

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE HUDSON CLIFF SCHOOL
DBN (i.e. 01M001): 06M187
Principal: CYNTHIA CHORY
Principal Email: CCHORY@SCHOOLS.NYC.GOV
Superintendent: MANUEL RAMIREZ
Network Leader: BENJAMIN SOCCODATO

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
CYNTHIA CHORY	*Principal or Designee	
COLLEEN HAUGHEY	*UFT Chapter Leader or Designee	
CAROLINE MURO	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
JESSICA MITCHELL	Member/ TEACHER	
MELISSA GLYNN	Member/ TEACHER	
KELLY FRIEDMAN	Member/ TEACHER	
AMANDA BURLEY	Member/ TEACHER	
LORI UYSAL	Member/ PARENT	
JOHN ALBIN	Member/ PARENT	
HOPE TRAFICANTI	Member/ PARENT	
ALEXIS HIGGINS	Member/ PARENT	
HANICE PENA	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.

Students will use critical thinking and cite textual evidence to support their assertions three times per week by December 2014, and five or more times per week by June 2015. This will be done in a manner that both cognitively challenges and social-emotionally engages all students. Evidence of teachers' supporting this goal will be documented in administrators' observations and student performance tasks at all grade levels.

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.

- Learning Environment Survey
- State and School level data
- School Quality Review

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. Attend Network/City run professional development that would increase teachers' knowledge on how to incorporate critical thinking and citing textual evidence in lesson plans for all students including SWD and ELLs. This information would then be turn-keyed during common planning

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

1. Assistant Principals, N. Marrero and R. Edmonds, Network Coaches: Mary Lou Wainwright (Math Network Coach) and Mary Croft (Literacy Network Coach)

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

1. Teacher feedback on Fountas and Pinnell Assessments and other student performance tasks monitored for growth

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

1. 10/2014 – 5/2015

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

1. Pay for substitutes to release teachers for professional development and inter-visitations, Academic Coaches (parent volunteers)

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).

Workshops throughout the year; information on curriculum or policy changes; orientation session in September sharing of curriculum; monthly newsletters; coffee with the principal monthly; websites; portfolio celebrations; parent-teacher conferences; Open School Week.

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	X	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2015, we will increase the school's communication with our parent body by utilizing various school communication tools, including the school website, classroom progress reports, and backpacked announcements. 100% of teachers will document utilizing these communications tools to inform parents about curriculum and school events. We will evaluate this success by two surveys one in February, one in June

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.
 Stemming from the Respect For All and the Learning Environment Survey we recognized that students school-wide needed social-emotional support.

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. Common planning with focus on ELLs and SWD and enrichment.

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

1. R. Edmonds and N. Marrero and lead classroom teachers. Network PD and PD provided by network coaches.

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

1. Feedback from Learning Environment Survey, student and faculty surveys

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

1. 10/2014 – 6/2015

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

1. Lion's Quest Program (paid for by PTA grant), School Guidance Counselor

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).
 Workshops throughout the year: information on curriculum or policy changes, orientation session in September sharing of curriculum, monthly newsletters, and coffee with the principal monthly.

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	X	Grants

List any additional fund sources your school is using to support the instructional goal below.
 PTA purchased web page Engrade on-line grading system.

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 2015, we will increase the school's communication with our parent body by utilizing various school communication tools. We will maintain 100% teachers utilizing on-line communications tools to inform parents about curriculum and school events.

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.
 Parent need assessment 2014, Coffee with Chory , School Learning Environment Survey

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. All teachers will e-mail classroom events to principal for posting on website. They will also communicate through CPRs. Translation when possible will be provided for online communications. Announcements will continue to be sent home in students' backpacks in both English and Spanish (ELL).

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

1. Principal, parent and technology. Principal receives material before posting on websites. Parent volunteer supports principal in this way to ensure updates.

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

1. Increase in response rates to communications (monitor website log-ins, Engrade use rates, hits to e-blasts/mailchimp)
2. Response from parents and attendance at meetings posted on website.
3. Response to parent communication survey (online and paper survey)

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

1. 2/2014 – on going.

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

1. PTA paid last year for 10 year subscription to www.187hudsoncliffs.org. Mailchimp is a free e-newsletter service. We have a Gmail account that is also free synched to our websites that PTA responds to or forwards to appropriate school personnel.

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).
 Workshops will be given throughout the year; information on how to navigate the school website and use Engrade.

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	X	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #4

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

Annual Goal #4

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

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.

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.

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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	Interactive remediation prepared by Reading Gen; Scholastic as well as teacher made materials. iReady	Small groups in classroom; computers	Intervention teacher K – 4.
Mathematics	Use of manipulatives; teacher made materials, GoMath materials and CPM3 materials for remediation. iReady	In classroom; computers	After School
Science	Hands on experiments.	Small groups in classroom; computers	School Day
Social Studies	Used of technology to enhance Social Studies.	Small groups in classroom; computers	School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Interactive based on students needs.	One on one and small groups	During school days

**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 *TAS 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.			
	School Wide Program (SWP)		Targeted Assistance (TA) Schools
		X	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.

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).

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.).

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.).

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.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP)

What is our definition of a good school/parent partnership policy?

A strong partnership between parents and the school is essential. Parental involvement means the participation of parents in a regular, two-way, meaningful communication about student learning and other aspects of a child's life at school. The school seeks to ensure that parents are informed and actively engaged in their child's education. Parents are full partners in their children's learning and are included in decision making and on advisory committees to assist in the education of their children.

How can parents be involved in decision making?

- Parents are encouraged to attend and actively participate in monthly PTA (Parent-Teacher Association) meetings.
- All parents are welcome to observe monthly SLT (School Leadership Team) meetings.
- Parents may be asked to join a subcommittee of the PTA on the SLT.
- Parents can become elected officers of the PTA or members of the SLT.
- Parent surveys are conducted by both the SLT and the LES (Learning Environment Survey).

How can parents be informed about their child's progress in school, and involved in activities that support their child in school?

- Parents are invited to pick up a copy of their child's report card and meet with the teacher at least twice a year. Morning and evening appointments are available.
- Parents can contact the child's teacher to arrange a meeting that will take place in a timely manner.
- Orientation sessions are offered in each classroom in September – sharing of new curriculum.
- Open school week is held in November.
- Morning coffee with Principal Chory will be held on a monthly basis.
- Parents are invited to school events throughout the year including: music concerts, art festivals, and portfolio celebrations.
- Workshops are offered by the school on specific curricular and social issues. The ideas for these workshops are generated by the parents and the staff.
- There are volunteer opportunities for parents in each child's classroom.

- The school distributes a monthly newsletter.
- The Parent Handbook is available on-line.
- The Parent Coordinator will reach out to parents, organize workshops and serve as a bridge between school administration, teachers and parents.
- Through communication with CPRs (Class Parent Representatives)
- Through Engrade

How can we ensure that there is clear, timely communication between the school and the parent body?

- Both the school and the PTA maintain a Website.
- All parents are encouraged to join the parent list-serve.
- The school newsletter will go home with children and will be posted on the school website.
- Through communications via CPRs (Class Parent Representatives)

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

The school's vision statement is:

PS/IS 187 Hudson Cliffs School is a neighborhood school where we balance a classic approach to learning in both the elementary and middle grades with innovations in teaching and learning. By sharing responsibility and working together in the following ways, the PS/IS 187 community can work together to realize this vision.

The teachers and administration at PS/IS 187 strive to:

- Provide high quality instruction in a supportive learning environment.
- Tailor education for each child, challenging them academically, artistically, and socially.
- Assist children in identifying their own needs and seeking help.
- Inform and involve parents to further the educational goals of the school and the classroom.
- Provide parents with the information they need to be active partners in their children's education. To this end, teachers and administration:
 - Provide parents with two report cards each year.
 - Hold parent teacher conferences twice a year and additional conferences upon request of the teacher or parent.
 - Keep parents informed of changes in the classroom or in their child during the course of the year.
 - Make parents aware of the best way to initiate a conversation with a teacher (i.e. e-mail, a note sent with the child, or a phone call.)
 - Provide parents opportunities to observe their children in school and opportunities to volunteer.
 - Provide information about changes in curriculum or policy – September orientation.
 - Provide informational workshops throughout the year.
 - Insure access to ARIS and Engrade
 - Distribute monthly newsletters



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Hudson Cliffs	DBN: 06M187
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 70
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

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: Many of the ESL students struggle to meet AMAO expectations. Many students struggle with gaining proficient on the NYSESLAT, and become stuck at Advanced, unable to make progress. These students typically are also struggling to score at level on the ELA and Math state tests. To assist in the achievement of our ESL students, after school programs will be offered to those students struggling to meet the AMAO expectations and newcomers.

-10 Newcomer and Beginner ESL students in Kindergarten and Grade 1 will be invited to a Newcomer/Beginner Literacy group. Ms. Neidish will provide direct instruction in low level literacy skills, including phonics, sight word usage and meaning, and reading comprehension skills. Every lesson will include a read-aloud focusing on the topic of the day, direct instruction of the skill, and practice using a program called Headsprout. Students will also practice their reading and speaking skills through reader's theatre, where they will have the ability to become a character in the books read aloud by Ms. Neidish. The program will require additional paper and drawing supplies for students to create images of the characters they will portray- as well as practicing the writing and reading skills taught by Ms. Neidish. This after school program will take place on Wednesdays from 2:40 – 3:40 pm, for 15 sessions from January to May 2015. Ms. Neidish is a licensed ESL teacher.

-ESL Students in grades 1-4 will be invited to a 'Literacy with Laptops' afterschool program. Students will receive direct instruction in reading and writing skills during this time. Ms. Burley will teach reading skills (fiction and non-fiction) to the students that are discussed during their content classes. Then instruct them on how to use technology to practice the reading skills taught. Using the student's independent and instructional reading levels, students will practice their reading and comprehension skills using Raz-Kids, an online reading program. Students will be motivated to read and respond by the graphics, rewards system, and game-like features used by the program. Ms. Burley will also provide direct instruction in the form of a writing workshop. Students will become more familiar with the school's Apple laptops, which will support them in the increasingly technological school culture! This program will utilize Raz-Kids and Writing A-Z to encourage developing literacy skills! There will be two sessions of this after school program. One will include the 11 students in grades 1 and 2, and will take place on Wednesday afternoons from 2:40-3:40. The 12 students in grades 3 and 4 will be invited to this program on Thursday afternoons from 2:40 to 3:40. The program will begin in January and take place for 14 weeks, until May. Both after school programs will be conducted in English. Ms. Burley is a licensed ESL

Part B: Direct Instruction Supplemental Program Information

teacher.

-Beginner ESL Students and Newcomers in grade 5-8 will be invited to join the ESL Technology Team. The team will be led by Ms. Brady-Price. There will be one group of 10-15 students in grades 5-8. Direct instruction in reading, writing, listening and speaking will be conducted through the use of technology (MacBook Laptops). The programs to be utilized include iReady, Bitsboard, Reading Rainbow, and BrainpopESL. The goal of this program is to encourage literacy skills through technology, which will help students succeed in school! This program will take place on Wednesdays from 2:20-3:20. There will be 14 sessions beginning in January and ending in May 2015. This program will be taught in English. Ms. Brady-Price is a licensed ESL teacher.

-Intermediate students in Grades 6-8 will be invited to join the ESL Brains and Brawns group. This group of 10 to 15 students will also be led by Ms. Brady-Price. They will focus on reading and writing through teamwork problem solving tasks. Direct instruction of reading and writing skills also being taught in their content classrooms will then be incorporated in strategy building activities, and kinesthetic learning tasks. Students will be able to make strides in their reading and writing skills through use of Raz-Kids and Writing A-Z. Using engagement to apply learning will allow the students to internalize the content and topics being taught. This program will take place on Thursdays from 2:20-3:20. There will be 14 sessions starting in January and ending in May 2015. This program will be taught in English. Ms. Brady-Price is a licensed ESL teacher.

-Beginner/Newcomer and Intermediate students in grades 5-8 will be invited to a Science after-school group. The students will receive direct instruction and vocabulary development practice that align with the topics covered in their science classes. Students will also have time to practice their science skills, as well as language skills, through experiments. Direct instruction will take place in English; however, Spanish will be used by Ms. Luna occasionally to ensure understanding by the newcomer Spanish speaking students. Emphasis will be placed on key vocabulary and the ability to explain concepts orally and in writing. The program will utilize science materials in the classroom, and will require additional paper for the students to use visual skills (drawing diagrams, or creating word splash diagrams) to help embed the meaning of the topics covered. The program for 10 - students in grades 5-6 will take place on Wednesday from 2:20-3:20. The program for 10 to 15 students in grades 7-8 will take place on Thursday from 2:20-3:20. There will be 14 sessions, starting in January and ending in May 2015. Ms. Luna is a Spanish bilingual certified teacher, as well as a certified Science teacher.

A supervisor is needed during these after school programs. The regular schedule of the supervisor ends at 3:00 each day. An additional hour, from 3:00-4:00, after school, twice a week, for 14 weeks, plus one day the 15th week will be needed to cover the Newcomer Literacy program (15 weeks long, once a week). This hour, which ends after the program's ending time, will allow for the younger students to have a supervisor if their guardians are late for pick-up.

Below are the dates that the program will be in session:

Wednesday: January 14, 21, 28; February 4, 11, 25; March 4, 11, 18, 25; April 1, 15, 22, 29

Part B: Direct Instruction Supplemental Program Information

Thursday: January 15, 22, 29; February 5, 12; March 5, 12, 19, 26; April 16, 23, 30; May 7, 14

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:

The ESL Coordinator attends monthly ELL Liaison meetings at the network level. Topics that may be included are: using SIOP when lesson planning, aligning ESL instruction to the CCLS, and understanding the Danielson rubric in a classroom with ESL students, among other topics.

Ms. Burley will participate in a course provided by ASPDP. The course attended will be "Content-Based Instruction Strategies for ELL-ASPDP." (This course focuses on effective content-based instructional strategies for English language learners (ELL). Learn how to balance the dual focus on language and subject matter, and also learn a helpful framework for designing content-based classes and lessons. Examine different criteria for choosing and developing the content to teach, as well as factors influencing the choice, development, and adaptation of materials. Learn several useful activity types and how to integrate listening, speaking, reading, and writing in content-based instruction with students at different proficiency levels. Explore and learn how to implement technological resources available for developing content-based curricula, and understand how assessment is affected by the use of content-based instruction.) The course begins February 16, 2015 and will run until June 26, 2015.

Ms. Burley will turnkey the information learned in the ASPDP course to the other 3 Title III Program Teachers in 8 half-hour sessions. The sessions will take place twice a month, every other Thursday morning (first and third week of the month), from February to May, from 7:30-8:00am. This course will further the knowledge of the Title III ESL Teachers, and give them new strategies and ideas that they can use in planning, and throughout lessons. New ideas and strategies to be used in the classroom will benefit the ESL students and keep them engaged and learning more in new, efficient ways.

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

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: Our parent engagement activities for parents of ELLs will take place for one hour, three times a year. Topics covered will include: (1) Introduction to ESL learning/How to Help Your Child Succeed, offered in the beginning of the year. (2) What is the NYSESLAT? Information and Tips about the NYSESLAT, offered in February/early April. (3) Summer Stretch: How to Help Your Child Learn in the Summer, offered at the end of the year. These sessions will be provided by Ms. Burley and Ms. Brady-Price. They will be held on Tuesday The rationale for these sessions is to keep parents actively involved in their child's English language acquisition, and to promote awareness of how they can help at home.

Additionally, per requests from parents in the school, ESL student's parents will be given access to an online reading program, Raz-Kids. There will be an informational meeting in January to explain the program to parents, and to gauge approximate reading level of the parents in English. Approximately 30 families with ELL students will be invited to attend this program and utilize the reading program. Parents will then be able to practice reading at their approximate level online. Parents will have the ability to take assessments: record themselves reading, and complete a reading comprehension quiz. Ms. Burley and Ms. Brady-Price will monitor those assessments, and provide feedback for the parents through the online program on topics such as their reading rate, pronunciation of words, etc. As parents progress, their levels will increase, to match their abilities. Additionally, Ms. Burley and Ms. Brady-Price will have the ability to change a parent's level depending on their assessment abilities. Throughout the year, there will be monthly meeting after school. There will be 6 meetings, held on the third Monday of each month from 4-5pm. These meetings will be a Reading Response group. Starting with the initial meeting, parents will be split into two groups (Beginner- Early intermediate, and intermediate – early advanced) and introduced to a new topic or reading skill that will be practiced during that time, and that they should work on using through the next month. Parents can be in constant contact through the online program or via email with Ms. Burley and Ms. Brady-Price to discuss any issues with the program, or their reading/comprehension. In addition, Raz-Kids has a Spanish program that Spanish speaking parents can utilize to develop their literacy skills in Spanish. Refreshments will be offered during this program.

This program will greatly benefit the ESL students at PS/IS 187. By giving the parents the ability to practice and learn English, we are fostering a culture of learning, and academic importance at home. Parents will provide a scholarly example for their children, and create motivation for their children to work hard. Parents and students could work together to increase the literacy skills of the entire family.

Part E: Budget

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

Allocation Amount: \$11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8074.13	Direct Instruction----- Direct Instruction----- -Literacy with Laptops----- 1 teacher x 2 hours x 14 weeks x 51.51 (inc. fringe) = 1442.28 -ESL Technology Team----- 1 teacher x 1 hour x 15 weeks x 51.51 (inc. fringe) = 721.14 -Brains and Brawns----- 1 teacher x 1 hour x 14 weeks x 51.51 (inc. fringe) = 721.14 -Newcomer Literacy----- 1 teacher x 1 hour x 15 weeks x 51.51 (inc. fringe) = 772.65 -Science ----- 1 teacher x 2 hours x 14 weeks x 51.51 (inc. fringe) = 1442.28 -Supervisor ----- 1 supervisor x 2 hours x 14 weeks x 52.84 (inc. fringe) + 1 extra hour in week 15 (to cover Newcomer Literacy)= 1532.36 -----Total: 6631.85-----
	618.12	Parental Engagement ----- 2 teachers x 1 hour x6 parent meetings x 51.51 = 618.12 -----Total: 618.12 -----
	824.16	Professional Development ----- 4 teachers x 4 hours x 51.51 (inc. fringe)= 824.16 -----Total 824.16 -----

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$285	Professional Development ----- ASPDP courses----- 1 teacher x 285 per course= 285
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2640.87	Materials for Direct Instruction----- Raz-Kids: 189.90 Writing A-Z: 66.44 Brain Pop ESL: 234.00 Reading Rainbow: 60.00 NYSESLAT Prep Grades 5-8: 984 Headsprout: 189.00 Case of Paper (2): 107.98 Crayons Case(2): 107.98 Markers: 52.99 Chart Tablet - 70.87 Science supplies - 70.00 Materials for Parent Engagement ----- Raz-Kids: 189.90 Supplies - 100.00
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	200.00	Parental Engagement ----- Refreshments: 200.00
TOTAL	11,200.00	11,200

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 06	Borough Manhattan	School Number 187
School Name Hudson Cliffs		

B. Language Allocation Policy Team Composition [i](#) 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 Cynthia Chory	Assistant Principal Nilda Marrero, Robin Edmonds
Coach	Coach
ESL Teacher Amanda Burley, ESL Coordinator	Guidance Counselor Denise Powell
Teacher/Subject Area Rose E Neidish, ESL/Library	Parent
Teacher/Subject Area Dimitra Daskaris, ESL/Math	Parent Coordinator Denise Rosa
Related Service Provider Kerri Brown, Kelly Friedman	Other Shelley Castro, ESL/Science
Network Leader(Only if working with the LAP team)	Other

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.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	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		Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	783	Total number of ELLs	71	ELLs as share of total student population (%)	9.07%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	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
Freestanding ESL														
Pull-out	2	2	2	2	2	1	1							12
Push-In						2	1	1	2					6
Total	2	2	2	2	2	3	2	1	2	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	49	ELL Students with Disabilities	17
SIFE	3	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	4

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	49	1	6	18	2	7	4		4	71

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		
Total	49	1	6	18	2	7	4	0	4	71
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	7	5	3	4	6	11	4	4					49
Chinese					1									1
Russian		1	1	1	1				1					5
Bengali														0
Urdu														0
Arabic		2				1	1							4
Haitian														0
French							1		1					2
Korean														0
Punjabi														0
Polish														0
Albanian		1												1
Other	4	2	1	1	1									9
TOTAL	9	13	7	5	7	7	13	4	6	0	0	0	0	71

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)	2	3	1	1	2	2	0	0	0					11
Intermediate(I)	2	3	0	1	3	2	3	0	2					16
Advanced (A)	5	7	6	3	2	3	10	4	4					44
Total	9	13	7	5	7	7	13	4	6	0	0	0	0	71

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	0	1	0	5
4	3	1	0	0	4
5	0	2	0	0	2
6	3	2	0	0	5
7	4	0	0	0	4
8	7	1	0	0	8
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	3	0	4	0	0	0	0	0	7
4	4	0	1	0	0	0	0	0	5
5	11	0	1	0	0	0	0	0	12
6	3	0	3	0	0	0	0	0	6
7	4	0	0	0	0	0	0	0	4
8	2	0	6	0	0	0	0	0	8
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	1	0	1	0	2	0	0	0	4
8	0	0	3	0	5	0	0	0	8

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

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

After reviewing and analyzing the assessment data, answer the following:

- 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.
 - The assessment tools our school uses to assess the early literacy skills are ECLAS-2 (through the 2012-2013 school year), Fountas & Pinnell, and Performance Series online.

- While we no longer collect ECLAS-2 data for our Grade K-2 students, the Spring 2013 ECLAS-2 results from the last academic year are available on ARIS. After reviewing this data for our ELLs, it is evident that their abilities and proficiency levels are mixed in the areas of Phonemic Awareness, Phonics, Reading & Oral Expression, and Listening & Writing. As this is a time in students' lives when they are acquiring literacy skills for the first time, there is evidence that some ELLs are challenged in certain areas, while others prove to be above level. No consistent patterns were seen from the analysis of the ECLAS-2 data that would reveal any particular trends at this time.

- Fountas & Pinnell is used as a tool to determine which level book is appropriate for independent reading and instructional reading for any given child. Most of our Kindergarten ELLs begin anywhere between Level A-C (Kindergarten level books). As they learn to practice their reading and comprehension strategies, they graduate through the levels. Our early elementary ELLs tend to read at a level that is approximately one grade-level below the grade they are currently in.

- This information helps to inform our school's instructional plan in the following ways: (1) ESL teachers are aware of each child's strengths and weaknesses in the language skills that ECLAS-2 measures and address them appropriately using intervention strategies, (2) Fountas & Pinnell gives ESL teachers an understanding of where the child is currently reading and their next steps. This formative assessment allows teachers to determine what aspects of literacy need to be focused on in the classroom. Furthermore, this assessment allows teachers to determine grouping in their classrooms. Students who have a higher independent reading level can do independent work, while the teacher focuses on those students with a lower instructional level. Texts need to be at the exact level that they challenge the students without overwhelming them. In addition, the Foundations Program (an early elementary decoding and phonics program) is taught in all classrooms Grades K-3. This program has proven successful in our school in providing a consistent way of teaching early elementary literacy skills that progress in sophistication through the early grades.

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

Our overall data analysis of the NYSESLAT results for our ESL program indicates students are moving towards English proficiency throughout the grades. 15.5% of our students in grades K – 8 are performing at the Beginner level, 23% are at Intermediate level, and 70% of our students are at an Advanced level of English proficiency. 55% of the Beginner students fall within the very early elementary grades of K - 2. More specifically, our ELLs are more challenged in the Reading/Writing Modalities across the grades than they are in the Listening/Speaking modalities. This affects our instructional decision making in that we concentrate more so on Reading and Writing activities throughout all content areas, including Science, Social Studies and Math. The ELL Coordinator is responsible for analyzing the NYSESLAT data and turn keying their findings over to administration and the staff.

As we continuously unpack data, we are working toward flexible groupings of ELLs based on their strengths and weaknesses in each of the four language modalities – Listening, Speaking, Reading, and Writing.

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

We are unable to analyze patterns across modalities without the RNMR

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A total of 28 ELLs took the 2013 ELA exam in grades 3-8. Of that group, 75% scored at Level 1, 21.4% scored at Level 2, 4% scored at Level 3, and 0% scored a Level 4.

General patterns than can be seen in this data analysis is that 96.4% of our Grade 3-8 ELLs struggled to reach proficiency on the ELA exam, more than the previous year.

Since we do not offer Dual Language or Transitional Bilingual Education at this time, no comparison can be made between how ELLs are faring in tests taken in English as compared to the native language.

Since we do not use the ELL Periodic Assessments, we cannot provide a description of how the school leadership and teachers are using the results of said assessment, or what the school is learning about ELLs from said assessment. The native language is not used in any of our school-wide assessments for ELLs.

A total of 42 ELLs took the 2013 MATH exam in grades 3-8. Of that group, 64.3% scored at Level 1, 36% scored at Level 2, and no ELLs scored at Level 3 or 4.

These numbers show that our ELL population continues to struggle in Math. These figures are significantly lower than previous years,

and correspond to the administration of the new Common core Aligned State Tests.

A total of 12 ELLs took the 2013 SCIENCE exam in grades 4 and 8 only. Of that group, 8% scored a Level 1, 33.3% scored a Level 2, 58.3% scored a Level 3, and no ELL students scored at Level 4. General patterns that can be seen in this data analysis is that 58.3% of our Grade 4 and Grade 8 ELLs were proficient in Science, while the other 41% continue to struggle.

Because the students receive numerous assessments throughout the year in ELA and MATH (Acuity and Scantron Performance Series), we have opted out of using the optional/additional Periodic ELL Assessments. We believe their performance on the existing classroom exams and Fountas and Pinnell give us a clear lens as to what our students need help in. Also, by opting out of the Periodic ELL Assessment, we are afforded three additional days of valuable classroom instruction.

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](#).)
Our school uses data from the NYSESLAT and other in class assessments to determine the level of support needed for each child. ELL students receive Tier 1 Interventions daily, through modeling, feedback from teachers, visuals, and other supports. If an ELL student begins to not show signs of growth in language development, Tier 2 and 3 interventions are implemented. This would include, for example, previewing listening passages, paired reading, choral reading, and repeated readings.
6. How do you make sure that a child's second language development is considered in instructional decisions?
To ensure that ESL students' second language development is considered in instructional decisions, ESL teachers ensure that there is a language objective that the students need to meet during a lesson or set of lessons. When focusing on a specific language function, the students can gain valuable knowledge towards becoming proficient in English, and practice this language through content which is necessary to understand the content in future grades.
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?

We do not currently have a Dual Language Program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
When evaluating the success of our program for ELLs, we look at the NYSESLAT data for specific trends. First, we look at the overall percentages of ELLs who scored at the Beginner, Intermediate, Advanced, and Proficient Levels. Then for each student who either did not improve in their overall level (or slipped down into a lower level), we take note of how many of these students still made gains in any one or more of the modalities of Listening, Speaking, Reading, and Writing, despite their overall performance. We also take into account the number of ELLs who may have IEPs. It is also important to know if a student's overall level may have dropped in part due to the transitioning into a more difficult grade band.
In evaluating the success of our ESL program, our data revealed that 26.9% of our ELLs from the 2012-2013 school year made advances in their proficiency level (either beginner to intermediate, intermediate to advanced, or beginner to advanced. Additionally, 7.7% of ELL students from 2012-2013 reached a level of proficient in English. That is a total of 34.6% ELLs making advances in their English proficiency.

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](#).)

The steps followed for the initial identification of those students who may possibly be ELLs are as follows:

Administration of the Home Language Identification Survey (HLIS).

During the registration process, the Home Language Identification Survey (HLIS) is completed by the parent/guardian of a new entrant to the New York City school system. This HLIS is available in the following languages: Albanian, Arabic, Bengali, Chinese,

English, French, Hebrew, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. The HLIS elicits information about the new entrant's use of a home language other than English (if any) as well as the student's prior schooling. During high-volume registration periods, such as at the beginning of the school year, Ms. Burley (ESL coordinator) is included in the registration process to informally interview parents and assist them in completing the HLIS. During low-volume registration periods, such as an ad-hoc registration that may occur on any weekday, Ms. Burley, if available, is summoned to the main office to informally interview and assist the parent in completing the HLIS. If not available, a secretary in charge of student registration will assist the parent with any questions, and Ms. Burley will conduct an informal interview with the student at the earliest time available.

The general guideline for determining if a student may be an ELL is based on the responses to eight critical questions on the HLIS. This guideline suggests that if there are one or more responses of 'yes' to questions 1-4, plus two or more responses of 'yes' to questions 5-8, then the child is a potential ELL and should be tested. While the informal interview with the adult may reveal that the child really is not an ELL (and therefore overrides the aforementioned guideline), if there is any doubt we will still test the child to make sure. Guiding questions for the informal interview are kept in the ELL Filing cabinet in room 209.

Once the HLIS has been reviewed, and an informal interview is conducted by Ms. Burley, the home language code is determined. If the home language is indeed English, a code of 'NO' is entered on the HLIS. If the home language is one other than English, the code assigned to that language is entered on the HLIS. The HLIS is then signed. The white copy (original) HLIS is stored in the student's cumulative folder, and the yellow copy is stored in the Home Languages Folder, located in Room 209.

Administration of the Language Assessment Battery-Revised (LAB-R).

If the child is determined to be a potential ELL, the Language Assessment Battery-Revised (LAB-R) is administered within the first ten days of enrollment. The results are used to determine initial identification of ELL status, and therefore their entitlement to ELL services.

Most of our potential ELLs are in grades K- 1, and there are a limited number of LAB-R eligible admits in grades 2-8. These students are administered the LAB-R within the first ten days of enrollment. After administration, the assessments are hand-scored and reviewed.

If the child scores at or above a level of proficiency designated for that grade by the State of New York, the student is identified as a non-ELL. In this case, the parent/guardian is notified in writing via the Non-Entitlement Letter. This letter informs them of their child's score on the LAB-R, and the resulting non-entitlement to ELL services.

If the child scores below a level of proficiency designated for that grade by the State of New York, the student is identified as an ELL. In this case, the parent/guardian is notified in writing via the Entitlement Letter. This letter informs them of their child's score on the LAB-R, the resulting entitlement to ELL services, and a brief description of the three programs available to their child in the City of New York. This letter also invites them to a group ELL Parent Orientation Session scheduled to take place in our elementary school library in mid-September (September 20, 2013). Contact information is provided so that individual parent orientations may be scheduled in the event that the parent cannot attend the scheduled group orientation meeting, or the date has already passed. In this event, the parent orientation will take place individually with Ms. Burley in her office, Room 209, at the parent/guardian's earliest convenience.

Attached to the Entitlement Letter is the Parent Survey and Program Selection Form which should be reviewed and brought to the ELL Parent Orientation Session.

The Non-Entitlement Letter, Entitlement Letter, and Parent Program Selection Form are all available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. Copies of all letters sent to parents of ELLs are stored in the ELL Parent Communications Binder, located in Room 209, with attached acknowledgements signed by the recipients.

For newly admitted ELLs whose home language is Spanish, Spanish speaking personnel administer the Spanish LAB assessment to determine their literacy skills in Spanish for reading, writing, listening, and speaking.

The original LAB-R assessment (and Spanish LAB if applicable) is mailed to the designated location for loading into the ATS system, while a copy of the LAB-R answer documents is stored in the ELL Parent Communications Binder, located in Room 209.

Languages spoken by the pedagogues who administer the HLIS and LAB exams are: Ms. Burley (English) Ms. Neidish (English, Spanish (intermediate)).

Steps taken to ensure all ELLs receive the NYSESLAT annually are (1) review the RLER report on ATS which details all students who are ELLs and are entitled to take the NYSESLAT exam, (2) the NYSESLAT coordinator, and Assistant Principals schedule rooms and times for administering all four sections of the exam during the administration window. Students who are absent on the day of NYSESLAT administration for any of the four parts, are administered make-ups.

New York State English as a Second Language Assessment Test (NYSESLAT)

The New York State English as a Second Language Assessment Test (NYSESLAT) is used to determine if an ELL continues to be entitled to ELL services in the next academic year or not. Those scoring a (B) beginner, (I) intermediate, or (A) advanced will continue to be entitled. Those scoring as (P) proficient will no longer be serviced, but will still be supported during their first two-years of transition to mainstream classes without ELL support.

If the child scores below a level of proficiency designated for that grade by the State of New York, the student is identified as a continuing ELL. In this case, the parent/guardian is notified in writing via the Continued Entitlement Letter. This letter informs them that their child's score on the NYSESLAT indicates that they are still entitled to ELL services.

If the child scores at or above a level of proficiency designated for that grade by the State of New York, the student is identified as no longer entitled. In this case, the parent/guardian is notified in writing via the Non-Entitlement/Transition Letter. This letter informs them that their child scored well on the NYSESLAT and that they are no longer entitled to ELL services.

The Continued Entitlement Letter and the Non-Entitlement/Transition Letter are available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. Copies of all letters sent to parents of ELLs are stored in the ELL Parent Communications Binder, located in Room 209, with attached acknowledgements signed by the recipients.

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.

ELL Parent Orientation Session

A start-of-year ELL Parent Orientation Session is scheduled to take place in the elementary school library in mid-September, although individual orientation sessions are also scheduled at the parent/guardian's convenience on an ongoing basis throughout the school year. Evening and weekend sessions may be scheduled to accommodate the needs of working ELL parents. Sessions tend to last anywhere between 30 and 90 minutes, depending on attendance and the level of discourse.

At this orientation ELL parents:

01. Receive a walk-through of the Parent Survey and Program Selection Form which was attached to the aforementioned Entitlement Letter,
02. Receive the ELL Parent Brochure – "Transitional Bilingual Education Programs: A Guide for Parents" (available in Arabic, Bengali, Chinese, English, Haitian Creole, Korean, Russian, Spanish, and Urdu),
03. View the Orientation DVD for Parents of Newly Enrolled ELLs (available in Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu),
04. Are presented with the highlights of Title III and CR Part 154 funding, so that they are informed of their child's rights and their rights as parents of ELLs,
05. Are provided an opportunity to ask questions about available bilingual/ESL services and program models
06. Are provided individual assistance, if necessary, in completing the Parent Survey/Program Selection Form.

Our legal obligation is to inform parents about, and answer their questions pertaining to, the three programs available to their child - Transitional Bilingual Education (TBE), Dual Language (DL), and Freestanding English as a Second Language (ESL). We do not make recommendations or in any way try to sway the parent/guardian into choosing one program over another. Parents/guardians are informed that if a total of 15 requests for TBE or DL are made in two consecutive grades for a specific native language (such as Spanish or Russian), our school is legally compelled to open such a program. We now keep a formal record of such requests. In the event that a TBE or DL program is opened, we will be able to use this record to call back parents who may have requested such programs in the past. Parents who wish to enroll their child in a program that we do not currently offer understand that their child

may still attend our school while enrolled in a program we do offer, and that their preference for the currently non-offered program is duly noted and they will be called back in the event of that program being opened in the future. However, if a parent/guardian wishes to move their child to another school that offers a program that we do not, we assist them by providing a hard copy list of local schools (obtained from the Office of English Language Learners' website) that can immediately satisfy their request.

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 [\[see tool kit\]](#).)

After each eligible student takes the LAB-R, a raw score is calculated. If the student is found to be entitled to receive ELL Services, an entitlement letter is sent home. Each letter that is sent home is accompanied by a receipt, which the parent is informed to sign, date and send back to the school. These receipts, as well as a photocopy of the original letter sent home are kept in the Parent Communications Binder, which is worked on and updated by the ESL Coordinator. Attached to this copy is a screen print of the ELL Parent Program Choice (ELPC) screen in ATS, where this parent choice is captured by the system. The original Parent Survey and Program Selection Form is stored in the student's cumulative folder.

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.
Once our new ELLs have been identified, the ESL Coordinator assembles the Entitlement Letters and the Parent Survey and Program Selection Form (one copy in English and one copy in the home language, if available.) The packet is stapled together with an acknowledgement 'receipt' for the parent to sign and return, indicating that the Entitlement Letter was received. Copies of the packets are made and stored in the ELL Parent Communications Binder, located in Room 209. Some students return only the acknowledgment, which is stapled to the corresponding copy of the Entitlement Letter packet that is stored in the Binder. Some students return the entire packet, in which case the originals replace the copy stored in the Binder.

For those parents who attend an ELL Parent Orientation Session, the Parent Survey and Program Selection Form is collected at that time. For those parents who did not complete the form, we reach them during dismissal or place a call to the home encouraging them to come in and receive individualized help to complete it. The parent coordinator can complete these phone calls, if necessary.

Once an ELL has been identified, they are placed in the appropriate program, based on parent selections. We currently offer Freestanding ESL. The student will be placed depending on their grade and proficiency level. In this case, the parent/guardian is notified in writing via the Placement Letter, informing them of their child's program placement for the entire school year, and a brief explanation of the NYSESLAT exam as the vehicle for exiting the program.

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.
Students are grouped based upon their grade band. Each section of the test is scheduled for a different day, starting with speaking, then listening, reading and writing. The speaking section of the exam is administered by an ESL teacher who is not the students' ESL teacher. The three remaining sections of the NYSESLAT are administered by the ESL teachers, and other available staff. For students who are absent during the administration of an exam, make up days occur after the initial three testing sections are administered.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
After reviewing the Parent Survey/Program Selection Forms for the past few years, the trend in program choices that parents have been requesting for their children clearly indicates that the freestanding ESL model is preferred.

We have not received the minimum of 20 students requesting Transitional Bilingual or Dual Language programs.

The Freestanding ESL program we offer is fully aligned with parent requests. Our ESL program is also in full compliance with New York State and New York City mandates for providing English Language instruction to ELLs.

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])?

Delivery of instruction takes place using the following organizational models. For grades K-4, we implement the pull-out model of ESL instruction. The program model for each pull-out ESL class is usually a heterogeneous group consisting of one grade with students who fall into a range of proficiency levels.

For grades 6-8, all service is sheltered content or push-in, except for a couple periods a week in which our two ESL certified teachers pull-out a small group. These teachers serve as the students' content teachers, and also occasionally push-in to classrooms. The push-in program for grades 6-8 is heterogeneous, and taught by grade level, with variation in level of language and content area needs.

In addition, our teacher's contract mandates that we teach an additional 50 minutes, two times a week, in an Extended Day Program for at-risk students All ELLs are offered this extra instructional time.

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)?

Our first grade language learning students are programmed for ESL instruction for two back-to-back periods, each 45 minutes in length. The first grade group consists of students from those who scored beginner on the LAB-R, and students who scored Intermediate and Advanced on the NYSESLAT. Therefore, each ESL block is 90 minutes long. They are serviced in this way 4-5 days a week, ensuring that their 360 minutes of instruction are fulfilled.

Our second, third, and fourth grade students are programmed for ESL instruction for one period, or 45 minutes. They are serviced in this way 4-8 days a week, ensuring that their 180 or 360 minutes of instruction are fulfilled. Those students who have scored intermediate or beginner on the LAB-R or NYSESLAT are entitled to double the time of ESL as advanced students.

We do not offer TBE or Dual Language at this time, so there is no explicit NLA being taught. When necessary, teachers use the students' home language to ensure that they understand the task or idea being discussed.

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.

The content areas for ELLs are delivered in the following way. In ESL, each lesson has a double objective. The first objective is a content area objective (science, social studies, literature, etc.). The second objective is to learn and practice a new English language structure (spoken and written). This new English language structure is taught within the context of the content area objective, which gives students an opportunity to reinforce new academic vocabulary and concepts while learning to speak, listen, read, and write in English. While Freestanding ESL is usually considered to be a 100% English immersion program, our ESL teachers do provide native language support as needed. Content is delivered via push-in and pull-out ESL services. We do not offer Dual Language or Transitional Bilingual Education at this time.

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

We do not currently assess students in their native language. When we receive a new Spanish-speaking ELL, we administer the Spanish LAB-R assessment. This way, we have a good understanding of the literacy skills they bring with them from their native language in reading, writing, listening, and speaking. For ELLs of other language backgrounds, we interview the parent at the ELL Parent Orientation to find out from them how the student has been faring in literacy in their native language.

Native language support for the content areas are offered as needed: glossaries/dictionaries in English and native languages every classroom library has a bin of books in many of the native languages of the ELLs in that classroom, websites that offer audio/video in native languages. Many of the staff members speak Spanish which is our highest-incidence ELL language.

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

ESL teachers are constantly administering formative assessments or making assessments on student growth through observation in the classroom. These assessments can range from quizzes or exit tickets in a content class (typically writing), to assessments specifically focusing on a modality, such as verbally responding to questions from a teacher or peer. As Language teachers (and content teachers) we are always looking for products of student work to make educated decisions about our teaching. In every class, students are consistently using all four modalities of English acquisition.

We do not currently use ELL Periodic Assessments.

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).

Our plans for differentiating instruction for specific ELL subgroups are as follows:

Students with Interrupted Formal Education (SIFE):

This year, we have no ELL students with SIFE status who are entering New York City Public Schools in sixth through eighth grade. In the event that we were to receive a potential SIFE student in that age group, we will use the Academic Language and Literacy Diagnostic (ALLD) tool to ascertain status. It will only be administered to students who report more than a two year interruption in their formal education, and are entering grades 6-8. In addition, we will use the SIFE Oral Interview Questionnaire to determine the number and length of interruptions. This questionnaire is available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Russian, and Urdu.

When deemed necessary, SIFE students will meet with the school's guidance counselor to discuss their feelings about being either older than their grade-level peers or having less experience in a school environment. It is important that SIFE students are aware of their situation and that there are staff members who care about them and are available to counsel them. Instruction for SIFE students will be differentiated on a student by student basis depending on their specific areas of need. Extra help will be offered within and outside regular school hours to practice foundational skills. SIFE students are highly encouraged to join the Title III ELL after School Programs.

ELLs in US schools less than three years (Newcomers):

For our newcomers who have had less or no school instruction, we use a program called Reading Rods for English Language Learners – Newcomer Themes. This kit offers forty lessons organized around ten themes that are immediately useful to newcomer students. Themes such as school, family, food, and clothing help children acquire important vocabulary for day-to-day communication. Other themes pave the way for content-area learning by introducing concepts such as time, money, transportation, and communities.

For children who are pre-literate, we emphasize oral language and shared writing activities, along with writing basic sentences. We combine language instruction with literacy activities such as phonics and word work.

A website that has proved useful is edhelper.com. This site, among other things, contains a section of Basic English language themes, such as objects in the classroom, forms of transportation, colors, shapes, etc. Teachers and students can print a picture word wall with reading and writing activities that utilize the vocabulary within each theme.

ELLs (in NYC school between 4 and 6 years):

These students are either ready to test out of ESL services, or are at risk of becoming Long-Term ELLs. Teachers constantly and consistently use formative assessments to ensure that they know whether or not the student needs more support than other ELL students. These ELLs typically have mastered BICS, and are working towards their CALP. Testing practice and lessons designed to assist students in building stamina (such as various writing activities throughout units, and complex math problems) are used in the classrooms for all students. These content based testing strategies ensure that students are gaining the content of the unit, as well as grammar, form and other important understandings needed for real-world experiences.

Long-term ELLs (in NYC school six years or more):

For these students, their continuation in ESL may be more of a literacy deficiency rather than an English language deficiency. While they are no longer funded by the state, we continue to service them in our core program during the regular school day. Also, we have noted that all of our Long Terms ELLs are also Students with Disabilities, so they receive services in a classroom with a low student-to-teacher ratio in ICT. In this way, these students receive more personal attention.

To supplement the core program, ELLs and LTEs also have access to small group literacy groups in the After School Enrichment program (subject to availability of funds) using a program called Finish Line for ELLs. Continental's "Finish Line for ELLs" program helps students improve language proficiency in five content areas (conversational language, academic language arts, academic mathematics, academic social studies, and academic science) across the listening, reading, writing, and speaking domains. Each student book provides practice in various question types including multiple choice, written response, and oral response. The proficiency levels of the questions increase within each lesson to promote advancement.

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?

ELL-SWDs

ELLs identified as having IEPs require specialized education, and social and psychological services in order to maximize their full potential. ESL teachers and service providers collaborate to help these students overcome their learning obstacles. ELL-SWDs have access to the same grade-level resources as their General Education counterparts (see description of program materials in Part IV, Item #3), with scaffolding to make the material more comprehensible and accessible, such as graphic organizers and audio/visual supports, use of technology, and small group instruction, when required.

We ensure that ELL-SWDs receive all services mandated on their IEPs by scheduling their services during different times of the week/day so as not to overlap with one another or with required ELL instructional minutes.

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?

We currently serve our ELLs-SWDs in the least restrictive model, ICT. The ICT teachers implement instructional strategies using grade-level materials that are designed to meet the unique needs of ELLs and SWDs. They collaborate during weekly common planning periods to ensure that instruction is differentiated to meet the students' needs. In the classroom, special groupings occur when the lesson calls for it, and the communication between teachers allows for this grouping to be purposeful. ESL teachers are in constant communication with Special Education teachers to report student progress, as well as updated information and policies.

Courses Taught in Languages Other than English

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

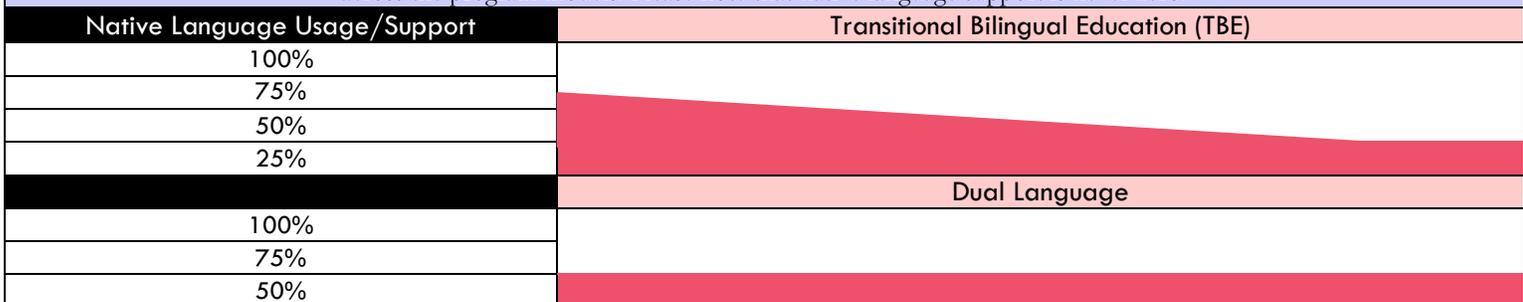
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.
- Targeted intervention programs for ELLs in ELA include using Wilson Reading System. Students work with Wilson daily, in addition to receiving ELL strategies such as visuals and reading techniques. Other strategies include modeling, and creating opportunities for developing background knowledge, such as field trips and hands on activities.
- In math, students receive manipulatives which allow them to see concepts in various different ways.
- In Social Studies and Science, targeted intervention uses the same strategies as would be used in a Literacy class. Modeling, previews of texts, close readings, and paired readings are all utilized to ensure students gain the most language and content from lessons.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In our current programs, ESL teachers are meeting the needs of students in both content and language development. In the elementary school, Ms. Burley and Ms. Neidish teach ESL through content, and always utilize a language objective for the lesson. In the middle school, the students receive ESL support through their content classes from Ms. Daskaris and Ms. Castro. In this way, the students are receiving direct content and language support.
11. What new programs or improvements will be considered for the upcoming school year?
- Improvements that we are considering for the short-term future are smaller group sizes in Grades K & 1. Ms. Daskaris and Ms. Castro (ELL teachers in the middle school) teach sheltered instruction ESL, and push in for grades 5-8 in the content areas. We are also implementing more technology in the classrooms by ensuring that every room is equipped with computers, and now all of the classrooms have SMART Boards installed.
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. They are fully represented in programs such as Technology, Music, Architecture, and Art. Additional afterschool programs offered in the past include Scrapbooking, Book Clubs, Board Game Clubs, and sports. All students are invited, and encouraged to join these programs.
- Enrichment activities specifically designed for ELLs to be determined based on our Title III funds. All help to foster socialization for ELLs. ELLs are invited to these programs by letter sent to their parents/guardians. ELL attendance at these Title III programs is closely monitored to gauge participation. Also, because of the lower teacher-student ratio, students are able to participate more and receive more personalized attention.
- Last year, three supplemental services were offered to our ELLs. In the middle school there was a Global Kids Culture Club, in the elementary school there was a Computer Literacy group, and for Kindergarten, Ms. Neidish, our librarian, held "Open Library" for students and their parents to attend and experience the library together. We expect that these three programs will be offered again this year.
- The language of instruction will be mainly English, as we do not offer Dual Language or Transitional Bilingual Education at this time.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Rigby's On Our Way to English has been implemented for Kindergarten. It is a comprehensive program for ELLs that focuses on language, literacy, and content. Some features of this program include the following:
- Differentiated instruction in every lesson matches the needs of ELLs at all stages of language acquisition.
 - Three key strands – thematic units, phonics, and guided reading – offer flexibility to customize instruction to meet whole- or small-group classroom needs.
 - Thematic approach, based on TESOL and content standards, meets critical accountability needs. It provides social studies, science, and math content embedded throughout the program.
 - Little books, written to a leveling system specifically created for ELLs, use both reading and language learning criteria to deliver vital comprehension strategies.
 - Systematic phonics lessons provide a strong foundation for building fluency.

- Interactive, multisensory activities engage children's diverse learning styles.
- Materials include: manipulative charts, chant posters, newcomer books, big books, audio CDs, language learning masters, home-school connection masters, writing resource guides, reading strategy cards, child-friendly computer software, and picture cards.

Grade K – 4 materials from the Florida Center for Reading Research (<http://www.fcrr.org>) have been downloaded to further differentiate instruction in five language learning strands: phonemic/phonological awareness, phonics, vocabulary, fluency, and comprehension. These activities may be independent, pair, or group-work activities that address students' varying learning styles.

ESL for grades 1-4 utilizes ESL strategies through teaching of content areas, such as Social Studies and Science. Additionally, a reading program called "Quick Reads" is implemented to assist in growth of reading fluency. For a group of third and fourth graders, Fountas and Pinnell's Leveled Literacy Intervention is being utilized to provide students with the basics in reading. This system will also be utilized after school with two newcomer second grade students.

ELLs in grades 1-4 have accounts to access www.raz-kids.com (subject to availability of funds), an interactive website that allows students to listen to and record stories at their level and moving at their own pace. Students gain stars with each book read, with which they can "purchase" icons in the raz-rockets gaming area.

A number of websites including funbrain.com, starfall.com, brainpop.com, brainpop.esl.com, brainpopjr.com and others offer students an engaging interactive way to practice their English.

In addition to pre-fabricated teaching materials, the ESL teachers often create their own teacher-made materials to differentiate instruction and suit the current needs of their students. They are working with Creative School Services professional developers and education specialists to enhance their differentiated instructional skills through assessment and tiering.

Sheltered Instruction has been implemented in grades 5-8. Sheltered Instruction is an approach in which students develop knowledge in specific subject areas through the medium of their second language. Our teachers modify their use of English to teach core subjects, (math, science, and social studies) in order to ensure that the material is comprehensible to learners and that it promotes their second language development. They adjust the language demands of the lesson in many ways, by modifying speech rate and tone; direct instruction of vocabulary and grammar; repeating key words, phrases, or concepts; using context clues and making extensive use of modeling strategies; relating instruction to students' background knowledge and experience; and using certain methods familiar to language teachers (demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction understandable to students of different second language proficiency levels.

Content Area Instructional Materials that are used to support ELLs in MATH are: Go Math (Grades K-5) and Impact Math (Grades 6-8). Math games, manipulatives, and interactive SMART Board activities are utilized. Math lessons are differentiated to support ELLs and Special Education students.

Content Area Instructional Materials that are used to support ELLs in Social Studies are social studies Trade Books (Grades K-8). These books give ELLs access to content in other ways than just textbooks. This year we also received new Social Studies Texts Books from McGraw Hill. These lessons are supplemented with video, internet web site, Weekly Reader, National Geographic magazines for kids, Time Magazine for Kids, and local newspapers. Social studies lessons are differentiated to support ELLs and Special Education students.

Content Area Instructional Materials that are used to support ELLs in Science are Foss Kit (Grades K-5), Glencoe Science (Grade 6), and Lab-Aids & Setup (Grades 7-8). These lessons are supplemented with videos, hands-on science labs, the Annual Science Fair, and science field trips. Science lessons are differentiated to support ELLs and Special Education students.

To prepare students for the annual NYSESLAT exams, we offer a test preparation program called "Getting Ready for the NYSESLAT and Beyond." These workbooks help familiarize students with the content and the format of the test. This way, students are familiar with the types of questions being asked of them on testing day.

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

Native language support, particularly for newcomers, is provided whenever possible. Since Spanish is our high-incidence language, our ESL teachers' Spanish-language ability ranges from functional, to moderate. For speakers of other languages, there are free

websites available to ESL teachers to learn key phrases needed to help a newcomer feel welcome and at home as they begin to acquire English. We may also find another student in the building who comes from a similar language background and pair them up to help ease the transition. We also have utilized free online translation services to help us translate written communications for students and their families. Parent Bulletins are sent out in English and Spanish, and there are Spanish language resources on the school website.

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

All forms of resources and support listed above for grades K-8 are age-appropriate and they are based on contemporary research in the field of teaching English to ELLs. All ESL instruction is aligned with the new Common Core Standards according to their grade level. In groups, ESL students receive instruction that is aligned to their grade level.

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.

At the beginning of each school year, the Parent Teacher Association holds an Orientation Meeting in the cafeteria for new families, including the families of ELLs. At the beginning of this school year, they also held an International Pot Luck Dinner, where families were able to bring multi-ethnic food to share with other families in the neighborhood.

18. What language electives are offered to ELLs?

At this time, a Spanish language course is offered to Grade 5, 6 and 7 students. Students taking advantage of this opportunity include ELLs and non-ELLs.

19. For schools with dual language programs:

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

We do not currently have a Dual Language program.

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.

Our professional development goals for this year include the differentiation of instruction, focusing on ELLs, students with IEPs, and accelerated students. We will also focus on using evidence to support arguments, and how that can be explained and modeled for ELL students.

Professional development meetings are offered during the 2013-2014 school year to work with literacy coaches, and Creative Schools professional trainers to empower all teachers (not just ESL teachers because all teachers in our building have contact with ELLs) with the tools necessary to differentiate instruction for these three high-need groups. The staff members who will participate in the ELL PD will be common branch teachers, subject area teachers, ESL teachers, guidance counselors, Special Education teachers, and our parent coordinator.

We have planned the following schedule of workshops (each to last 1 hour and 15 minutes) to be offered throughout this academic school year, topics are applicable to all content areas:

- ELL Students and the Common Core (November)
- Strategies for ELL Learners in the Classroom (December, 2013)
- Understanding Chancellor's Goals for ELL Education (January)
- Understanding the Difference between BICS (Basic Inter-Communication Skills) and CALP (Cognitive Academic Language Proficiency). (Feb)
- Learning the Principles of First and Second Language Acquisition (May)
- Identifying Four Levels of Language Acquisition and Proficiency (June)

The above workshops satisfy the Jose P. requirement of 7.5 hours of ELL training for all staff other than those who hold ESL and Bilingual Licenses. Records for meeting this requirement are kept through logging sign-in sheets and workshop agendas.

Being a K-8 school, our grade 5 class serves as a transitional year for elementary school students to make the move to the middle school. They are co-located on the same floor with middle school students, and travel to other rooms for specific content and specialty classes. They are assigned lockers as are the middle school students, and a foundation of expectations is laid during this critical year. By the time they enter grade 6, they are ready for middle school and know fully what is expected of their behavior both socially and academically.

Ms. Julie McCullough, our Grade 5 Advisor, supports both students and staff during this critical transition. She meets with every Grade 5 student on a regular basis. Ms. McCullough is a licensed guidance counselor and works closely with Ms. Dawn Powell, our current Guidance Counselor. Ms. Powell & Ms. McCullough frequently attend PD offered by the DOE specifically designed for guidance counselors, which includes training on how to provide services to ELLs.

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?

Each November we have Open School Week, which is a special time set aside for the parents to visit their child's classroom (this includes parents of ELLs.) An "Open School Week" poster and/or "Welcome" sign will be displayed on or outside each classroom door. Chairs are set aside in the back of the room for visitors. Some classroom teachers will train a host or hostess to quietly greet the parents and guide them to their seats. In addition, teachers may present an attractive guest book so that the host/hostess can have visitors sign in.

Throughout the school year, we host several Literacy Celebrations, Music and Art shows and field trips, all of which require parent attendance and participation to make them successful experiences. Parents feel very welcome to come to our school and volunteer their time in and out of the classrooms. PTA meetings provide live translations throughout.

Class Parent Representatives (one in each homeroom) play an intermediary role between teachers and the parent community. They help the teacher plan class events, solicit parent volunteers, and encourage parent participation.

We formally evaluate the needs of our ELL parents via a Needs Assessment Survey (designed in-house and provided in English and Spanish) and the Learning Environment Survey (provided as part of the Progress Report.) In addition, parents are welcome to informally express their needs to the Principal and Parent Coordinator any morning, as they are both on the steps of the front entrance greeting students and their families as they enter the school. Beginning two years ago, our principal meets with parents over coffee and refreshments on a monthly planned "Coffee with Chory", where parents of all students (including parents of ELLs) are welcome. In addition, our Parent Coordinator is fully bilingual in English and Spanish, and is invaluable in helping to evaluate ELL parents' needs.

Our parental involvement activities address the needs of the parents in that they provide parents with easy access to their child's classroom teachers. In addition, we provide translators as needed. Our school also utilizes headsets during meetings, when necessary. The headsets connect to a microphone, and allows the listeners to hear a translator (speaking the necessary language) during the meeting. These headsets allow parents who speak other languages access to the content being discussed at the time it is being discussed. This way, parents are able to voice their opinions equally.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06M187 School Name: The Hudson Cliffs School

Cluster: 5 Network: 532

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.

During registration, parents and guardians are asked to inform the school of their preferred language of communication. With this information, we know whether it is necessary to provide translation services for that parent. As stated in our Language Allocation Policy, 69% of our students come from Spanish speaking households. Due to this data finding, our Parent Bulletins are always sent out in English and Spanish.

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.

Our major finding is that Spanish is a high frequency language in our school community. As in the past, we continue to provide written translations of outgoing school communications in the Spanish Language, in addition to English. We have numerous Spanish-English bilingual staff members present in the building to meet oral interpretation needs. The school and parent community is fully aware of the need for Spanish translations, as the Parent Bulletin and other outgoing notices are always provided in English with Spanish on the reverse.

As for the low-frequency languages spoken in our school community, namely Russian, Arabic, Chinese, and Albanian, we rely on parent community volunteers to assist in meeting translation needs, when the need arises, as well as utilize services offered by the Translation and Interpretation Unit.

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.

When available, we make use of foreign language translations as provided by the Translation and Interpretation Unit, for critical communications regarding a child's education, including, but not limited to: registration, application and selection, standards and performance, conduct, health and safety, legal and disciplinary matters, special education and related services, transfers and discharges, permission slips, and consent forms. Where such approved translations are not available, outgoing written communications are translated in-house by fully qualified English-Spanish Bilingual staff members. Our school budget has money allocated to pay assigned staff members for their work in this area. In the case of low-frequency languages, we reach out to parent/ community volunteers to provide written translations, if and when required.

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

We have a number of fully qualified English- Spanish Bilingual Staff members available to provide oral interpretation services, either in person or by telephone, on an ad-hoc basis. In the case of low-frequency languages, we reach out to our parent/community volunteers and arrange a time that is convenient for all parties involved to meet, and oral interpretation is provided by the parent/community volunteer at that time.

Oral interpreters described above are available on the premises during all designated Parent/ Teacher conferences.

Upon request, our region provides us with an electronic translation service, for use in large groups, such as the Parents Association meetings. This service allows meeting attendees to fully participate, by wearing earphones through which a spontaneous oral interpretation is fed. Spontaneous oral interpretations, as with written translations, may be provided by a qualified staff member or a parent/ community volunteer. This method also allows participants to ask questions and offer their comments and ideas in their native language, in which case, the translator will spontaneously translate their utterances into English, so that they may be fully understood by all those in attendance.

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>.

Our school will provide each parent whose (a) primary language is one of the eight covered languages (as defined by the DOE), and (b) requires language assistance services, with written notification of their rights regarding translation and interpretation services, along with instructions on how to obtain such services.

We will post a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained. This sign will be posted in a conspicuous location at or near the primary entrance of the building.

Our School's Safety Plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.