



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

THE PACIFIC SCHOOL

15K038

PRINCIPAL: YOLANDA RAMIREZ

EMAIL: YRAMIRE4@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Yolanda Ramirez	*Principal	<i>Yolanda Ramirez</i>
Carolyn Jones Denizard	*UFT Chapter Leader or Designee	<i>Carolyn Jones Denizard</i>
Betsy Rodriguez	*PA/PTA President / Parent	<i>Betsy Rodriguez</i>
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	

Alexandria Rodriquez	Member/ Title 3 rep / Parent	<i>Alexandria Rodriquez</i>
Bertha Goodson	Member/ Treasurer / Parent	<i>Bertha Goodson</i>
Renee Marois	Member/ Teacher UFT	<i>Renee Marois</i>
Laura Bartosiewicz	Member/ Teacher UFT	<i>Laura Bartosiewiicz</i>

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative 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 Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your

school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- *By the end of June, 2012 there will be evidence of improvement in teacher pedagogy based on a research based teacher effectiveness rubric as evidenced by frequent cycles of observation followed by feedback.*

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.
 - Need was generated via observations of classroom instruction by the school administration.
 - On-going school wide work in improvement in **pedagogy** based on **analyzing** authentic student work in writing and math.
 - Data via the progress report information pertaining to subgroups of students eg: special education, ELLS overall performance in both ELA and Math.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - *By September 8, 2011 we will conduct professional development surrounding the framework, expectations and rationale of the 6 city wide domains.*
 - *Develop an abridged version of the overall domains by the September 12, 2011 and launch domain3 class environment - components 2b-2d across grades*

- *Conduct grade meetings to layout the citywide goals and expectations no later*
- *Create a year long map to guide our work along the 6 citywide domains*
- *By the end of September, we would conduct walkthroughs to view evidence of the first two domains that we are working on. These walkthroughs will continue regularly and in grade by grade teams to support the reflective process of the framework*
- *Set benchmark dates to gauge the success of work; November 8, December 19, February 13, April 16. We will meet, discuss the work and set plans to move forward.*
- *On-going discussions with school administration and grade by grade teams related to each domain and component*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent / teacher curricular workshops
 - Parent Spotlight events with teachers
 - Bi-monthly support staff events for parents of all subgroups of children
 - Parent Coordinator support as needed

Strategies to attract Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - 100% of all staff members are highly qualified

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - OTPS – Professional Development in house staff development via Socratic Method

- OTPS – Professional Development city wide
- OTPS - Teacher Professional books
- Per-Session – Teacher small group P.D. training sessions grade by grade
- Per-session I.Q team studies
- Per-session Data Specialist work

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012 to Improve the questioning **skills** of teachers across grades **as a means** to improve student critical and analytical thinking across grades. 100% of children (including ELLS and SED) will be able to use specific and relevant evidence from text to support their ideas and questions **as measured by a teacher created rubric.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - Student matrix data indicating that students need support in critical analysis of text; inference, main idea, authors purpose
 - Observations of student work indicating that children need generous support in writing citing specific information relevant to the text
 - Observations of students during discussions indicating that children need on-going support citing evidence in a clear and specific manner from the text to support their thinking
 - Increased student engagement across grades needed to promote higher level of discussions, citation of text evidence and analytical thinking as required by the CCS

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - *On-going collaboration with Jr. Great Books Consultant*
 - *On-going teacher support via team teaching work supported by the Jr. Great Books consultant and school administrators.*
 - *On-going classroom instructional support provided by the school administration*
 - *By the end of October, children will be required to provide clear and specific evidence from the text to support their ideas*
 - *By the end of October, children will be able to participate in discussions that are focused and specific to the text*
 - *Children will be able to cite relevant evidence and from that evidence, debate their ideas with one another*
 - *By the end of November, children will be using directed notes to confirm, adjust or develop questions about the text*
 - *By the end of November additional teachers will be selected for training and complete that training to launch the work by November 30, 2011.*
 - *Frequent lab sites designed to support the improvement of teacher questioning, planning, student differentiation and teacher instruction.*
 - *Monthly grade meetings utilizing the Charlotte Danielson Teacher effectiveness framework as a baseline for improving questioning techniques, teacher planning and overall high level of rigorous instruction.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent / teacher curricular workshops
 - Parent Spotlight events with teachers
 - Bi-monthly support staff events for parents of all subgroups of children
 - Parent Coordinator support as needed

Strategies to attract Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - N/A

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

➤ N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- OTPS – Professional Development in house staff development via Socratic Method
- OTPS – Professional Development city wide
- OTPS - Teacher Professional books
- Per-Session – Teacher small group P.D. training sessions grade by grade
- OTPS- AIS Power Saturday- ELL after school and Math after school Programs to support student achievement
- Per-session I.Q team studies
- Per-session Data Specialist work

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- ***By June 2012, 100% of students (including ELLS and SED) will be engaged in a CCLS aligned unit in Mathematics and English Language Arts with an embedded task around constructing viable arguments in the verbal and written form. 100% of Children will participate in discussing and critiquing the arguments of others via the CCLS task in grades pre-k through 5.***

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.
 - Student matrix data indicating that students (across subgroups including ELLS and SED) need support in number sense and basic operations
 - In-house school data and analysis of diagnostics revealed that children need support in constructing responses to math equations school wide – Supplement program needed to support the developmental needs of SED children in mathematics
 - Observations of student work indicating that children need generous support in writing citing specific information relevant to the text
 - Observations of students during discussions indicating that children need on-going support citing evidence in a clear and specific manner from the text to support their thinking
 - Increased student engagement across grades needed to promote higher level of discussions, citation of text evidence and analytical thinking as required by the CCS

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - *Supplement the current EDM and TERC program for SED ONLY students with TOUCH MATH.*
 - *Socratic questioning methods transferred into the math mini-lesson framework by November, 2011 by all phase 1 and 2 teachers*
 - *Intense math professional development geared to support the deficient student concept areas on the items skills analysis*
 - *Intense math professional development to support individual learning needs of teachers including lab sites as needed*
 - *Immersion of TERC to EDM to improve student concept knowledge and number sense across grades*
 - *Students will write their process, articulate their thoughts and debate their understanding of information with one another via small group independent and whole group teacher lessons*
 - *Monthly grade meetings with school administration*

- *4 Common Prep periods weekly to support the on-going grade by grade planning and inquiry discussions surrounding the improvement of math*
- *On-going monitoring of all forms of assessment*
- *Power Saturday program designed to promote team teaching and improved student progress in mathematics*
- *Safety Net AIS designed to support students at risk.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent workshops by various staff members
- Monthly Parent information sessions via the P.B.
- Monthly Spotlight on learning sessions about the school curriculum
- PT conferences

Strategies to attract Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- N/A

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- OTPS – Professional Development in house staff development in mathematics
- OTPS – Professional Development city wide in collaboration with teachers
- OTPS - Teacher Professional books
- Per-Session – Teacher small group P.D. training sessions grade by grade in math

- OTPS- AIS Power Saturday- ELL after school and Math after school Programs to support student achievement
- Per-session I.Q team studies
- Per-session Data Specialist work

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- *By June 2012, teacher teams will revise current ELA curricula across all grades to include the common core learning standards as evidenced by revised maps, tasks and rubrics.*

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.
- In-house grade meetings indicating that teachers need on-going support with overall planning and implementation of the **CCLS**
- Observations of teachers via Inquiry group meetings and discussions indicating a need for a more in-depth investigation and study surrounding the **CCLS** and the impact of this work on student achievement
- Observations of student work indicating that children need generous support in writing citing specific information relevant to the text
- Observations of students during discussions indicating that children need on-going support citing evidence in a clear and specific manner from the text to support their thinking
- Increased student engagement across grades needed to promote higher level of discussions, citation of text evidence and analytical thinking as required by the **CCLS**
- Student matrix data indicating that students need support in critical analysis of text; inference, main idea, authors purpose
- Student matrix data indicating that students need support in number sense and basic operations
- In-house school data and analysis of diagnostics revealed that children need support in constructing responses to math equations school wide – Supplement program needed to support the developmental needs of SED children in mathematics

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - *Consistent monthly grade meetings*
 - *Inquiry team meetings and discussions*
 - *Grade by grade walkthroughs*
 - *On-going walkthroughs and discussions with teachers to promote a deeper understanding of the work surrounding the Common Core*
 - *Professional Development that is on-going both individual and in groups to support teacher curriculum development and*

instructional practices

- *Network meetings attended in teams to support both the Common Core standards in ELA, Science and Mathematics*
- *Professional Development individually selected by teachers as well as in collaboration with the administration to support in-depth knowledge of the CCS*
- Inquiry work across grades that guide the goal of the CCS*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies to attract Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - N/A

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- OTPS – Professional Development in house staff development in mathematics
- OTPS – Professional Development city wide
- OTPS - Teacher Professional books
- Per-Session – Teacher small group P.D. training sessions grade by grade in math
- OTPS- AIS Power Saturday- ELL after school and Math after school Programs to support student achievement
- I.Q teams per-session work
- Per-session I.Q team studies
- Per-session Data Specialist work

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	3	0	0	2
1			N/A	N/A	3	0	0	1
2			N/A	N/A	6	0	0	0
3	35	35	N/A	N/A	2	0	0	0
4	31	31	N/A	N/A	6	0	0	0
5	28	28	N/A	N/A	5	0	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Power Saturday for all students at risk and students in need of enrichment grades 3, 4, 5. (20 weekends winter through spring)</p> <p>Safety Net Morning program for all students at risk grades pre-k through 5</p> <p>ELL after schools support provided to all students who are not in the advanced level</p> <p>After school ELA support for students in grade 3, 4, 5 (10 weeks)</p> <p>All provided via small group instruction / Kaplan Learning / Coach</p>
Mathematics	<p>Power Saturday morning program for all students at risk and students in need of enrichment grades 3, 4, 5. (20 weekends winter through spring)</p> <p>Safety Net Programs to all students at risk grades pre-k through 5</p> <p>After school mathematics support for students at risk grades 3, 4, 5 (10 weeks)</p> <p>All provided via small group instruction / Kaplan Learning / Coach</p>
Science	<p>Science early bird morning enrichment program grades 3, 4, 5</p> <p>Science after school and Saturday programs grades 4 and 5 (6 -8 weeks)</p> <p>Field trips provided via the content area studied by the science teacher</p> <p>FOSS</p>
Social Studies	<p>Experiential learning activities provided throughout the city include a host of S.S. support to children:</p> <p>Museums, theatre, Zoology and animal life via the Zoos within the 5 boroughs</p> <p>Hands on community independent research ect.</p> <p>Aligned to student core concepts via the standards</p>
At-risk Services provided by the Guidance Counselor	<p>Daily to support students who have been identified at risk or in need of counseling via emotional, behavior and other issues that may be present.</p>
At-risk Services provided by the School Psychologist	<p>N/A</p>

At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A



SCHOOL-PARENT COMPACT

Our community participates in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA). All constituents agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement performance. Working collaboration with one another, all parties will create the means by which the school and parents will build a partnership that will help children improve academically in order to meet the State Standards. This school-parent compact is in effect during school year 2011-2012.

School Responsibilities

The Pacific School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Teachers will receive Professional development throughout the school year to ensure that the teaching is aligning with the States Standards. All students will participate in Academic Intervention Services or Enrichment Activities to promote increased student achievement.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent Teacher Conferences will be held in November and in March.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Parents will receive frequent reports on their children progress during Curriculum Night in October, Open School Night in November/March, the ARIS system and through Spotlight on Learning.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Parents who wish to meet with school staff must make appointment via phone or E-mail.

5. Provide parents opportunities to volunteer and participate in their child's class, and observe classroom activities, as follows:

Parents who wish to volunteer can join the school PTA or the Parent Cabinet. Parents who wish to volunteer in the classroom must be fingerprinted by the Department of Education. (For more information on obtaining fingerprints please visit www.schools.nyc.gov)

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative format, including alternative formats upon request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or the evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.
11. On the request of the parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. *The school will respond to and such suggestions accordingly.*
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg.71710, December 2, 2002)

Parent Responsibilities

We, as parents will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed.
- Make sure your child reads daily.
- Volunteering in my child's classroom. (*Parents must be fingerprinted*)
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child 's extracurricular time
- Promoting positive use of my child's education and communicating with the school by promptly reading all notices from school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on the policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the school Support Team or other school advisory or policy groups.

District Wide Parental Involvement Policy

- Involving Parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training:
Parents are included in decision making during the following activities- Hiring Committee, Principal Breakfast, Parent Teacher Association, School leadership Team
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Training parents to enhance the involvement of other parents:

Parents can join the PTA, Parent Cabinet, or the School Leadership Team. This enables Parents can be aware of school issues and policies.

- In order to maximize parental involvement and participation in their children's education, arranging school meetings at variety of times, or conducting in home conferences between teachers or other educators,

who work directly with participating children, with parents who are unable to attend those conferences at school:

Parents who are unable to attend school conferences will be given an alternate date that is mutually convenient to both parties to meet with the classroom teacher, or any other educator that works directly with any participating child of the school.

- Adopting and implementing model approaches to improving parental involvement:

*The school provides morning and evening workshops,
ELA/Math test training for parents
PTA/Parent Cabinet work in collaboration with one another to host events
and other activities to promote strong parental involvement
School Leadership Team/ Title I Committee discuss various methods of
increasing and maintaining parental involvement*

- Establishing a school wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs:

Parents can join the School leadership Team, PTA, or the Parent Cabinet.

- Providing other reasonable support for parental involvement activities under section 118 (as parents may request.)

Adoption

This school wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Yolanda Ramirez.

This policy was adopted by Pacific School on September 23, 2011 and will be in effect for a period of one year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before February 7, 2012.

Yolanda Ramirez
Principal

9-23-11

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Debra Van Nostrand	District 15	Borough Brooklyn	School Number 038
School Name The Pacific School			

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

Principal Yolanda Ramirez	Assistant Principal De Anna Thompson
Coach N/A	Coach N/A
ESL Teacher Rita Grech	Guidance Counselor Hobi Klapuri
Teacher/Subject Area Melissa Ernst/Speech	Parent Betsy Rodriguez/PTA President
Teacher/Subject Area	Parent Coordinator Hassan Abdus Salaam
Related Service Provider Naida Fernandez	Other
Network Leader Debra Van Nostrand	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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	471	Total Number of ELLs	53	ELLs as share of total student population (%)	11.25%
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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. 

There are several steps that are taken to identify English Language Learners. The multi-step process ensures that identification, appropriate placement and educational services for every child newly admitted to the school is provided. At registration parent/guardian are given a Home Language Identification Survey in their native language to elicit information about the language spoken in the students home. The Home Language Identification Survey is administered by our licensed ESL teacher. Parent/Guardian are informally interviewed by the licensed ESL teacher to observe if parents are fluent in English. The licensed ESL teacher, also informally observes the students in the classroom to evaluate the students English proficiency. Once potential English Language Learners are identified by the ESL teacher based on the Home Language Identification Survey they are administered the LAB-R individually by the licensed ESL teacher within ten days of enrollment. If needed the Spanish LAB is administered to Spanish speaking ELL's by our ESL teacher who is fluent in Spanish. Students are given the NYSESLAT annually in the Spring to measure their English proficiency and to determine their progress as well as the continued entitlement or non entitlement for English Language Learners services. Our licensed ESL teacher, pupil personnel secretary, testing coordinator and administration reviews the ATS report RLER, RLAT and the RLAB to ensure that all ELL students receive the NYSESLAT. In the spring our ESL teacher works collaboratively with the testing coordinator and administration to make sure all components of the NYSESLAT are administered. The testing coordinator, ESL teacher and administration create a testing schedule for each part of the NYSESLAT. Support staff (Speech Teachers, SETTS teacher) assist in administering and scoring the NYSESLAT as needed. Scores are analyzed by administration, ESL teacher, support services and classroom teachers to ensure that students are provided with instructional support based on their needs.

In order to enable parents/guardian to make sound educational decisions as to which program best meets the needs of their child, parents/guardian participate in an orientation conducted by the licensed ESL teacher, and administration. Letters are sent home in their native language and phone calls are made to ensure that all ELL parents participate. The orientation describes various programs for ELL students which include Dual Language, Transitional Bilingual Services and Free Standing ESL. Parents/ Guardian view parent information DVD, where program placement options are presented in their native language with clarity and objectivity. Brochures and information pamphlets in their native language and Parent Survey as well as Program selection forms are disseminated at the orientation by our ESL teacher to enrich their understanding of each available program as per CR Part 154. Administration along with our ESL teacher clearly explains parents/guardian rights and program choices available in our school. DOE Translators are available as needed. Orientation meetings are held within two weeks of LAB-R testing.

Parents / Guardian are informed of the three ELL programs and the program that is available at our school. Entitlement letters are sent home with students in English and in their native languages and followed by a phone call from our ESL teacher. Program selection forms are actively collected by our ESL teacher and Parent Coordinator. Our ESL teacher and Parent Coordinator make phone calls home, set up appointments to meet with parents to collect program selection forms and offer any additional information needed to assist them. Parent/Guardian who select ESL services are notified of the immediate date in which their child will be receiving pull out or push in ESL services by letter in their native language if needed. If the school is unable to accommodate the parents/ guardians program choice assistance will be given by our staff along with the parent coordinator to ensure that the student is placed in a program of the parent/guardian choice. Communication is ongoing with parents/guardian. Phone translation services provided by the DOE is used to inform parents and answer any question/ concerns. DOE Translation and interpreters are available as needed. All copies of

entitlement letters, parent surveys and program selection forms are organized and kept in a binder in a locked closet in our ESL classroom.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice is 99% ESL services. Each year 99% of our parents have chosen ESL services. 1% of our parents have chose Dual Language. Administration along with the ESL teacher and the parent coordinator review and compare the parent choice forms from previous years to monitor trends. The program offered at the school is aligned with parent request.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
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	53	Newcomers (ELLs receiving service 0-3 years)	42	Special Education	19
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	0

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

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

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	42	0	15	11	0	4	0	0	0	53
Total	42	0	15	11	0	4	0	0	0	53

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Dual Language (ELLs/EPs)																			
9-12																			
Number of ELLs by Grade in Each Language Group																			

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									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: ____	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	5	11	2	4	5	4								31
Chinese	10													10
Russian														0
Bengali														0
Urdu														0
Arabic	1	3	1	1	4	2								12
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	16	14	3	5	9	6	0	0	0	0	0	0	0	53

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

The organizational models used are push-in and pull-out models. In the push-in model the licensed ESL teacher works with ELL students during content instruction in collaboration with classroom teachers to provide language acquisition and vocabulary support. In the pull-out model ELL students are pulled from their classrooms for specific minutes for English acquisition focused instruction. In both program models students are grouped by specific grades regardless of proficiency level on the NYSESLAT. Administration, teachers and support staff ensure that explicit ESL mandated instructional minutes are delivered in the push- in and pull-out models based on their NYSESLAT scores and student IEP as per CR Part 154.

The content area delivered in each program model are Reading, Writing, Science, Math and Social Studies. All instruction is done in English. In the push- in model, the ESL teacher, in collaboration with the classroom teacher, reinforces content area skills and strategies. They incorporate specific ESL methodologies which include individual ongoing assessments, small groups, graphic organizers, visual/auditory aides, manipulatives and scaffolding. In the pull-out model our ESL teacher uses the Treasure Chest Program for grades K-5 which covers all content areas and ESL areas which are Speaking, Listening, Reading and Writing. In addition Award Reading program is used for first grade and as a supplemental program for students as needed.

Although presently, we do not have any SIFE students, we do have in place a instructional plan for SIFE students which includes individualized student assessments, creation of an Academic Intervention Plan with a focus on students instructional needs, grade and developmentally appropriate instructional materials, differentiation of instruction in all areas, professional development provided to teachers and support staff on strategies that benefit SIFE students. Our ESL teacher would push in and pull out SIFE students to work on specific skills/strategies which include scaffolding, use of visual aides and small group work based on their instructional needs. They would also be invited to participate in Safety Nets (37.5 minutes), Afterschool and Saturday programs. There is also a library available for SIFE students of books in their native languages. Technology tools such as LEAP FROG, books on CD's are available for SIFE students to take home on request. In addition, the plan includes a buddy system to increase social skills and interaction with their peers. Our plan for newcomers less than three years includes an informal student orientation conducted by our Parent coordinator, in class buddy system, identifying a similar student in his/her class who will assist during the day, encourage students to participate in Safety Nets (37.5 minutes), Afterschool and Saturday programs. Our ESL teacher will work closely with classroom teachers to create an instructional plan based on their informal/formal assessment given by classroom teachers and support staff to identify strengths and weaknesses, and ongoing home school communication. Our ESL teacher works ongoing with classroom teachers to ensure that ESL methodologies such as TPR, scaffolding, visual and auditory aides are implemented in all academic areas. Parents and students are provided with a glossary of words and phrases for Math, Social Studies and Science in English and their native language.

Our plan for ELL students receiving service 4 to 6 years includes monitoring the progress of students in all content areas in order to differentiate instruction. The ESL teacher will push in and pull out students to work on their strengths and weaknesses based on

A. Programming and Scheduling Information

assessments administered by the ESL and classroom teachers. ESL and classroom teachers will conduct on going assessments, encourage participation in Safety Nets (37.5 minutes), Afterschool /Saturday program, open and ongoing communication with parents, and SETSS services if needed. The ESL teacher, support staff work closely with classroom teacher to review all assessments. The data is used to target the areas of instructional needs for students on an individual basis. Our classroom teacher, ESL teacher and support staff use all assessments to plan lessons that are specific to our ELL students needs.

Our teachers of ELL- SWD's use various materials such as MONDO Reading program, Treasures Chest for ELLS, Award Reading , Teachers College Writing Units of Study, Reader Rabbit, Leap Frog, Oral Language and Phonic Development Games. All materials that we use help our students with English language acquisition. The instructional strategies that teachers use include ESL methodologies , scaffolding, modeling, bridging, retelling, schema, think aloud , turn and talk. Students are also provided with books in their native language and cultures.

Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD's with the least restrictive environment in many ways. All curriculum and instruction is developed and tweaked to the needs of our students based on assessments, observations, and IEP mandates. Support services are provided to students identified in need.

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

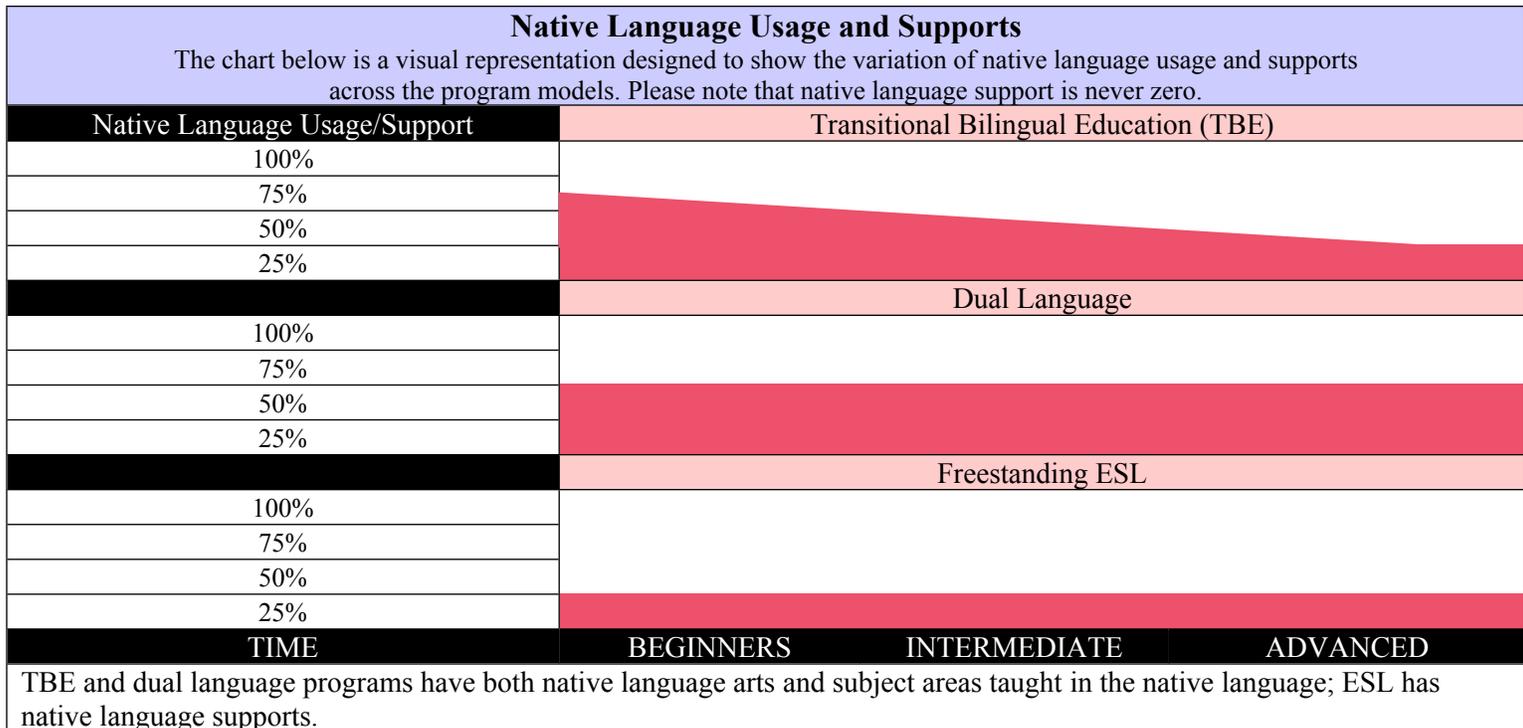
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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



B. Programming and Scheduling Information--Continued

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

The targeted intervention program for ELL's in ELA, Math and other content areas are Safety Nets (37.5 minutes), Afterschool /Saturday programs taught by classroom teachers, ESL teacher and support staff. Students who did not make progress and received a level 1 or 2 on the State ELA, Math and did not achieve proficient on the NYSESLAT are targeted fo all intervention programs. Classroom teachers work closely with the ESL teacher as well as administration on developing instructional plans for ELL students who did not make progress to ensure that they are being supported in the areas of concern based on assessments.

Our plan for continuing transitional support for ELL's reaching proficiency, is to have our ESL teacher push in and pull out to provide the ELL students with specific support. Our ESL teacher collaborates and plans with classroom teacher to ensure that ESL strategies and methodolgies are implemented. Students are invited to Safety Net (37.5 minutes), Afterschool and Saturday programs.

The new program, that will be considered for this school year is Junior Great Books. The program promotes oral language, reading skills such as text to text, text to self connections, inferencing and prior knowledge. The program will be used during the ESL teachers pull out services with our ELL students. The rationale for implementing the program is to provide ELL students with continuous oral language

B. Programming and Scheduling Information--Continued

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

The targeted intervention program for ELL's in ELA, Math and other content areas are Safety Nets (37.5 minutes), Afterschool /Saturday programs taught by classroom teachers, ESL teacher and support staff. Students who did not make progress and received a level 1 or 2 on the State ELA, Math and did not achieve proficient on the NYSESLAT are targeted for all intervention programs. Classroom teachers work closely with the ESL teacher as well as administration on developing instructional plans for ELL students who did not make progress to ensure that they are being supported in the areas of concern based on assessments.

Our plan for continuing transitional support for ELL's reaching proficiency, is to have our ESL teacher push in and pull out to provide the ELL students with specific support. Our ESL teacher collaborates and plans with classroom teacher to ensure that ESL strategies and methodologies are implemented. Students are invited to Safety Net (37.5 minutes), Afterschool and Saturday programs.

The new program, that will be considered for this school year is Junior Great Books. The program promotes oral language, reading skills such as text to text, text to self connections, inferencing and prior knowledge. The program will be used during the ESL teachers pull out services with our ELL students. The rationale for implementing the program is to provide ELL students with continuous oral language, listening, speaking as well as incorporating reading skills needed as shown as areas of weakness for our ELL students on the NYSESLAT. Our ESL teacher will attend ongoing professional development and work closely with a Junior Great Books consultant.

At this time there are no programs/services for our ELL students that will be discontinued.

All ELL's are provided the same opportunities as our general education population. They are invited to participate in all school programs such as Safety Nets (37.5 minutes), Afterschool and Saturday programs. They are invited to all academic programs to ensure that they are receiving academic support in all areas that are needed. They are also invited to all extracurricular activities that include Ballroom Dancing, African dancing, Violin and Swimming classes during and afterschool to promote social interaction with their teachers and peers. Parents are notified of all programs available by letters in English as well as their native languages. Our ESL teacher Translation services in parents native languages are also provided to invite students and for parents that have any questions/concerns about the programs available.

The instructional materials used to support our ELL's are Treasure Chest for ELL's specific for all grades, Leap Frog computer program for kindergarten to second grade and, Reader Rabbit for kindergarten to third grade students computer program. Award Reading program is also used specifically for first grade. In addition all third to fifth grade ELL students have access to computers that have programs like Star Falls, Brain Pop, and Math games. All of the technology programs promote oral language, listening, reading and writing. Books in their native languages are available as well as books on tapes.

The content area instructional materials as well as language materials that are used to support our ELL students is Treasure Chest for ELL's. Treasure Chest for ELL's integrates listening, speaking, reading and writing. The daily lessons engage our ELL students in oral language activities such as singing, listening to poems to playing games using visual aides and prompts. Our ELL students are assessed regularly in order to monitor their progress in the areas of reading, listening, speaking and writing.

Native Language support is delivered in various ways. Our ESL teacher as well as other staff members are fluent in Spanish. Staff members are also fluent in Chinese, Mandarin, Cantonese and Arabic. Resource tools are available in their native languages for support. All services are age and developmentally appropriate. Literature is available in our ELL students native languages. Books available are about their native countries, holidays/celebrations, food and geography.

To assist newly enrolled ELL students before the beginning of the school year our Parent Coordinator along with administration conducts school tours and an informal parent and student orientation.

We do not have a language elective program available at this time.

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?

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.

Our ESL teacher and classroom teachers attends professional development provided by our Network. All professional development provided by the network is sent and offered on a monthly basis . Support staff attends monthly professional development on strategies to support ELL and SWD students. Throughout the school year administration attends various professional development on strategies for ELL students in content areas of Reading, Writing and Math. Administration, staff members who attend professional development turn key all information given at workshops to all teachers and staff members of ELL students on a continuous basis. Our Parent Coordinator also attends professional development provided by the DOE.

Our school guidance counselor supports parents/guardians and children throughout the middle school process. We offer a wide range of workshops to assist parents/guardians in the area of choosing a middle school and services offered. Parent coordinator also conducts workshops for parents on middle school choices and tours . Letters are sent home in native languages by guidance and administration to inform parents of middle school tours and open houses . Also our ESL teacher and staff members will receive 7.5 hours of professional development throughout the course of the school year All professional development attended are recorded and kept on file with our payroll secretary. Any in house professional development conducted all agendas/handouts and sign in sheets are filed and kept in a binder.

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?

Our monthly Principal's Breakfast is a regular part of our work with our families. The breakfast is a forum for parents to ask questions , voice their concerns and opinions. Parents/Guardians also participate in monthly Spotlight on Learning sessions. At the sessions parents are able to sit down with classroom teachers to discuss the curriculum, assessments and their child's academic progress. Teachers also offer a variety of ways parents/guardians can support their children at home. There is also a monthly support staff breakfast. During the support staff breakfast parents/guardian are able to talk with all support staff members which include the ESL teacher, SETTS teacher, Speech teachers, Occupational/ Physical Therapists , Guidance Counselor and the SBST team. We have an ongoing partnership with Good Shepard. They provide parents with workshops regarding family issues, give resources that assist parents with financial, governmental and educational issues. Our staff has open and ongoing communication with parents via letters, phone calls and emails. Translation and interpretation is provided if needed. At the Principal's Breakfast as well as The Support Staff breakfast parents are given a forum to voice their concerns and needs for their children. Our Parent Coordinator also meets regularly with parents/guardians to discuss and answer questions, concerns or issues. Also staff members work closely with the Parent Teacher Association in addressing the needs of parents/guardians. DOE translation and interpreters are available as needed during all parental involvement activities. Our Parent Coordinator informs parents of free adult ESL classes available to parents via letters/flyers , email and during meeting in English as well as their native language. At the end of all workshops/activities parents are given an evaluation form in English as well as their native languages to inform us on items they liked and would like to see offered to them in the school.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	1	1	0	2									11
Intermediate(I)	7	0	2	6	2	1								18
Advanced (A)	1	2	0	3	2	5								13
Total	15	3	3	9	6	6	0	0	0	0	0	0	0	42

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0							
	I	5	1	0	0	2	1							
	A	9	2	2	6	3	3							
	P	2	0	1	3	2	3							
READING/ WRITING	B	7	1	1	0	2	0							
	I	7	0	2	6	2	1							
	A	1	2	0	3	2	5							
	P	1	0	0	0	1	1							

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

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

NYS Science

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

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

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: P.S. 38

School DBN: 038

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yolanda Ramirez	Principal		11/4/11
De Anna Thompson	Assistant Principal		11/4/11
Hassan Abdus Salaam	Parent Coordinator		11/4/11
Rita Grech	ESL Teacher		11/4/11
Betsy Rodriguez	Parent		11/4/11
Naida Fernandez	Teacher/Subject Area		11/4/11
Melissa Ernst	Teacher/Subject Area		11/4/11
	Coach		
	Coach		
Hobi Klapuri	Guidance Counselor		11/4/11
Debra Van Nostrand	Network Leader		11/4/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15K038

School Name: PS 38

Cluster: 609

Network: Debra Van Nostrand/ Luis Ruiz

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.

Our community communicates in multiple languages: Spanish, Cantonese, Mandarin, English and Arabic. On rare occasions, our Parent Coordinator translates in Warloff. All information is sent out electronically in various languages or back packed by students to take directly home. We also communicate with parents daily using oral translation from numerous members of the school community who are fluent in several of these languages. Translation is also provided at our PTA, Principal Breakfast, Social Events, Parent Teacher Conferences and at all other times when translation is either requested or deemed necessary in advance.

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 school has a number of Cantonese and Mandarin speaking students who are with us for the first year. We immediately knew that we needed translation in this area upon registration. We have two teachers on staff who speak both Mandarin and Cantonese. They are the primary translators for these languages. (This also appears to be a shortage area by way of translation.) Arabic and Spanish speaking families informed us early in the year that they would need translation during our meetings. Our Parent Coordinator speaks Arabic, but often has a member of the community translate to our Arabic speaking mothers during these events. (The same holds for Spanish)

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.

As per our funding in Galaxy, our money will be used to ensure that all monolingual families receive the best support via translation at all times. Our Parent Coordinator and School Pupil Accounting Secretary work in collaboration with one another to ensure that the services in the written form are requested in advance. Outside vendors may be used as funding will permit this. However, we will translate via fluent writers from within the community as often as we can. (Teachers, parents, Parent coordinator, volunteers)

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

Oral translation is provided daily to all monolingual families. There is always a staff member available to sit with our families to translate conversations. This is done in Spanish, Arabic, Cantonese and Mandarin on an on-going basis. We never need outside support in the area of oral translation as many of our staff members, parents and Parent Coordinator speak multiple languages that are in demand in our community.

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>.

All notification is sent out via students in their native languages via e-mail, letters.
In-House translation available on request.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S.38	DBN: 15K038
Cluster Leader: Jose Ruiz	Network Leader: Debra Van Nostrand
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> 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 checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 18 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Last years NYSESLAT data showed that our ELL students are not making significant progress in the areas of Reading and Writing. The rational for our AFTERSchool program is to give ELL students extra support in the skills and strategies necessary to increase their profieciency levels on the NYSESLAT Reading and Writing components as well as State ELA test.

Our Afterschool program will be populated by 18 ELL students comprised of our third, fourth and fifth grade students in general and special eductaion. The program will run from January 11to March 21. It will be two days a week for two hours each session. The language of instruction will be English. Our certified ESL teacher and one common branch liscensed teacher will be providing the AFterschool services.

Various materials will be used that include test preparation books : Getting Ready for the NYSESLAT and Beyond and Writing Preparation and Practice, computer programs such as Acuity, Brain Pop, Leap Frog and Reader Rabbit, texts from different genres, visual and aduditory aides.

Part C: Professional Development

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

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

Begin description here: Teachers will be provided professional development to support and enhance their understanding and pratcice in teaching and the delivery of instruction to ELL students. Teacher will attend all professional development provided by DOE and our network. The professional development will include and not limited to ESL methodologies and strategies, Common Core Standards, addressing students with special needs

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Part D: Parental Engagement Activities

Begin description here: The rational is to give ELL parents better understanding of the components of the NYSESLAT and State tests and ways that they can support their childrens academic growth. Parents will be provided with two workshops for an hour each . The first workshop will be in the beginning of January and the second one will be held in April. The topics that will be covered are the components of the NYSESLAT and ELA State test. Parents will receive sample tests and description of components on the NYSESLAT in their native language. Another topic will be ways that parents can support their children at home. Teachers and administration will provide parents will tips, resources and suggestions of things they can do at home to prepare their children for upcoming tests. Classroom teachers, support staff , administration and Parent coordinator will facilitate the workshops . Translators will be provided if needed. Parents will be notified of activities via notices, emails, and phones all in their native language if needed. .

Part E: Budget

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

Allocation Amount: \$11,200

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 	6,105	Per session for two certified teachers and one supervisor. Total number of hours of program is 43 hours. Per session rate for teachers is \$42.00 and for a supervisor \$44.00.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	1,120	Professional Development for ESL teacher
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	1,680	Test preparation books : Getting Ready for the NYSESLAT and WRiting Preparation and Practice Pencils, chart paper, markers, toner/ink for computer , folders, paper, notebooks
Educational Software (Object Code 199)		
Travel		
Other	1,120	Parental Involvement
TOTAL		

