs are to enhance phonemic awareness, spelling, comprehension, and listening skills. Upper grade ELL students are provided with a push-in/pull-out small group reading and math program. These programs are taught by New York State licensed reading and math providers. Upper grade ELL students with disabilities are also given the Wilson/Orton Gillingham reading programs. Students in upper grades work on phonics, listening, comprehension, as well as various areas of genre including

fiction and non-fiction stories. P.S. 212 individualizes instruction for all students. This is especially important for the ELL student. Books and levels are chosen according to test data and in-class observation. In addition, within the literacy component of the curriculum, classroom teachers promote the use of accountable talk.

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

15. P.S. 212 offers an ESL pull-out/push-in program in English only. ELL students are supported through the use of ESL strategies implemented by the classroom teacher in English, which includes pictures to introduce new vocabulary and new concepts, songs and games, graphic organizers, role-playing, repetition, and modeling of skills. Teachers and students are also able to support native language with the use of the computer and Promethean board which is located in all classrooms throughout P.S. 212.

The use of the P.S.212 literacy room will ensure a wider variety of literature for the ELL student in which to be exposed. With the use of this literature students can read in English, as well as in some of their native languages to ensure support and continued growth in reading and academics. In order to aid the ELL student the ESL teachers use numerous modalities to support native language for the ELL child. Through the use of computers, bilingual reading materials, bilingual test taking opportunities, bilingual dictionaries and glossaries as well as peer buddy support. The ELL student has numerous opportunities to have native language support. P.S. 212 believes the achievement of the ELL child is our main objective. Any way we can support and assist our ELL population students we will strive to do it. At P.S.212 success of our students is our top priority.

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

16. ELL's are grouped heterogenously by age and grade level. Instruction for ELL students is aligned with New York State Common Core State Standards. Whether in the main classroom or an ELL students self contained special education classroom, during ESL instruction or during any supportive service program, the teachers at P.S.212 align instruction with proper age and grade level standards.

Support services are given throughout the day to all eligible students. At the beginning of the school year all AIS teachers, Speech teachers, OT and PT teachers, SETTS teachers, ESL teachers as well as math and reading teachers meet and have a large sized schedule of each student in the school which is entitled to services. The schedules are filled in by time slot to ensure all pull-outs and push in services are met without the existance of an overlap. If for any reason a teacher needs to change their schedule or program, the teacher would have to check the child's schedule before a change is made. This will ensure every child entitled to a required service will get the support and resources they need in the least restrictive environment.

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.

17. At this time P.S. 212 does not offer a summer program for newly enrolled ELL students before the beginning of the new school year however, we do have a parent orientation in June for newly admitted students. At this orientation, parents meet with staff members including the principal, assistant principal, teachers, ESL personnel, and parent coordinator. At the meeting, parents are given information which includes, a snapshot of the school day, supplies, breakfast and lunch program, arrival and dismissal procedures, programs offered such as drama, science lab, dance, computers, and humanities. Also, at the completion of a grade each student, which includes the ELL student population, is given a summer homework packet to ensure students are educationally challenged. Students must complete this packet for the following school year. This ensures a continuation of literacy and math skills throughout the summer months. Parents who are unable to attend the orientation workshop are mailed materials over the summer.

18. What language electives are offered to ELLs?

At this time P.S.212 does not offer any language electives to ELL students.

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)?

Not applicable.

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. ELL personnel in our school attend professional development workshops provided by our network throughout the year to ensure continued professional growth; in addition, they receive support for administrative work and compliance issues through workshops by District and Region staff. These workshops include, but are not limited to, technical support for ESL administrative work, accessing and using data to plan instruction, ELL compliance, and assessment training and scoring. In house professional development is given to all staff members including, principal, assistant principal, common branch teachers, ESL teachers, paraprofessionals (including bilingual paraprofessionals), guidance counselors, special education teachers, parent coordinators, and secretaries. Instructional leads receive ongoing training through the region and network which is then turn keyed to all staff members at P.S. 212. On September 3rd and 4th, 2013, professional development was administered to all the above mentioned staff in the following areas: Ready Gen Reading, Go Math, Danielson's Framework, Advance, and MOSL. This included 12 hours of professional development. On September 24th, professional development was provided in house for the above mentioned staff members in GO Math mapping. On October 7, 2013, in house professional development was done by Kerry Gelling-CFN605, on vocabulary instruction and best practices. Throughout the week of Oct 1st, 7th, and 14th, staff was provided professional development in grading and rubric norming. An additional professional development was provided to staff on Ready Gen instruction for 90 minutes. On November 4th, Alex Kipp presented a workshop on NYC conflict of interest laws. All staff members were in attendance. On November 5th, all staff was provided professional development in GO Math pacing, technology, and Ready Gen Reading. ESL personnel attend yearly training for NYSESLAT scoring and administration. School secretaries received training in STARS and promotional criteria. Other professional development for secretaries include transportation, students in temporary housing, ATS training, and training in reports needed for ELL students. Our school's guidance counselor receives professional development for Respect for All, child abuse training, crisis response, and anti-bullying. Future professional development for the 2013-2014 school year is slated to include aligning GO Math to the Scope and Sequence, Ready Gen Reading, Core Curriculum, and Technology, using student data to plan and implement differentiated instruction. The classroom strategies and methodologies can then be implemented in daily instruction for the ELL population by the ESL teachers; in addition, the three ESL teachers can then turn-key this training to the rest of our school staff. Further professional development is achieved through on-line training and webcasts provided by the board of education as well as outside agencies.

2 & 4. Professional Development is provided for staff members for implementing ESL strategies and techniques for ELLs in the mainstream classroom. As per mandates, general education teachers receive 7.5 hours of professional development while special education teachers receive 10 hours. This staff development is provided by our ESL teachers as needed on an ongoing basis. Professional development focuses on instruction and discussion about understanding the development of ELLs and how best to support them in the mainstream classroom through the use of ESL strategies. Topics discussed include understanding the development of ELLs (BICS versus CALP, timelines for language acquisition, etc.) and how best to support them in the mainstream classroom through the use of ESL strategies such as a balanced literacy approach, differentiation of instruction, scaffolding, hands-on instruction, gesturing, visual aids, a buddy system, and heterogeneous grouping.

New teachers are given the mandated training in-house by one of the New York State licensed ELL teachers on staff. This is done either after school, on preparation periods and/or during periods of modeling/observation of the ELL teachers. New teacher requirement paperwork is kept in house in the main office. Paperwork shows each date and the amount of time a new teacher spent attending the offered in-house training. Paperwork is signed by the new teacher, the ELL teacher, and the school principal in order to maintain accurate records. New teachers are given an ELL training certificate to show completion of the state mandated requirements. In addition to the required new teacher training periods, staff development is implemented on an ongoing basis throughout the school year through in-house PDs, articulation, turn-key training, and modeling of lessons.

Outside of the required new teacher training periods, staff development for personnel who work with ELL students is done on an individual basis through articulation as well as push-in model teaching and required ELL instructional training for new teachers. In house professional development for regular and special education teachers, paraprofessionals, and speech therapists also takes place

during students' non-attendance days. The ELL teachers provide model lessons for the staff as well as disseminate information for aiding instruction to ELL students. ELL teachers turn-key train the staff from various workshops they have attended. Articulation throughout the school year helps to benefit mainstream teachers with hints and practices to use within their classroom to include and challenge the ELL learner.

3. As ELLs transition from one school level to another, ELL students are given a more intensive reading program with a licensed pull-out reading and/or math teacher. This also helps to prepare students as they transition from elementary to middle school. Our data specialist assists parents in completing applications for middle school. Applications are distributed to classroom teachers in students' native language to help facilitate the transition. The school provides a workshop for parents, which includes the use of interpreters, to assist in completing middle school applications.

To assist ELLs as they transition from elementary to middle school, the ESL teachers provide staff members with ESL strategies that they should utilize in the classroom. In addition, the ELLs in our school receive additional support in content area instruction through the ESL push-in model program. These strategies ensure that students do not fall behind in their content area learning while they are still acquiring the English language skills needed and that they are adequately prepared to succeed in middle school. Lessons are provided for ELLs by the guidance counselor to help them transition into middle school and avoid peer pressure. Classroom teachers also utilize the expertise of our guidance counselor by having her do whole class lessons on what to expect during transition from elementary school to middle school.

Our school's guidance counselor is a 'Respect for All' liason. She provides multiple workshops for parents and staff members, regarding anti-bullying and Respect for All. She is part of P.S. 212's anti-bullying committee which supports a safe and secure environment. The program encourages tolerance and promotes acceptance for all. The guidance counselor turn keys training to staff members during faculty conferences. Topics include how to teach respect in your classroom and how to implement acceptance of all. The guidance counselor is always available to assist teachers in parent meetings. Our school's guidance counselor teaches students how to be independent during weekly meeting sessions.

4. As per the state mandates all new teachers receive 7.5 hours of ELL professional development training while special education teachers receive 10 hours of ELL training. Professional development is done by P.S.212's three ESL teachers. Documentation of this training is kept in-house in the main office. Professional development consists of instruction in the latest methodology of ESL student support. Topics will include the use of ESL strategies within the mainstream classroom to best aid in the achievement and success of the ELL student.

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. In order to provide support to our parents, workshops are held throughout the year to keep parents abreast of school-wide activities and ongoing tests and assessments. Parents are also given all letters home from school in their native language. Interpreters are available to assist during all open school afternoons and evenings to help facilitate communication between the teacher, school and home. The parent coordinator also presents workshops for ELL parents with many hands-on activities keeping the home-school connection strong.

PTA meetings are done throughout the year and with the assistance of parent-interpreters, ELL parents can partake in all school-wide functions. Translation signs are displayed throughout the lobby and in the main office to inform parents of the translation services available.

To further support our ELL parents, a teacher on staff is meeting with parents on Thursday mornings from 8:15-9:15 am for English language instruction for our ELL adult parents. At P.S.212 we are trying to make every effort to involve our ELL parents and help them to help their children and be a part of our school family.

Parent Workshops are provided throughout the school year for ESL parents. These workshops are given by ESL teachers, AIS staff, special education department, guidance counselors, school assessment team as well as the data specialist. The dates of the workshops are as follows:

September 26, 2013 - New parent orientation

September 30, 2013 - PTA Welcome to new parents

October 11, 2013 - Upper Grade Reading

October 18, 2013 - Upper Grade Math

November 8, 2013 - Orton Gillingham reading/Lower Grade Math

November 21, 2013 - SETSS/Special Education with the IEP teacher

December 13, 2013 - Parent Involvement in P.S. 212

2. At P.S.212 we offer the ELL parents Adult ESL classes in our school on Thursday mornings. This class benefits the parents in learning English as well as connecting them to the school. We would like our parents to become more literate in English so they will be able to help their children at home. During these parent ESL classes, the PTA is frequently present with bilingual interpreters in order to provide the parents with the opportunity to become more involved in school-wide activities. Staff members are also present to keep ELL parents abreast of services available to them and their children.

In addition, the principal welcomes parents and shares in a 'chit-chat' once a month so that parents can have a comfortable forum in which to raise questions and concerns they may have. These informal chats take place with the aid of bilingual translators to ensure that every parent is given the opportunity to speak and be heard. The parent coordinator provides outreach to the community to involve as many parents as possible. The school leadership team also discusses the needs of the school community, including our ELL population. In addition, parents also respond to the Learning Environment Survey, which is then examined by the administration to determine the needs and concerns of our ESL parents. Furthermore, Ilia Liff, our parent coordinator, facilitates our school's interaction with parents through outreach. There is ongoing communication, and she is present at all PTA meetings, community education council meetings, the principal's chit-chat, etc. She encourages parents to become involved in school events. She also distributes a bi-monthly school newsletter and communicates with parents via the internet. She utilizes the school messenger telephone system to relay all important news events to the parents. Ms. Liff also conducts parent workshops as part of the outreach program in our school.

Virtual Y has partnered with P.S. 212 to provide afterschool help and activities for ELL students which in turn assist parents through homework assistance, peer interaction, and creating a strong community bond.

P.S. 212 takes pride in community outreach. Students collect pennies during the months of October and November to donate to a charity of their choice. Students research local charities and vote upon how the money should be donated and which charities should receive the contribution. Students work hard at promoting and collecting for the Penny Drive. This is a school-wide outreach to our community. Students also run a community food drive where they collect non-perishable items to bring to the local church which has a food pantry. This food pantry supplies local families with assistance. Counsel for Unity is another school-wide outreach program. It is an organization that empowers the students to create a school environment rich with respect and positive behavior, with a strong message of antibullying.

3. At P.S.212 we have an open door policy. Parents can meet with any of the staff members to discuss the needs of their child. Ongoing PTA meetings help to keep parents and teachers connected and in constant communication. During principal chit-chats, parents are able to voice concerns in an open forum with ELL teachers, the parent coordinator, and classroom teachers as well.

P.S.212 makes every effort to keep communication between parent, child and teacher as open as possible. The Learning Environment Survey is examined by the administration to determine the needs and concerns of ELL parents. The administration makes every effort to keep ELL parents involved and connected to our school.

Throughout the year ELL parent meetings and workshops are done to help enlighten and address the needs of ELL parents. Parents are asked their opinions and subsequent workshops are created to align with parents needs and requests. Additionally, the parent coordinator utilizes questionnaires to identify parent needs. Our parent coordinator meets with parents on a daily basis to assess their needs and provide assistance to all.

4. The parent involvement activities at P.S.212 address the needs of the parents through numerous outlets. The parent coordinator aligns her workshops and activities to reflect the requests and concerns of the ELL parents.

ESL teacher/parent workshops are created to address the needs and requests of the ELL parents. During each workshop a forum is opened at the end for discussion with a question and answer session. During these times parents are asked to address their needs and concerns. Subsequent workshops are then formulated to align with parent needs. Whenever possible interpreters are brought in to assist with opening lines of communication between the parent and the school. During some ELL parent meetings guest speakers are brought in to help parents connect to the community as well as the school. ELL parents will have the opportunity to learn about other school/city-wide services available to them and their children. Parents will have an open forum with OT/PT, speech, special education evaluators, and other school service providers to discuss available help offered and if they feel their children might need these services. Responses from The Learning Environment survey are shared with all staff members to keep them updated on parents responses and needs. The staff makes every effort to address the needs of students and parents alike.

At P.S.212 we strive to achieve success for our ELL population and make a strong connection to their families. This helps to facilitate achievement for everyone; child, parent and school.

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.

At this time the RNMR report has not been populated with 2013 NYSESLAT scores. Therefore we are unable to complete the modality breakdown at this time.

However, we used the data of individual ELL students to assess how they did overall as a grade for all the modalities of the NYSESLAT to better help with planning instruction for the success of our students. Here is a breakdown of how our students did. NYSESLAT analysis indicates ESL students in grade K are more proficient in listening and speaking than reading and writing. In grade 1 students achieved the most success in speaking and listening while having the most difficulty in reading. ESL students in grade 2 achieved the most success in speaking while having the most difficulty in reading. ESL students in grade 3 achieved the most success in speaking and listening while students were weakest in the areas of reading and writing. Most students in grade 3 scored at an advanced level. For grade 4, students achieved the most success in speaking and listening while many performed lowest in reading and writing. The advanced level students were highest for ELL 4th graders. In grade five, analysis of NYSESLAT data across the modalities indicated that students were strongest in speaking and listening and weakest in writing. From this data, we can clearly see that lower grades (kindergarten , first and second) showed a deficiency in the areas of reading and writing, while doing best in speaking while listening came in as their second strongest area. Upper grades (three, four and five) showed a deficiency in writing while doing best in speaking.

Part VI: LAP Assurances

School Name: <u>The Lady Deborah Moody P.S.212</u>		School DBN: <u>21K212</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Josephine Marsella	Principal		11/14/13
Deborah Delluomo	Assistant Principal		11/14/13
Ilia Liff	Parent Coordinator		11/14/13
Bonnie Merone	ESL Teacher		11/14/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Jessica Nunno	Guidance Counselor		11/14/13
	Network Leader		
Renata Mantzioros	Other <u>ESL Teacher</u>		11/14/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21K212 School Name: Lady Deborah Moody

Cluster: 6 Network: 605

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.

At registration, all parents and guardians must fill out the Home Language Identification Survey (HLIS) with a pedagogue. During the registration process parents will meet with one of the pedagogues which may include, Deborah Delluomo, the Assistant Principal, Bonnie Merone, an ESL teacher, Renata Mantzioros, an ESL teacher, and/or Elina Ivenkova, an ESL teacher. They conduct an interview with the parent(s) and child. When necessary, native language support is utilized to aid the interview process--either through an in-house interpreter or through the over-the-phone interpretation services provided by the NYC Department of Education. Notes from the interview are attached to the student's HLIS and placed in the students' cumulative file; a copy is also kept in the main office. At this time eligibility results are entered on the students HLIS along with the OTELE codes and the HLIS is signed off by the pedagogue. Based on this initial screening process and the parent choice of English or native language communication this information will be input into ATS. Depending upon parent choice of language all communication from the school will be in the language choice of the parent. Teachers at the beginning of the school year are given a survey for parents to fill out (in numerous available languages) asking parents to fill out the choice of language they wish to receive communication from the school in. These letters are kept on file in the main office and are input into ATS so that all communication to the parents will be in the parents language choice. The secretary keeps a record of the oral and written communication survey. All newly registered students are given the survey at registration to ensure they are included in the language communication choice and are input into ATS at registration. The blue emergency cards in the office also state the language and communication preference of the parent. All teachers and staff members have access to these cards and can then provide parents with the language assistance they need either through in house staff interpreters or the DOE interpretation services. The home language identification survey also contains the language communication choice of parents All letters will be given in the parents language of choice on the same day as English language communication letters. There is no delay of communication for any parent whether it is in English or another language. For open school day and evenings there are interpreters retained and available for communication with teachers. This will help oral interpretation needs will be met for our ELL parents. P.S. 212 also utilizes the department of education interpretation services unit for oral communication with parents. This will ensure all parents are provided with native

language assistance to communicate with teachers. Any phone calls teachers need to make to a child's parent are done by use of the blue main office emergency card which contains the parent's language/communication choice. Once the card is pulled the teacher will check the communication choice and either use the assistance of a staff member or the Interpretation Services Unit supplied by the DOE.

The school shares the Foreign Language Survey with all staff members during staff meetings as well as during parent teacher conferences. This data helps to provide language needs for meetings, PTA communication, parent-teacher conferences and workshops. This information is also kept in the photo copy room so that the aide's can make appropriate copies for the parents in the languages requested. All the languages are listed by class and grade and are updated bi-monthly.

The native language of choice for parents is also kept within the student's cumulative folder for reference by the teacher, other staff members and if the child were to transfer to another school, the information would be readily available. The child's HLIS is also kept on file in the student's cumulative record card. Attached to the HLIS form is the parent correspondence form, the parent selection form and the interview notes from registration.

When possible and necessary, oral native language support is utilized either through an in-house interpreter or through the over-the-phone interpretation services provided by the NYC Department of Education. Written translation needs are addressed as part of our school's family outreach in which letters are sent home to parents in English as well as parent's native language (at the same time) to keep them abreast of school-wide activities, meetings, workshops as well as open school day, evening and week. Interpreters (requested by the school from the translation and interpretation unit) are available to assist during all open school afternoons and evenings to help facilitate communication between the teacher, school and home. Report cards are sent home to parents in their native language to ensure a strong school-parent connection. The information is presented to parents in their native language to ensure they understand and are able to play an active role in their child's education.

The parent coordinator also presents workshops for ELL parents with many hands-on activities keeping the home-school connection strong. She makes every effort to have all information available to parents in their native language. The parent coordinator also helps to provide native language literature available to ELL parents during AIS/ESL parent workshops.

PTA meetings are held throughout the year with the assistance of parent-interpreters. ELL parents can partake in all school-wide functions. Translation signs are displayed throughout the lobby and in the main office to inform parents of the translation services available.

We can further determine the needs from parents and families that attend mandatory orientations and open houses.

To further support our ELL parents, a teacher on staff is meeting with parents on Thursdays from 8:15-9:15 am for English language instruction for our ELL adult parents. At P.S. 212 we are trying to make every effort to involve our ELL parents and assist them to help their children and be a part of our school family.

Staff members are also available to translate (when applicable) to keep ELL parents abreast of services available to them and their children. Our staff has many bilingual teachers that can help with translation services. Some of the languages staff members speak are; Russian, Urdu, Arabic, Spanish, Hebrew, Italian and Bengali.

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.

P.S. 212 determines which languages are most dominant in the school with the use of language breakdown forms, as well as the results of the home language surveys and parent language preference correspondence surveys. By evaluating the dominant native languages within the school we are able to determine which language interpretation services will be necessary to be requested for parent teacher conferences and PTA meetings. P.S. 212 has been using the software available for translation of all schoolwide documents and letters. Through the use of this software all letters are sent home to parents in their native languages (when available) at the same time the English language letters are sent home. All native language letters are automatically issued to the appropriate families. Also, the school asks, at the beginning of every school year (through the use of a school-wide parent native language survey) which language parents would prefer to receive school wide communication. The results of this data determines which letters will be generated for the rest of the school year in the languages parents have requested (when available). Through the results of the data we determine the interpretation services necessary to facilitate parent teacher conferences and PTA meetings as well as any other times we feel interpretation services are needed. When necessary, school staff will use the NYC Department of Education over the phone translation services to assist in parent communication. This service is used by teachers, the nurse, the office staff, as well as other members of the staff. These services help to ensure that parents are aware and understand all oral communication from the school. A bi-monthly newsletter is also generated by the parent coordinator to keep parents informed of school and community happenings.

Currently, we have 613 students that attend P.S.212 (excluding the Pre-Kindergarten). Of that amount, 126 are currently eligible for ESL services. The home languages spoken by parents in our school as identified by the RSDS, are Chinese (117), Bengali (1), Arabic (14), Russian (8), English (399) Spanish (85), Urdu (15). Written translations are provided through the NYCDOE and software programs. Oral interpretation is provided by staff and members of the parent community as well as the Interpretation Services Unit from the Department of Education. Findings are shared at the Parent's Association Executive Board Meeting as well as general PTA meetings. This information is also presented orally at teacher conference meetings.

Since Chinese and Spanish are the dominant languages in our school for open school day and evening parent teacher conferences, numerous translators are requested to be on site and available to assist out ELL parents. We also try to have numerous translators available in Chinese and Spanish (as well as the other languages) for all workshops and meetings in our school to translate for out ELL population of parents.

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.

At the beginning of each school year, parents are issued a schoolwide native language parent survey where parents can request translated documents to assist in communication needs. Parents are asked to select the language they are most comfortable with so they can receive school documents in their native language. This information is input into ATS by the school secretary. Any future correspondence with the school in written format will be generated in the parents language of choice. The results of the parent language survey is put on to the students cumulative record card and on the child's blue emergency card.

The computer will then generate documents for parents in their preferred native language (when applicable). The documents will include schoolwide letters of activities and events, as well as report cards. All documents in native language will be given out to parents on the same day as any English language documents. These translated documents are sent home on the same day as the English language documents. Should parents need additional native language assistance, staff will use in-house interpreters including our schools bilingual paraprofessionals when available. If an interpreter is not available in-house the use of NYC Department of Education over the phone translation services are used. Interpreters are pre-requested to be on site for parent teacher conferences. The parent communication and language survey helps to determine what needs our parents will have for school events and activities. By knowing the languages most dominant in our school, we try to anticipate parents' needs and request assistance from the native language translation and interpretation unit provided by the Department of Education.

In order to provide support to our parents, workshops are held throughout the year to keep parents abreast of school-wide activities and ongoing tests and assessments. Parents are also given all letters home from school in their native language. Interpreters are available to assist during all open school afternoons and evenings to help facilitate communication between the teacher, school and home. The parent coordinator also presents workshops for ELL parents with many hands-on activities keeping the home-school connection strong.

PTA meetings are done throughout the year and with the assistance of parent-interpreters, ELL parents can partake in all school-wide functions. Translation signs are displayed throughout the lobby and in the main office to inform parents of the translation services available.

To further support our ELL parents, a teacher on staff is meeting with parents on Thursday mornings from 8:15-9:15 am for English language instruction for our ELL adult parents. At P.S.212 we are trying to make every effort to involve our ELL parents and help them to help their children and be a part of our school family.

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.

Whenever possible and available, oral interpretation services are provided in-house by school staff and/or parent volunteers. If unavailable, staff member(s) will use the over-the-phone translation services provided by the Translation and Interpretation unit of the NYC Department of Education. P.S.212 strives to make sure the lines of communication to all parents are open and parents are kept abreast of any concerns.

Should parents need additional native language assistance, staff will use in-house interpreters including our schools bilingual paraprofessionals when available. If an interpreter is not available in-house the use of NYC Department of Education over the phone translation services are used. Interpreters are pre-requested to be on site for parent teacher conferences. The parent communication and language survey helps to determine what needs our parents will have for school events and activities. By knowing the languages most dominant in our school, we try to anticipate parents' needs and request assistance from the native language translation and interpretation unit provided by the Department of Education.

In order to provide support to our parents, workshops are held throughout the year to keep parents abreast of school-wide activities and ongoing tests and assessments. Parents are also given all letters home from school in their native language. Interpreters are available to assist during all open school afternoons and evenings to help facilitate communication between the teacher, school and home. The parent coordinator also presents workshops for ELL parents with many hands-on activities keeping the home-school connection strong.

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Staff members are also available to translate (when applicable) to keep ELL parents abreast of services available to them and their children. Our staff has many bilingual teachers that can help with translation services. Some of the languages staff member speak are; Russian, Urdu, Arabic, Spanish, Hebrew, Italian and Bengali.

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>.

The school will provide the parent with a native language survey within the first few days of enrollment into our school. Parents' native language needs will be input into the computer on ATS to facilitate future translated letters and documents to parents. This native language information will be shared and available to all staff members so that parent communication (either oral or written) will be kept consistent. The blue emergency cards in the main office will have the communication preference listed on them. The students record cards will have an HLIS form along with an interview form, and a parent selection survey stapled together for easy access. Photocopy staff members will have a chart in their room that will list the class, grade level and amount of native languages letters needed (along with the native language needed). Interpreters on staff (in-house) and parent volunteers will be used as the primary oral communicators when applicable and available. The secondary use of oral communicators will be through the use of the Department of Education over-the-phone or in-person interpreters when necessary and applicable. These native language translators will be provided with all oral communication from the school to the parent whenever available. At no time will a child (minor) be used to translate to a parent or adult. The staff is well aware that this is not proper protocol. P.S. 212 will request from the NYC Department of Education translation and interpretation unit necessary translators for parent teacher conferences, as well as other school activities.

All meetings and workshops done by staff members and the PTA will have interpreters available (in-house or parent volunteers) to assist ELL parents with translations. All letters for workshops and meetings are being sent out in available native languages.

To further increase parental involvement and support our ELL parents, a teacher on staff is meeting with parents on Thursday mornings from 8:15-9:15 am for English language instruction for our ELL adult parents. At P.S.212 we are trying to make every effort to involve our ELL parents and help them to help their children and be a part of our school family.

Staff members are also available to translate (when applicable) to keep ELL parents abreast of services available to them and their children. Our staff has many bilingual teachers that can help with translation services. Some of the languages staff member speak are; Russian, Urdu, Arabic, Spanish, Hebrew, Italian and Bengali.

ELL's and their parents are involved in all school programs. Letters are sent home in native languages notifying parents of activities offered during the school day and in after school. Students are given drama, dance, technology, literacy, science and math. Students are immersed in all school activities to feel a connection to their peers and the school community.

In addition, the principal welcomes parents and shares in a 'chit-chat' once a month so that parents can have a comfortable forum in which to raise questions and concerns they may have. These informal chats take place with the aid of bilingual translators to ensure that every parent is given the opportunity to speak and be heard. The parent coordinator provides outreach to the community to involve as many parents as possible. The school leadership team also discusses the needs of the school community, including our ELL population. In addition, parents also respond to the Learning Environment Survey, which is then examined by the administration to determine the needs and concerns of our ESL parents. Furthermore, Ilia Liff, our parent coordinator, facilitates our school's interaction with parents through outreach. There is ongoing communication, and she is present at all PTA meetings, community education council meetings, the principal's chit-chat, etc. She encourages parents to become involved in school events. She also distributes a bi-monthly school newsletter and communicates with parents via the internet. She utilizes the school messenger telephone system to relay all important news events to the parents. Ms. Liff also conducts parent workshops as part of the outreach program in our school.

At P.S.212 we have an open door policy. Parents can meet with any of the staff members to discuss the needs of their child. Ongoing PTA meetings help to keep parents and teachers connected and in constant communication. During principal chit-chats, parents are able to voice concerns in an open forum with ELL teachers, the parent coordinator, and classroom teachers as well. Parent volunteers are at these meetings to help with translation.

P.S.212 makes every effort to keep communication between parent, child and teacher as open as possible. The Learning Environment Survey is examined by the administration to determine the needs and concerns of ELL parents. The administration makes every effort to keep ELL parents involved and connected to our school.

Throughout the year ELL parent meetings and workshops are done to help enlighten and address the needs of ELL parents. Parents are asked their opinions and subsequent workshops are created to align with parents needs and requests. Additionally, the parent coordinator utilizes questionnaires to identify parent needs. Our parent coordinator meets with parents on a daily basis to assess their needs and provide assistance to all.

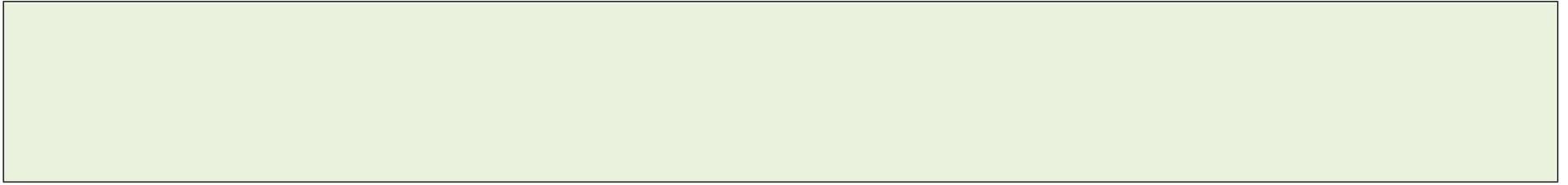
The parent involvement activities at P.S.212 address the needs of the parents through numerous outlets. The parent coordinator aligns her workshops and activities to reflect the requests and concerns of the ELL parents.

ESL teacher/parent workshops are created to address the needs and requests of the ELL parents. During each workshop a forum is opened at the end for discussion with a question and answer session. During these times parents are asked to address their needs and concerns. Subsequent workshops are then formulated to align with parent needs. Whenever possible interpreters are brought in to assist with opening lines of communication between the parent and the school. During some ELL parent meetings guest speakers are brought in to help parents connect to the community as well as the school. ELL parents will have the opportunity to learn about other school/city-wide services available to them and their children. Parents will have an open forum with OT/PT, speech, special education evaluators, and other school service providers to discuss available help offered and if they feel their children might need these services. Responses from The Learning Environment survey are shared with all staff members to keep them updated on parents responses and needs. The staff makes every effort to address the needs of students and parents alike.

In the main office, the main door entrance and all around our school building there are signs posted to assist parents in reading about the languages available to assist them through the DOE Interpretation Services Unit. Should we need to re-print these signs they are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>. Located in the main office is a parents bill of rights which is also available in numerous native languages for parents to peruse. Should we run out of these documents, they are available to reprint at <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.

The schools safety plan contains a general response protocol which was sent home to parents in their native/preferred language. Parents are also invited to a safety meeting. We make every effort to have translators available whenever possible at these meetings.

At P.S.212 we strive to achieve success for our ELL population and make a strong connection to their families. This helps to facilitate achievement for everyone; child, parent and school.



2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S.212	DBN: 21K212
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
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: 22
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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: P.S. 212 has an instructional after school program to support ELL students. This program encourages these students to strive academically. This program is conducted after school on Tuesdays and Thursdays from 3:00-5:00pm. The program services grades 3 through 5 students and is aimed at increasing literacy and math levels. The program will run from September 20, 2012 to June 20, 2012. The program meets two times a week for two hours each day from September through December, for 23 sessions. Beginning January 7th, until June 20th, the program will meet three times a week, Monday, Tuesday, and Thursday for 62 sessions. There are 22 ESL students. The program has a total of 1 teacher. The ESL teacher is certified. Title III funds will pay for the per session teacher for the after school program, the per session teacher for the Saturday program classes and the supervisor for the program. The Saturday program for ELLs will meet for six Saturdays for four hours each Saturday. This program will provide ELL students with language acquisition skills, reading skills, writing skills and math concepts as well. A scope and sequence will be followed in Literacy and Math. In addition, these programs align with state reading and math standards. These programs expose ELL students to reading and writing for information, reading and writing about literature, mechanics of the English language. All these areas of reading have performance indicators with progress checks to make sure students are making proper progress. The math series has lessons on number sense, operations, algebra, geometry, measurement, statistics and probability. The series also contains New York State indicators along with progress checks after each unit to ensure understanding. The goal of the program is to raise the comprehension of students in the targeted grades and we are hopeful that by increasing comprehension for these ELL students and exposing them to varied, rigorous vocabulary, students will enhance their ability to meet state standards. By giving students a smaller group environment, as well as extra sessions of Literacy and Math, we are striving to make students more comfortable with their abilities and more self assured in the English Language.

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 receive ongoing staff development through the use of on site and off site workshops, NYC Board of Education staff training days, teacher to teacher observations, online professional development, as well as district-wide training sessions with our CFN Network. The ESL teachers on staff allow classroom teachers to come during their preparation periods to observe ESL lessons. The ESL teachers also provide demonstration lessons to some teachers within their classroom if needed. Classroom teachers are responsible for keeping track of their logs, hours, and staff development they have received. Other staff members of P.S.212 also facilitate staff development and

Part C: Professional Development

training. The computer teacher, the data specialist, the principal and assistant principal all provide numerous workshops throughout the year to provide ongoing and continuous staff development. These workshops help to keep teachers abreast of the latest and most up to date educational opportunities, NYC standards as well as 'latest' questioning techniques to prepare students for state tests. The teachers of P.S.212 continue to be aligned with common core state standards and requirements through the use of these professional development programs. The Computer Specialist assists and guides teachers through the process of common core standards and task bundles. The Data Specialist assists and trains teachers in the use of on going student inquiry and goals of common core standards set for 'at risk' students. The Data Specialist also meets bi-monthly to keep classroom teachers abreast of common core standards, goals and completing task bundles and inquiry online. This training also keeps teachers alert to academic alignment vertically and horizontally. Additionally, PD will be provided by the CFN Network ESL Liaison, Sheila Singer. Ms. Singer will present a Monthly ELA and Math Workshop Series, December 2012 -May 2013, totalling six sessions. These training sessions keep teachers cognisant of the pacing calendar and where they should be academically with their class. The goal at P.S.212 is to continue to keep teachers at the highest level of professionalism and educational standards for teaching. Bi-monthly meetings are held with all teachers by grade vertically and horizontally to make sure teachers are moving at a proper pace and in the proper direction so that students will be prepared for their future educational expectations. Through the use of data, teachers plan upcoming educational lessons and future planning for ELL students, as well as other students. Academic Instructional Service AIS and ESL students articulate orally, as well as through written articulation reports, monthly with classroom teachers to plan instruction and align education for ELL students. The teachers involved in the after school program are all involved in the above stated professional development and can easily carry over their training to the after school program. This school year has incorporated numerous professional development. On Tuesday, September 4, 2012, from 8:00am - 12:00pm, Ms. Harris (In-house PD presenter) gave professional development on the common core standards, as well as academic rigor for students. On Wednesday, September 5, 2012, from 8:00am - 12:00 pm, workshops were given in house at P.S.212 regarding the common core standards, as well as TDQ models of questioning. On September 28, 2012, workshops were given by Ms. Badolato (Reading Specialist), Ms. Brown (On-Staff Teacher) and Ms. Minelli (On-Staff Teacher) regarding TDQ questioning, as well as Math Scope and Sequence. These workshops were conducted all day from (8:00am through 2:57pm) by grade level. The teachers facilitating the workshop were trained by district level staff members over the summer break. Teachers then turn-key trained in-house staff members. Election day (Tuesday, November 6, 2012), from 8:00am - 12:00pm staff development consisted of TDQ questioning techniques. This staff development was given by Ms. Harris, Computer Specialist at P.S. 212, as well as Ms. Badolato-Reading Specialist on staff at P.S. 212, Ms. Brown-Teacher on staff at P.S. 212, and Ms. Minelli-Teacher on staff at P.S.212. These teachers trained co-workers and other visiting staff members from a neighboring school (P.S.188). They presented techniques for preparing students for state testing and academic rigor in reading standards. Ms. Belkadi (our data specialist) has inquiry staff meetings once a month with all staff members by grade. These professional development workshops dates are: 10/9/12 (choosing your inquiry students), 11/13/12 (creating benchmark assessments), 12/11/12, 1/22/13, 2/26/13, 4/9/13, 5/7/13, 6/4/13, 6/18/13 (future inquiry meetings will be based on teacher needs.) Ms. Belkadi has teachers' determine the need and focus of inquiry meetings. Ms. Harris (Our in house computer teacher) has workshops and professional development on an ongoing basis throughout the school year. These workshops are as follows: September 5,2012 (Text Complexity), September 12, 2012 (TDQ Grade conferences—all day workshop), September 13, 2012 (TDQ questioning techniques 8:00am-10:30am), September 19, 2012 (TDQ questioning techniques 8:00am-9:40am), September 20, 2012 (All day grade conferences with focus on TDQ), September 21 (8:00am-9:40am—TDQ), November 6, 2012 (PB advanced 8:30-11:50am), other workshops will follow on an 'as needed' basis and when applicable. Please note: All Professional Developments are conducted during the school day and on staff development days. Title III funds are

Part C: Professional Development

not used for PD.

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: All AIS teachers provide workshops throughout the school year to target ELL parents. These workshops are done during the 'normal' school day on a monthly basis and involve parents coming up to the school to facilitate a connection to P.S. 212 and its various staff members. Workshops include discussions about the various programs available within the school, the after school programs available, as well as, community programs available to them. Websites and informational packets are handed out and with the help of our parent coordinator we often have packets and informative literature for parents available in their native language. These workshops also give parents an opportunity to speak directly and informally with teachers, as well as with one another. This also allows parents to voice their concerns and needs so that if other money becomes available we can utilize the suggestions of the parents. P.S.212 also offers a bi-monthly principal's 'chit-chat' breakfast. These sessions are geared towards keeping an open, informal line of communication between the school and parents. Happily many ELL parents enjoy these sessions and make a stronger connection to the school family and they can express directly to the Principal their wants and needs. Additionally, ELL parents are offered ESL classes specially created for them. These classes are taught in house by one of our teachers on staff every Monday morning between 8:00am and 9:00am. These classes offer parents an opportunity to learn English in a non-stressed, risk free environment. These classes once again foster a close bond to the school and our community. By assisting parents with language acquisition we are hopeful they can better assist their children with their educational opportunities. Finally, our parent coordinator contributes to the activities geared towards our ELL parent population with her own workshops and in house activities. She is a liaison to the parents to make sure the connection to our school family becomes stronger. Parents are able to be kept abreast of school-wide activities and programs available to them and their children. P.S.212 also retains translators to assist our ELL parents for open school day and evening sessions. This helps to ensure a proper line of communication without any barriers of language comprehension difficulty. P.S.212 also makes use of the Board of Education translation services for contacting and reaching out to parents. All teachers have the phone numbers available to them so that contacting and speaking with an ELL students parent is an easier experience for both parties. At the beginning of the school year parents are given a letter asking them to select in what language they would prefer to have school communication. Once these letters are received back, correspondence then is sent home in the parents' preferred language. We also offer our parents free Technology classes on Saturdays between January and June from 8:00am to 11:00am. We believe all these avenues of support for our ELL parents will help keep the doors of communication open so that success is achieved for the students. Keeping our ELL parents involved and bonded to our school and community is a priority here at P.S.212 and we strive to keep these connections strong. This school year has incorporated numerous professional development. Our parent liason, Ms. Liff has workshops for parents throughout the school year. Letters are sent out to all parents inviting them to these workshops.

Part D: Parental Engagement Activities

Letters go home in various languages (according to parent language selection) so that all members of the parent community can join in and be a part of all workshops at P.S.212. Ms. Liff has materials ordered in various languages so that parents are comfortable and able to participate. P.S. 212 tries to make available parent assistants as well as staff members to aide in translation services (if needed). Ms. Liffs workshops are September 10, 2012 (Sign up for e-mail communication from the school). September 20, 2012 Welcome to Pre-Kindergarten (8:15-10:45am), October 19, 2012 (How to interact with your child 8:30-10:30 am), October 22, 2012 (Bullying Workshop part 1 8:15-11-15am), December 4, 2012 (8:15-10:15am Your child’s schedule within their school day), January 9, 2013 (8:15am-10:15am Bullying Workshop Part 2), February 6, 2013 (Computer work and how to use ARIS 8:15-10:15am), March 11, 12, and 13, 2013 (Learning Leaders—turn-key train parents so that they may volunteer within the NYC school system in the future 8:45-10:45am), May 30, 2013 (8:15-10:15am expectations for the next grade for parents to be aware of for their child). Principal ‘Chit-chat’ are scheduled as follows: November 1, 2012 (rescheduled due to Hurricane Sandy storm), December 6, 2012, February 14, 2013, , April 18, 2013, and June 6, 2013. All the chit-chat’s run from 8:10-9:10 am in the P.S. 212 school library. Our AIS/ESL teachers have and will continue to have workshops for parents as well as other (in-house) staff members. The meetings we have already had were June 2012—Newly admitted kindergarten orientation workshop. Parents were able to meet kindergarten teachers, ESL and some AIS staff members. Letters were available for parents in numerous languages to aide in the home-school connection. Friday, September 20, 2012 (The ELL Student/Parent selection choice for program placement/parent video viewing). Friday, September 28, 2012 (welcome breakfast for new parents as well as PTA introduction). Wednesday, October 24, 2012 (Math—common core standards for parents to be aware of, home help, parent interaction). Wednesday, November 21, 2012 (Reading—common core standards for parents to we aware of, homework help, parent question and answer session). Our future upcoming workshops are Tuesday, December 18, 2012 (Literacy in the lower grades, reading programs in use at our school and how the connection can be made to the home). Wednesday, January 16, 2013 (special education and parents rights and choices).

Part E: Budget

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

Allocation Amount: \$14912

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. 		

Part E: Budget

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

Allocation Amount: \$14912

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		