

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 753	District 75	School Number 138	School Name
Principal Jacqueline Keane		Assistant Principal KBerger, MGaffney,GSoulette	
Coach James Bhagwandin		Coach N/A	
Teacher/Subject Area Susan Guzman, ESL		Guidance Counselor JCohen	
Teacher/Subject Area Allison Wiggin, ESL		Parent Jeff Stimpson	
Teacher/Subject Area Darnell Lewis, ESL		Parent Coordinator Revenya Murray	
Related Service Provider Lorraine RodriguezColon,Speech		Other PO'Donnell, Staff Developer	
Network Leader Adrienne Edelstein		Other Mercedes Florez, SpecEd Tchr	

B. 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	3	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	477	Total Number of ELLs	111	ELLs as Share of Total Student Population (%)	23.27%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual,

- Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
 4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

CSE IEPs, Home Language Surveys, LAB-R reports, and Information Sheets of Entitled ELL Students are reviewed by the lead ESL teacher, Susan Guzman, upon admission of students new to NYCDOE to initially identify ELL students. The lead ESL teacher administers the Home Language Survey and LAB-R, if necessary. ESL teachers Darnell Lewis and Allyson Wiggin assist as needed. They are reviewed periodically by the lead ESL teacher, site unit teachers, and the pupil accounting secretary to monitor ELL students enrolled in classes at P138M.

The ESL and bilingual teachers, with the additional support of the school based coach, administer the NYSESLAT annually to assess the language skills of all entitled and X-coded ELL students. The ESL and bilingual teachers provide ongoing instructional intervention supports to all ELL students in preparation for the NYSESLAT; ELL students participating in the Title III Afterschool program receive supplementary individual and small group instruction targeting skills addressed in the assessment.

The Parents' Bill of Rights and Options for our ELL special education students are discussed with their parents during IEP and Educational Planning Conferences. The available ELL programs are discussed in detail with parents who then receive Entitlement Letters. In the event that an Entitlement Letter is not returned to the school, procedures are followed and criteria applied to identify the appropriate ELL program for that student. The trend in recent years is the selection of monolingual classroom instruction with ESL support services. This trend is reflected in the significant increase in number of students designated as ESL Only, and the increase of ESL teachers allocated for our school. Through the school's parent coordinator, P138M offers parents of ELLs ongoing information in their home languages and translation services are available. A variety of workshops addressing varying aspects of their children's educational, social and emotional growth are conducted throughout the year. Such workshops include: effective parent participation in school activities; home activities to support learning; assessment; learning standards and achievement of goals.

Title III supplemental program services are addressed in a special segment of our fall parent meeting. This orientation meeting conducted by one ESL teacher and one bilingual teacher will inform our Spanish speaking parents of programs available for their children, as well as scheduled parent meeting(s) and workshop(s).

Part III: ELL Demographics

A. ELL Programs

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

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

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.

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
Dual Language <small>(50%:50%)</small>														0
Self-Contained ESL														SELF-CONTAINED FOR MTEXT
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	111	Newcomers (ELLs receiving service 0-3 years)	71	Special Education	111
SIFE	2	ELLs receiving service 4-6 years	32	Long-Term (completed 6 years)	8

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

	ELLs by Subgroups						
	ELLs (0-3 years)			ELLs (4-6 years)			L (c)
	All	SIFE	Special Education	All	SIFE	Special Education	
<input type="checkbox"/>							
TBE	<input type="checkbox"/> 45	<input type="checkbox"/>	<input type="checkbox"/> 45	<input type="checkbox"/> 21	<input type="checkbox"/> 1	<input type="checkbox"/> 21	<input type="checkbox"/> 5
al Language <input type="checkbox"/> FORMTEXT fi	<input type="checkbox"/>	<input type="checkbox"/>					
L <input type="checkbox"/> FORMTEXT fi26	<input type="checkbox"/>	<input type="checkbox"/> 26	<input type="checkbox"/> 11	<input type="checkbox"/> 1	<input type="checkbox"/> 11	<input type="checkbox"/> 3	<input type="checkbox"/>
tal <input type="checkbox"/> FORMTEXT =all03tbe+all03dl+all03esl !Syntax Error, ALL03TBEt03	<input type="checkbox"/> 0	<input type="checkbox"/> 71	<input type="checkbox"/> 32	<input type="checkbox"/> 2	<input type="checkbox"/> 32	<input type="checkbox"/> 8	<input type="checkbox"/> 0

Number of ELLs in a TBE program who are in alternate placement: FORMTEXT fi50

Home Language Breakdown and ELL Programs

Transitional Bilingual Education Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	0	3	3	1								10
Chinese														0
ssian FORMT EXT fi													0	
ngali FORMT EXT fi													0	
du FORMT MTEXT													0	
abic FORMT EXT fi													0	
itian FORMT EXT fi													0	
enench														0
rean FORMT EXT fi													0	
njabi FORMT EXT fi													0	

her FORMTEXT fi												0	0
TOTAL	0	0	0	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): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	2	1	6	2	5	2			3		3	27
inese FORMT EXT fi			1		1								2	
ssian FORMT EXT fi													0	
ngali FORMT EXT fi													0	
du FORMT EXT fi													0	
abic FORMT EXT fi								1					2	
itian FORMT EXT fi													0	
ench FORMT EXT fi													0	
rean FORMT EXT fi													0	
njabi FORMT EXT fi													0	
lish FORMT EXT fi													0	
banian FORMT EXT fi													0	
her						1					1	1	3	

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
FORMT EXT fi														
TOTAL	2	2	2	2	6	3	6	2	1	0	3	1	4	34

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

One hundred eleven students (23.2% of total register) are identified as ELL students. Fifty ELL bilingual students participate in special education alternate placement classes; ten students are in a Spanish Bilingual (TBE) class; and thirty-four students are designated to receive ESL Only services. The remaining seventeen students are X-coded. Six of the bilingual and three of the ESL ONLY students participate in Inclusion classes. Equal access is central to our mission statement for all P138M students, including all ELL students. Pupil centered planning drives our efforts to provide equal access - instructional, vocational and social - for all students in school, at home, and in their communities.

The Spanish bilingual class provides services to ten ELL students. The classroom teacher has a NYC bilingual license. The bilingual class in an elementary alternate assessment class that provides services for students with multiple disabilities. Expressive and receptive native language development and proficiency of these students is assessed through observation, instructional activities directly eliciting language, and alternate assessment strategies designed by their classroom teachers. Assisted communication strategies including communication devices, picture symbols and modified curriculum materials are implemented for both assessment and instruction.

Forty-four bilingual students participate in alternate assessment monolingual classes; six participate in Inclusion classes. These students are supported by assigned paraprofessionals who speak the students' native languages. Thirty-four students are designated as ESL only. Three certified ESL teachers implement the push-in model to provide ESL instruction for these students.

As indicated above, thirty-four students are identified for ESL Only services, including three Inclusion students; forty-four bilingual students are in alternate placement classes, six are in Inclusion classes. The ESL teachers work collaboratively with classroom teachers and alternate placement paraprofessionals across content areas to ensure that ELLs are receiving appropriate language instruction with an emphasis on ESL and ELA learning standards, NYS alternate grade level indicators and alternate performance indicators. ESL and

classroom teachers are able to plan aligned instruction during common preparation periods. ESL services are provided to students identified as ESL Only and to bilingual students in alternate placements. CR Part 154 mandates that our eighty K-8 students receive 360 minutes (2 units) of weekly ESL instruction, and our fourteen high school students receive 540 minutes (3 units), incorporating ESL strategies and materials. Our three NYC licensed ESL teachers utilize the push-in model, but do implement the pull-out model when more appropriate. Our ELL students span five different service categories, and range in age from five to twenty-one. Whenever possible, students are clustered for ESL instruction.. Instruction is provided, with required supports and accommodations, during regularly scheduled academic periods.

Our school day is six hours and fifty minutes long. Students in our elementary bilingual class receive the required 180 minutes (1 unit) of Native Language Arts, as well as 360 minutes (2 units) of ESL pursuant to CR Part 154. Due to the nature of our students' disabilities, math, science and social studies content is imbedded within NLA/ELA instruction throughout the day; there is a 60:40 Spanish/English ratio per instructional unit.

Presently two students are identified as SIFE (Students with Interrupted Formal Education). Currently one student is in a monolingual class assisted by a paraprofessional who speaks his native language. The ESL teachers uses both English and Spanish to instruct the student. In addition to remedial ESL instruction, academic intervention services and the social supports necessary to maximize continued achievement are provided. Identified SIFE students are mandated to receive the appropriate number of ESL instructional units per CR Part 154. Units of study will be developed in partnership with the ESL, cluster and homeroom teachers. Alternate assessments and teacher observations are used to identify target skills and plan appropriate instruction.

An Extension of services is provided for students requiring services beyond three years. Special education students identified for an extension of services demonstrate language and communication skills, both academic and social, which are severely compromised by their disabilities. Long term ELL students are supported by academic intervention services provided through individual and/or small group instruction, by adapted technology, and by assisted communication materials. They continue to require specialized instruction and academic intervention services to achieve their academic goals as described for long term ELL students. They will receive extensive instructional accommodations and supports, including bilingual and ESL instructional strategies, in order to meet learning standards and alternate performance indicators. ELLs are encouraged to transition their skill set from BICS to CALP. Students who test at the Proficient Level on the NYSESLAT assessment and transition into a monolingual class, will be supported with ESL/AIS services for a period of two years.

Program considerations for the upcoming 2011-12 school year include the review of class organizations for possible re-grouping of some students for more effective delivery of ELL services. Special education programs, ratios, site locations, and students' ages and instructional levels must all be addressed and will determine the final outcomes.

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

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

P138M integrates each student's native language as a tool to support strong ESL acquisition. Instruction is differentiated throughout the day in the classroom setting and within the framework of ESL and Bilingual instruction.

Students' language and communication skills are significantly compromised by their disabilities and all instruction incorporates assisted language strategies and alternative communication systems. Virtually all of our students' receptive language skills are stronger than their expressive skills. The majority of our ELL students use adaptive augmentative devices and/or low tech communication systems. Expressive language is demonstrated through the use of picture symbol systems or adapted augmentative communication devices programmed by staff members. ALL ELL students demonstrate beginner skills. Of the ten ELL students in our bilingual class, one student with verbal abilities demonstrates beginner English listening and speaking skills. Nine students in the bilingual class are nonverbal and are totally dependent on alternate communication systems for their expressive language. Approximately thirty-three percent of the students in this group are able to use augmentative switches and/or picture symbols independently and spontaneously to communicate.

ELL students who participate in standard assessment use textbooks, leveled libraries and standards based instructional materials that are aligned to the Department of Education's core curriculum. Our bilingual classes for students who participate in alternate assessment also use classroom libraries that include both Spanish and English fiction and nonfiction books. Nearly fifty percent of the books in each classroom are in Spanish.

There is evidence of student work in both English and Spanish, and walls are print rich in each language. These print rich environments include word walls when appropriate. Students use picture symbol communication systems; voice output devices, and picture symbol schedules that are developed specifically to meet the individual communication needs of each student. These individual systems support greater independence and increase participation in instructional activities. Additional supports include computer software, books on tape and music CDs. Teachers and students use Mayer Johnson Boardmaker and Writing with Symbols software to create communication materials. Students also have access to adapted books, science resource kits, science big books, thematic literacy sets. Object cues, manipulatives and modified materials further support instruction. Ongoing efforts are made to acquire and develop a wide range of instructional materials that are not only age and grade appropriate, but also functional and meaningful for our students with severe disabilities.

Students who test at the Proficient level on the NYSESLAT assessment and transition into a monolingual class, will be supported with ESL academic intervention services for a period of two years.

C. Schools with Dual Language Programs

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

NOT APPLICABLE

D. Professional Development and Support for School Staff

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

The 2010-2011 academic professional development plan for P138M includes a variety of issues and topics pertaining to the education of our ELL students. School based professional development provided on November, June and July professional development days, and during Title III Saturday workshops, will address the following: NYS ELL Learning Standards and Alternate Performance Indicators; ESL Instructional Strategies; and Modifying Instructional Methods and Materials. Prior to the Spring assessment period, the lead ESL teacher will turnkey NYSESLAT training for her cohorts.

The ESL and BIS cohorts, with the support of the school based coach, will meet quarterly during a common professional development period to collaborate on balanced literacy, ESL through content areas, and technology in ESL education. Assistance in differentiating instruction to meet the individual needs of all students, and to assist students as they transition from one school level to another, will be provided for teachers and alternate placement paraprofessionals. The school based coach will be available to provide ongoing supports, as needed.

P138M's teachers and paraprofessionals who serve ELL students will also benefit from the services provided by the District 75 coaches. In addition, P138M will ensure the attendance of ESL monolingual teachers and paraprofessionals at district and city level conferences focusing on the education of ELL students. These workshops include: The ELL Institute; ELL Compliance; Picture Exchange Communication Systems (PECS); Powerpoint Adapted Books; SMILE Reading Program; and Verbal Behavior. A annual log of all professional development workshops attended by staff is maintained.

E. Parental Involvement

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

Parents who may require written translation and oral interpretation services are initially identified by a review of: ATS Home Language, POB/Lang/Geo (RPB) and ELL reports; and a review of IEPs indicating parents' preferred language. Specific details of individual translation and interpretation needs are ascertained by a review of information provided in the Annual Parent Interests/Needs Survey. According to recent data, fifty-one percent of our student body and their families are Hispanic, and approximately 2% are Asian. The majority of our Hispanic families require written translation and/or oral interpretation services to ensure a full understanding of the educational process for their children and a timely awareness of other pertinent information relating to the school community. Two Asian

students are identified as English language learners and both families require translation and/or interpretation services. Professional development activities, School Leadership Team meetings, IEP conferences, staff and PTA meetings present ongoing opportunities for raising staff awareness of parental needs and the school's responsibility to provide written translations and/or verbal interpretations as necessary and the availability of these services

Spanish and Chinese language documents and forms are distributed and used when appropriate (ex. DOE publications, IEP forms), and school generated written materials for families are translated in a timely manner by school staff members and sent to all households simultaneously. School staff members translate parents' written communications to the school. In the event a document cannot be translated in time (ex. before student boards school bus to return home at the end of the day), the parent will be called by a bilingual staff member and/or a note will be sent in the parent's native language indicating the item(s) of importance and requesting that a bilingual family member translates it for the parent. Bilingual school staff members are available to interpret information and discussions during all meetings, phone calls, events and IEP conferences conducted during school hours and a budget is in place to employ staff to provide these services during afterschool hours when needed. The NYCDOE Translation/ Interpretation Unit will be contacted for assistance in the event we are unable to provide esoteric language services.

Parents are notified, in writing, of the availability of translation and interpretation services and information on how to obtain these services is included. The Notice for Parents Regarding Language Assistance Services is posted at all school sites. Additionally, the Parents' Bill of Rights and Options for our ELL special education students are discussed with their parents during IEP and Educational Planning Conferences. Through the school's parent coordinator, P138M offers parents of ELLs ongoing information in their home languages and translation services are available. A variety of workshops addressing varying aspects of their children's educational, social and emotional growth are conducted throughout the year. Such workshops include: effective parent participation in school activities; home activities to support learning; assessment; learning standards and achievement of goals.

Title III supplemental program services are addressed in a special segment of our fall parent meeting. This orientation meeting conducted by one ESL teacher and one bilingual teacher will inform our Spanish speaking parents of programs available for their children, as well as scheduled parent meeting(s) and workshop(s). School generated written materials for families (including notices of orientation meeting, workshop(s) and Title III letter) will be translated into Spanish by bilingual school staff members for timely dissemination. These materials will be sent home in student backpacks and/or school-to-home notebooks. Follow-up phone calls will be made by Spanish speaking bilingual staff members who will also be available to interpret information and discussions during the meeting(s) and workshop(s). A separate budget is in place to employ staff members to provide translation and interpretation services outside regular school hours, when needed.

Two Spanish speaking bilingual teachers and one ESL teacher will conduct a Title III Saturday workshop in April 2011 for Spanish speaking parents and their children who are designated as ELLs. A Spanish speaking bilingual paraprofessional will assist to facilitate hands-on participation by students with their parents, and a share and review will be conducted during a working lunch. The objective is to demonstrate effective strategies/activities for parents to implement at home/in the community; students will actively participate. Bilingual paraprofessional will continue activities with students while parents have the opportunity to make differentiated instructional materials to use at home with their children. Lunch and Metro cards will be provided for participating students and their parents. If participation is positive and the budget allows, an additional workshop will be scheduled.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		2		1	1	2			1					7

termediate(I) FORMTEXT fi	1		1			1							3
vanced (A) FORMTEXT fi					1								1
tal FORMTEXT =nysbk+nysik+nysak !Syntax Error, NYSBK!Syn	3	0	2	1	3	1	0	1	0	0	0	0	11

YSESLA T Modality Analysis <small>M OLevelK 1234567891 01112LIST ENING/SP EAKING</small>		T fiNIN G/SPE AKIN GB	FOR MT EXT fi	1				2					
	I		1		1			1					
	A		1		1	1	1			1			
	P												
READING/ WRITING	B		2		1	1	2			1			
	I		1		1			1					
	A						1						
	P												

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
FORMTEXT fi				0	
FORMTEXT fi				0	
FORMTEXT fi				0	
FORMTEXT fi				0	
FORMTEXT fi				0	
NYSAA Bilingual Spe Ed	1	2	3	26	32

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
FORMTEXT fi								0	
FORMTEXT fi								0	
FORMTEXT fi								0	
FORMTEXT fi								0	

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
FORMTEXT fi									0
SAA Bilingual Spe Ed FORMTEXT fi1		1		5		24			31
YS Science	L	Level 3		Total		NLEnglE XT fiEnglish NLEnglis hNL			
FORMT EXT fi									0
FORMT EXT fi									0
SAA Bilingual Spe Ed FORMT EXT fi0		1		1		11			13
YS Social Studies	L3Level 4Total		el 3Level 4Total						
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed	0		1		2		12		15

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	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
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	12	0	12	0
NYSAA Mathematics	12	0	12	0
NYSAA Social Studies	12	0	12	0
NYSAA Science	12	0	12	0

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

All ELL students participate in Brigance, ABLLS and/or NYSAA alternate assessments. Additionally, teachers use informal and alternate teacher designed methods to assess student progress. Data is reviewed to identify priority target skills and instructional strategies and materials are developed to address the identified skills.

All ELL students participate in NYSESLAT testing. Twenty-four students participated in the assessment but were unable to complete the entire test for a valid score. Thirty-nine students were unable to demonstrate the language skills required to participate in the assessment. Eleven recent transfer students were able to complete the assessment last Spring while at their previous school (P811M): seven

included in their assessment portfolios, and documented on the scoring worksheets. The scores reflected a ten percent increase in ELA Level 4s, a five percent increase in Science Level 4s, and a significant twenty-two percent increase in Math Level 4s. The progress of our ELL students is comparable to that of their non-ELL counterparts.

Brigance, ABLLS and NYSAA assessment data is reviewed periodically, and target skills and instructional priorities are identified. The implication for the P138 Language Allocation Policy is that ELL students receive the number of units of ESL as required by CR Part 154. To insure that students meet the learning standards and alternate performance indicators, and pass the required state and local assessments, ESL instruction follows the NYESL standards and incorporates ESL strategies. These strategies include cognitive academic language learning approach, total physical response, language experience, whole language, graphic organizers, assisted/augmentative language and cooperative learning to provide the differentiated instruction required to meet our students' varied needs. The use of technology is incorporated to give students additional instructional support. The classroom libraries and adapted books include a variety of books on all levels reflecting the background, needs and strengths of the ELL students. The students' level of literacy in their native language aids in the acquisition of English Language skills by having them transfer knowledge of their native language into the target language. Academic language is developed in collaboration with classroom teachers, content area teachers and the ESL teachers. Curriculum mapping and scaffolding strategies aid in the development of our academic language curriculum.

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10

	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		11/1/10
	Coach		N/A
	Guidance Counselor		11/1/10
	Network Leader		11/1/10
	Other <u>Speech Ed Tchr</u>		11/1/10
	Other <u>Assistant Principals</u>		11/1/10
	Other <u>ESL Teacher</u>		11/1/10
	Other <u>ESL Teacher</u>		11/1/10