



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : JOHN W. KIMBALL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K107

PRINCIPAL: EVE LITWACK

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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
Eve Litwack	*Principal or Designee	
Kim Landman	*UFT Chapter Leader or Designee	
Mary Vines	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Michele Jaslow	CBO Representative, if applicable	
Louise Heit	Member/parent	
Siobhan O’Donnell	Member/Teacher	
Juliet Collingwood	Member/Parent	
Pascale Pradel	Member/Assistant Principal	
Sharon Guskin	Member/Parent	
Susan Brennan	Member/Parent	
Shannon Brown	Member/Teacher	

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

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

An important school-wide goal is to increase the level of independence in all students so that they are able maintain focus on a cognitively demanding task, such as reading, writing, or problem solving in mathematics, for a sustained period of time while at the same time meet the needs of our AIS students who require more support to build the stamina necessary to achieve this goal. **Measurable Goals:** By June 2012, 65% of non-IEP AIS students in grades 1-5 will read at grade level. By June 2012 85% of non-AIS students in grades 1-5 will successfully sustain focus on a cognitively demanding task for a minimum of a 45-minute period.

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 our 2010-11 Progress Report Student Performance and Student Progress dropped to a B. Nearly one third of all fifth graders received a level 2 on the ELA exam and nearly one-quarter of third graders also received a 2 on the ELA. This led to the need to reassess our AIS delivery methods, evaluate more closely who receives AIS support, and evaluate how that time is planned for all students. In addition to the Progress Report data, meetings with staff indicated a high level of dissatisfaction with the existing system and with the level of independence, more generally, of both their struggling students and those on or above grade level. Because AIS instruction is embedded in the school day, it is critical that it meet the needs of both the struggling students and the students who are on or above grade level.

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:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- a) During the AIS periods our struggling students in grade 1-5 work in a small group with their teacher on the rug or at a guided reading table while the other students work elsewhere in the classroom on appropriately challenging tasks in reading, writing, or math. Some students use computers to practice or enhance reading or math skills. The small group is based on the needs of the students and is also based on the focus of the intervention (e.g., reading or math). Most often this work will be in guided reading to promote decoding, fluency, and comprehension strategies. The teachers use Fountas & Pinnell levels for guided reading texts with these students. They informally assess students regularly, and also conduct formal assessments using the Teachers College reading records assessments.
- b) Cluster teachers assist in the classrooms in grades 1-5 once or twice a week during the AIS periods. Their work is guided by the classroom teachers and is developed in mutual planning meetings. They confer with the students who are not working in the small group with the classroom teacher, they meet with small groups of students who are reading similar topics or book series, and they manage the classroom to allow the classroom teacher focused time for small group instruction. They support the increasing levels of independence and stamina among the students. The Reading Intervention Teacher supports the AIS work in grades 1 and 2, meeting with AIS students in these grades twice weekly. An Inquiry Team will assist in developing a user-friendly Tracking Grid, will input AIS data from the Tracking Grids into a school-wide Excel spreadsheet, and will assist in analyzing the information obtained from teachers.
- c) Teachers have been partners in the development of the revised AIS system, from faculty meetings to discuss ideas for change, goal setting conversations,

and planning sessions to prepare for intervention, independence, and stamina. A monthly Tracking Grid notes reading levels and goals attained by AIS students and is collected from all classroom teachers. A mid-year staff meeting will be held to discuss the effectiveness of the new system in terms of the non-AIS students and revisions will be made to improve the system.

d) Teachers have implemented the revised embedded AIS system in their classrooms since Monday, October 3rd and it is on-going through mid-June 2012.

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.

Parents were informed of the revised AIS system and the move toward more independence and stamina at the first PTA meeting on September 22nd, 2011. The School Leadership Team was consulted about the rationale to change the existing AIS instruction at the first meetings in the fall. Through curriculum conferences and regular PTA meetings, parents have been encouraged to promote independence at home with their children by giving them more responsibility for homework production. The Parent Coordinator is available to meet with parents as needed to explain the AIS system and the initiative to increase independence and stamina within the classrooms. Parents participate in monthly "First Fridays" to read or play math games with their children, and children are encouraged to teach their parents the reading strategies and math games they have learned. Parents attend an annual Curriculum Conference held with the classroom teachers, and are encouraged to attend November and March Parent Teacher conferences where they learn more about their children's academic progress. Parents receive monthly newsletters from the classroom teachers informing them of goals in each curricular area for the month. Grade level parent meetings will be held by the principal mid-year to review the changes in AIS delivery and the goal of increasing student stamina and independence.

Strategies for attracting 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.

Teachers must know Fountas and Pinnell guided reading levels, be knowledgeable about guided reading methodology, and be able to use Columbia University Teachers College Reading and Writing Project reading and writing assessments to inform instruction. Teachers must track student progress during the AIS periods and must complete and submit to the principal a monthly Tracking Grid form. Teachers attend Teachers College Calendar Days on specific literacy topics. Teachers participate in extensive staff development each year with a staff developer from Teachers College. Teachers may participate in math workshops offered by the DOE or by the Network. All teachers participate in bi-weekly grade level meetings and bi-weekly professional development.

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.

Free breakfast program; free/reduced lunch for students who qualify; students and families who need support work with our Guidance Counselor and/or Social Worker; students who do not meet grade level benchmarks are required to convene in small teacher-led groups with the classroom teachers for AIS support. The Reading Intervention teacher supports AIS goals for students in grades 1 and 2.

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.

1. Staff Development with Network Math & Literacy specialists (no fee). Annual fee to Network: CFN - \$30,000

2. AIS Tracking Grid Data Analysis by Inquiry Team: ARRA Inquiry funds (per session): \$1,000
3. Books for guided reading groups and classroom library: NYSTL - \$5,000
4. Software Programs (literacy/math): NYSTL - \$1000

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

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

In 2011-12 it is a school-wide goal to strengthen the curriculum in English Language Arts and Mathematics through assessment and the implementation of Performance Tasks in order to prepare students for the rigorous expectations specified in the Common Core Learning Standards. Measureable Goal: By June 2012, 100% of students in grades K-5 will complete a literacy task that requires them to read and analyze information texts and write opinions and arguments with 60% achieving proficiency (3) as measured by a DoK aligned rubric. In math, 100% of students will complete a math task that is cognitively demanding and 60% of students will demonstrate proficiency (3) as measured by a DoK aligned 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.

This Citywide initiative demands that all schools increase proficiency and critical thinking in literacy and math to better prepare our students for college and careers in the 21st Century. Hess’s “Depth of Knowledge” (DoK) provides a measure for levels of critical thinking, from 1-4. All students should work within the level 3-4 range. In our 2010-11 Progress Report our Student Performance and Student Progress dropped to a B in ELA and Math. We scored below the average in both areas compared to our Peer Horizon schools indicating the need to improve and address these areas.

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:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- a) Students with IEPs who need additional support will practice higher-level problem solving and analyzing information texts in small group work (during AIS periods) guided by the classroom teacher. This is in addition to whole group instruction and one-on-one support. Math Exemplars will be folded into the regular math curriculum as an assessment for all students. This work will be evaluated according to a teacher-developed, DoK-aligned rubric. Instructional decisions for all students will be made as a result.
- b) Teachers will work closely with Teachers College staff developers to review the design and implementation of the performance tasks and will create or use already created rubrics to evaluate student work. Teachers will also participate in staff development with a Network math specialist and will attend Network sponsored Math professional development (Math For All, Lucy West) to deepen their understanding of math. Teachers will turn-key pertinent information to their grade colleagues.

- c) Teachers will meet regularly in grade meetings to assess student work in writing and math. Teachers will develop their own DoK-aligned rubrics and will also use already created rubrics (TC) to assess student work. Professional development will provide time for larger conversations about the performance tasks, evaluating the results, and the wider implications for the school.
- d) Quarterly grade meetings will focus on task development, rubric creation and assessing student work. An Inquiry Team will follow up the creation of DoK –aligned rubrics. Focus on math task development, looking at Exemplars was held on Election Day for all grades. Focus on literacy tasks will take place in December/January with assistance from Teachers College staff developers. The Math and Literacy performance tasks will be completed by all students and analyzed by teachers by June 2012.

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.

Parents were informed of the Performance Tasks in math and literacy at the September 22nd 2011 PTA meeting. In the September School Leadership Team meeting, members were informed of this initiative. A letter from the principal describing the purpose for performance tasks will go home to parents in January. Parent workshops for every grade given by the principal will also inform parents of this initiative and school-wide goal. The Parent Coordinator will meet with parents as needed to review the purpose of the initiative. Annual Curriculum Conferences held by classroom teachers and Parent-Teacher conferences in November and March may make reference to the performance tasks. Report card comments in June may make reference to these tasks, as relevant to student performance and end of year benchmarks in literacy and math.

Strategies for attracting 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.

Teachers must be familiar with the Common Core Learning Standards and must be knowledgeable in using student work to inform their instruction. They must be familiar with Hess’s Depth of Knowledge continuum. They must participate in creating rubrics that describe expectations at each DoK performance level. They must work closely with Teachers College staff developers and Network math specialists to improve their understanding of tasks that involve high levels of critical thinking as specified in the DoK document. They must attend bi-weekly grade level meetings and staff development meetings.

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.

Free breakfast program; free/reduced lunch for student who qualify; guidance counselor and social worker support for students and families; the Reading Intervention teacher helps support the literacy tasks in small group instruction twice weekly.

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.
 1. Teachers College Professional Services: Staff Development (17 days); Calendar Days (35); Principal Days (8); New Principal Support; Assistant Principal Days (4) - \$24,000; Teacher Absence Coverage: FSF - \$15,965
 2. Professional Development opportunities in Math provided by Network: Math For All (4 teachers, 5 sessions), Lucy West Workshops (2 teachers, 3 session). Absence coverage: FSF – \$2200.

3. Inquiry Team funds to create Performance Task rubrics: ARRA per session funds: \$1000
4. Literacy performance task materials (books used for tasks on grades K-5) – TL NYSTL \$1,000.

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

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

In 2011-2012 a critical school-wide goal is to incorporate the NYS Common Core Learning Standards (CCLS) into the Literacy and Math curriculum maps in order to ensure that we are providing our students with the highest possible level of educational rigor and expectations. Measureable Goal: By June 2012, 50% (4 units) of the Literacy and 50% (4 units) of the Math curricula on each grade will be mapped out and will include the CCLS applicable to those units.

Comprehensive needs assessment

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

The 2010-11 Learning Environment Survey (LES) indicated that 48% of parents agreed that the school had high academic expectations for their students as opposed to 45% who strongly agreed and 5% who disagreed. Also 49% agreed that their child was learning what s/he needed to know to succeed in later grades or after graduating from high school as opposed to 42% who strongly agreed and 5% who disagreed. Although these are excellent scores on their own, the difference between “strongly agree” and “agree” indicates room for improvement in the area of academic expectations. Additionally, observable data indicated that there were no set curriculum maps on each grade level to guide instruction. Because the 2010-11 School Progress Report showed that Student Progress and Student Performance had dropped to a B, developing comprehensive curriculum maps with rigorous academic goals aligned to the CCLS on each grade was determined to be a priority.

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:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - a) All students are affected by the quality and rigor of CCLS-aligned literacy and math curricula. Curriculum maps guide instruction and are an essential tool for teacher planning and reflection. The CCLS provides a guide for rigor and high expectations for our teachers and students. Essential questions or “big ideas” will be included in each curriculum map unit so teachers emphasize these deeper levels of understanding throughout the unit. Differentiated activities and various teaching approaches that utilize different learning modalities, such as chanting or rhythmic rhyming, visual aids, and movement will be incorporated into the curriculum maps.
 - b) All classroom teachers have already begun to include the CCLS into the math and literacy curricula although the information has not been drafted into guiding curriculum maps. Grade level meetings to look more closely at the CCLS for math were held on Election Day. Our TC Staff Developers will assist us in using the Atlas Rubicon website which contains detailed information for all of the TC literacy units. An Inquiry team made up of one teacher from each grade will create the curriculum map template and then will draft the last four literacy and math units for the year. The team will share their drafts with each other and with their grade colleagues during grade meetings and professional development meetings.
 - c) The Inquiry Team, made up of six teachers, the principal, and the assistant principal, will make decisions about the specific mapping template to be used and will set future meeting dates and parameters for their work. The work will be shared with grade colleagues at bi-weekly grade meetings. The framework for the curriculum maps will be adapted and revised as necessary. The curriculum maps will be reviewed on each grade at spring

planning days.

- d) The first Inquiry Team meeting will be held on Friday, December 16th, 2011 and the mapping template will be determined. By March 31st 2 literacy and 2 math units should be completed; by May 31st the next 2 literacy and math units should be completed. The maps will be reviewed by grade teams at the late spring planning days.

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.

Grade level parent information workshops given by the principal will be held in January and February 2012 to discuss the CCLS and the need for curriculum maps on each grade, as well as other school-wide initiatives. The School Leadership Team will be apprised of this work and will be consulted for their input. A letter from the principal to parents about the CCLS, curriculum maps, and other school-wide initiatives will be sent home in January. The Parent Coordinator is available to meet with parents as needed to address the importance of the CCLS and to explain the purpose of curriculum maps. Parents are encouraged to discuss and to learn more about curriculum with their children's teachers during Parent Teacher conferences and may email or write teachers for more information. Teachers send home a monthly newsletter that explains the focus for all curricula for the month. Bulletin boards in the school show student work samples that correspond to the curricula and may also illustrate the CCLS within the curricula.

Strategies for attracting 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.

Teachers must know the NYS Common Core Learning Standards and should incorporate them into their daily teaching. They must have high expectations and understand what rigor looks like within the classroom. They must be familiar with curriculum maps and understand how to use them to guide their teaching. Teachers must work closely with Teachers College staff developers and Network math specialists to develop appropriate, comprehensive curriculum maps that include essential questions for each unit. They must attend bi-weekly grade level meetings and staff development meetings.

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.

Free breakfast program; free/reduced lunch for student who qualify; guidance counselor and social worker support for students and families; Reading Intervention teacher works with students who need support in the literacy curriculum twice weekly in small groups.

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.

1. Teachers College Professional Services: Staff Development (17 days) \$24,000; Teacher Absence Coverage: FSF - \$15,965
2. Professional Development opportunities in Math provided by Network: Math For All (4 teachers, 5 sessions), Lucy West Workshops (2 teachers, 3 session). Absence coverage: FSF – \$2200.
3. Staff Development with Network Math & Literacy specialists (no fee). Annual fee to Network: CFN - \$30,000

4. Curriculum Mapping/Core Standards Inquiry Team: ARRA Inquiry Funds per session - \$2500

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

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

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 for attracting 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.

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.

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.

ANNUAL GOAL #5 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 #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

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 for attracting 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.

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.

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.

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	2			
1	24	24	N/A	N/A	2		2	
2	27	27	N/A	N/A	1			
3	14	14	N/A	N/A	0			3
4	23	23			3			3
5	23	23			2			2
6								
7								
8								
9								
10								
11								
12								

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	Students who need AIS support work in small guided groups with teacher using Guided Reading texts (Fountas & Pinnell levels); students are assessed regularly using Teachers College leveled reading assessments and reading records; Teachers confer with students one-to-one when not in the small group. AIS instruction is given during the school day.
Mathematics	Students who need AIS support for mathematics work in a small guided group with the teacher; the teacher uses practice pages from the Investigations mathematics program and helps students build efficient strategies for problem solving. When not in the small group, these students work independently and the teacher confers with them one-on-one. AIS instruction is given during the school day.
Science	The science teacher determines whether AIS instruction in science is necessary, based on assessment and classroom work. The science teacher meets one-on-one with the student. In the case where it is necessary, AIS instruction is given during the science period.
Social Studies	Classroom teachers determine whether AIS support is necessary, based on assessment and classroom performance. The teacher works one-on-one with the student during the social studies period or when the other students are engaged in independent work. In this case, AIS instruction is given during the social studies period as needed.
At-risk Services provided by the Guidance Counselor	The Guidance Counselor uses play therapy through games and toys to help AIS students “open up” and talk about issues during the AIS “at risk” counseling sessions. She meets with At Risk students one-on-one. AIS instruction/counseling is given during the school day.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	The Social Worker uses conversation and some play therapy to help AIS students talk about issues and problems. She meets with students in one-on-one sessions. AIS instruction/counseling is given during the school day.
At-risk Health-related Services	The School Nurse sees students on an as-needed basis for asthma counseling. This services is given to students during the school day.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 CFN 409/Neal Opromalla	District 15	Borough Brooklyn	School Number 107
School Name John W. Kimball Learning Center			

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

Principal Eve Litwack	Assistant Principal Pascale Pradel
Coach N/a	Coach N/a
ESL Teacher Margaret Galella	Guidance Counselor Alice Ott
Teacher/Subject Area Maryanne Cruz/Reading Interven	Parent Mary Vines, PTA President
Teacher/Subject Area N/A	Parent Coordinator Heather Damon
Related Service Provider Michele Dente, SETSS	Other Gail Bohary, SETSS/IEP Teacher
Network Leader Neal Opromalla	Other Janet Fink/ OT

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	5
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	555	Total Number of ELLs	5	ELLs as share of total student population (%)	0.90%
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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. 

Paste response to questions 1-6 here

1. When parents come to enter their children into our school, they immediately are asked by our school secretary and by our staff developer to produce paperwork that proves their address: bills, letter from landlord. Once this is established, this team also asks the parents for birth certificate and immune records. The parent also fills out the Home language Identification Survey. If the parent is having a difficult time understanding what is requested of them, we seek out a translator to conduct the interview. All paperwork is then given to the parent in their home language.

During this informal interview with the parent, it is determined which language they could possibly be dominated in. If the parent writes down that the child speaks, reads and writes in another language, the person conducting the interview will assign a language OTELE code on the HLIS form that is not NO (which means English only). If the OTELE code is something other than NO, the LAB-R is administered to the student by the ESL Teacher within the first 10 days of school. The ESL teacher runs a report on the ATS to determine which students have a home language other than English.

In our school, we have 1 professional that is qualified bilingual teachers that speak both English and Spanish. This person is qualified to conduct these interviews:

Mary Ann Cruz, Reading Teacher

We also have teachers speak and read the following languages in case other translations are needed:

Italian: Lisa Silvetti; Tagalog: Sharon Rauceo; Korean: Shirley Harkins; Jennifer Tirado and Arelys Vasquez: Spanish

The ESL Teacher, Margaret Galella, annually generates a report from the ATS system that gives a breakdown of the NYSESLAT scores for the current ELL students. This breakdown of the scores really aids the ESL Teacher in pinpointing the area of need for these students.

2. The ESL Teacher plans two meetings (called Parent Orientation Meeting for English Language Learners) with parents in the first 2 weeks of school, right after drop off. The Teacher carefully explains the process of identifying children through the HLIS forms. The teacher also presents a DVD from the Dept. of Ed that is in either English or their home language. If a translator is needed to explain the different options to the parents, at least one of the following teachers, Ms. Vasquez or Ms. Cruz, attends the Parent Orientation Meeting. The Parent Coordinator is also a part of the Parent Orientation Meeting.

If the parent speaks another language other than Spanish, the ESL Teacher will contact the appropriate translator for this meeting. After this meeting, the parents are welcome to take home the DVD for their perusal and return at their leisure to the ESL Teacher. The parents also have an opportunity to ask any questions about the free standing ESL program we have at our school.

The ESL Teacher also answers questions about the programs the Dept. of Ed offers: Transitional Bilingual and Dual Language. The ESL teacher will also find appropriate schools for the parents if they wish to send their child to a school with a Bilingual or Dual Language program.

Lastly, the ESL Teacher also gives information to the parents for adult ESL classes in the area, including adult education facilities and local libraries.

3. The ESL Teacher personally hands the letters to all entitled students' families. Because we have a small ELL population, the ESL Teacher seeks out the parents to ensure delivery of the letters. The ESL Teacher will hand the letters to the parents either at drop off in the morning or pick up in the afternoon.

4. The ESL Teacher interviews the ELL parents about the ELL's education in their home country. Together with this information and the score of the LAB-R, the ESL Teacher will place the ELL students according to their language ability and age into small groups.

5. The trend at our school is for ELL students to remain in our community and attend our school. Parents do not choose other programs at other schools and they choose to have their children stay at our school.

6. Parents from our school choose to have their children stay at our school and participate in the ESL program.

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	1	2	1		0									3
Push-In					1									1
Total	1	1	1	0	1	0	0	0	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	5	Newcomers (ELLs)	5
Special Education	0		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	0	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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0									0
Dual Language	0									0
ESL	5									4
Total	4	0	0	0	0	0	0	0	0	4

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	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 L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other	1		1											1
TOTAL	1	2	0	0	1	0	4							

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 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?

1. a. Instruction is delivered either through a pull-out program or self-contained free standing ESL program.

1. b. For our Kindergarten/First Grade/Second Grade ESL program, we follow a heterogeneous mix of proficiency levels. For our Fourth Grade ESL program, we follow a homogenous model where the students are on the same proficiency level.

2. The ESL Teacher compiles a schedule for all ELL students that ensures that they all get the mandated minutes of ESL instruction per week. This schedule is distributed to classroom teachers, the principal, the staff developer, the SETSS teacher, and other service providers such as OT and PT teachers.

2. a. All beginner and intermediate English Language Learners receive 360 minutes a week of ESL instruction. Our advanced learners receive 180 minutes of instruction.

3. The ESL teacher conducts similar classroom mini-lessons during their reading periods. The ESL teacher also includes reading of non-fiction materials such as science and social studies as part of the ESL curriculum. The ESL teacher continues to conduct lessons in math (usually as a warm-up lesson) within the allotted mandated minutes for the ELLs.

5. The ESL teacher often has to differentiate instruction within the ELL subgroups. The teacher often does partner work, partnering a newcomer with an advanced level ELL.

A. Programming and Scheduling Information

- a. The ESL teacher will confer with the SETSS teacher to plan according lessons with SIFE students.
 - b. The ESL teacher spends the first few weeks with newcomers reviewing survival and safety skills. This helps the students feel comfortable and establish a personal and trusting relationship with the ESL teacher. After the students feel comfortable with daily routines, the ESL teacher starts to align their language development with ELA lessons. These lessons resemble what is being taught in the general classroom, with more emphasis on vocabulary work.
 - c. The ESL Teacher usually puts these students into a push-in program so that the student does not lose instructional time from the general classroom. At this point of service, the student needs to remain in the classroom but also needs the extra support that the ESL teacher gives, like explaining idioms, grammar points, etc.
 - d. Students that have been receiving ESL services for more than 6 years are generally not in our school.
6. The ESL Teacher uses repetition for grammar points, lots of visuals and vocabulary work when working with ELL-SWDs. The ESL Teacher also uses realia to help the students with vocabulary. The ESL teacher confers with the SETSS teacher and the Special Education teacher to help ELL students with special needs. These teachers meet once a week and give each other strategies that will help these students.
7. The school uses a variety of instructional tools, such as the use of technology like the Smartboard, the Elmo and computers, as well as computer programs, such as Scholastic's video center, as resources for the ELI-SWDs to guide them to standard grade level. Our school schedule has built in an extra period a week where the ESL Teacher and the Special Education teachers meet together to discuss progress and teaching strategies for the ELL-SWD's. The administration has a weekly meeting with our Special Education Teachers, the ESL Teacher, the Reading Teacher, the Guidance Counselor, the Social Worker, Assistant Principal and the SETSS teachers to brainstorm strategies for our ELL-SWDs.

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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. How do you ensure that ELL students are fully integrated into the school community?

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?

8. At our school the ELL students are a part of several intervention programs. The students are a part of our AIS program; all of our teachers that deliver this program during two periods a week. During this AIS, the entire school is a part of a literacy AIS program. Each teacher in our building works with a small group of students (about 8 students in the group) additional instruction in both Math and ELA. The ELLs are also a part of this AIS program. The Reading Teacher also services the ELLs (Kindergarten through 2nd Grade) at least twice a week. The ELLs also have access to the library at least four times a week; once during their allotted library class time and three other times during Open Access. Open Access is a time when students can return books and borrow new books from our school library. The school also has a very successful afterschool program that offers homework help and lots of other enrichment programs: chess, karate, piano, writing plays, dance. An afterschool scholarship program is available for families who qualify.

9. After a student has reached language proficiency, the ESL teacher conducts book groups with these targeted population. We also give these ELLs time and half on all standardized testing. These students are also invited to our afterschool program that offers homework help. The Reading Teacher also pulls out the proficient ELLs, which occurs twice a week.

10. Our afterschool program has many new programs offered this year, including chorus, theater and yoga.

11. Currently we have no plans to discontinue any of our ELL programs.

12. Our PTA generously provides scholarship funds to our ELL students for the afterschool program. Most of our ELL families take advantage of this scholarship fund. If a family does not take part in the scholarship fund, the ESL teacher will seek out the family to ensure that they understand the scholarship fund and afterschool program. Classroom teachers also seek out the PTA to help these families (if they qualify) to support enrichment programs such as 5th Grade overnight trip to Poconos Educational Environmental Trip, 4th Grade Ballroom Dancing competitions, and various theater acts for all grades held at New Victory Theater in Times Square.

13. The ESL teacher uses the computer and the internet to enhance ESL instruction. The ESL Teacher uses a Rigby Guided Reading program that has various reading genres included (fiction, nonfiction, science, and social studies). For our Kindergarten/First Grade/Second Grade ESL subgroup, the ESL teacher uses the Rigby Guided Reading program as well as the smartboard (utilizing several internet programs like Brain Pop and Starfall) to promote reading. For our Fourth Grade ESL subgroup, the ESL teacher uses the Rigby Guided Reading program as well as the smartboard (utilizing internet programs like Professor Garfield (reading comprehension and sequencing) and Brain Pop 2 (for math).

14. Our ESL program provides instruction in English. The ESL teacher celebrates the students home languages by often asking for translations of the vocabulary words in their first language and then providing the same vocabulary word in English. The ESL teacher uses cognates from both languages to assure literacy comprehension and inclusion of the Native Language. Our school library provides several native language books in Spanish, German, French, Dutch, Chinese and Bengali for continued literacy of the Native Language at home. The ESL teacher also organizes peer buddy system that pairs up students learning English with students who speak fluent English and share their native language.

15. Yes, all support services and resources correspond to all of our ELLs ages and grade levels. The SETSS teacher supports all children with special needs from grades 1 to 5. The OT and PT and Speech Providers support all children with special needs from grades Kindergarten to 5th. Our Reading Teacher also teaches the ELLs two times a week, where Leveled Literacy Intervention is used.

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.
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11. Currently we have no plans to discontinue any of our ELL programs.

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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?

1. We have a high degree of parent involvement in our school. The parents contribute in many ways to our school. We have First Friday, where parents come in and read to the children in their children's classrooms. We encourage our ELL parents to also read to their children in their native tongue in their children's classrooms. Parents also organize many school/community building events such as harvest fairs, International Day, Valentine's Day dance, movie night (where children watch a movie at the school, leaving the parents to have a free night). The parents also have book groups with children, organize a math super star program and are very active in the afterschool program. The PTA also has a newsletter that is printed in English and Spanish. All of our ELL parents are equally involved and invited to all events.

2. The ESL teacher communicates regularly with several agencies in the neighborhood that gives free adult ESL classes. This information is conveyed to our ELL parents in the beginning of the school year. The ESL Teacher also has a good relationship with neighboring public libraries, where free adult ESL classes are also held. This information is also disseminated to the ELL parents.

3. The ESL teacher has an open door policy where any ELL parent can visit her during the hours of 8:20 –9:10 every morning, Monday through Friday. During these informal parent-teacher conferences, the ESL teacher interviews the parents to see if their needs and their needs of their children are being met. The communication between the ELL parents and the ESL teacher is very open and very responsive.

4. Many of our parents are involved in their children's academic life. We have a School Leadership Team that consists of 6 parents, 2 teachers, union reps, the principal and the assistant principal. During these meetings, the needs of parents and children are discussed openly. If there is a discussion about the ELL students, the principal communicates the issue to the ESL Teacher. The union reps also write minutes on the meetings and these minutes are distributed to all teachers in the building. It is from these meetings that involvement activities are designed, with the needs of children foremost in our minds.

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)?

N/A

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.

1. The ESL Teacher receives at least 4 to 6 professional training days throughout the school year.

2. The ESL teacher researches surrounding middle schools to see which schools will accommodate our ELL population. The suggestions are then given to the classroom teachers as well as to the parents of the ELLs. The ESL teacher has also arranged tours for prospective ELL parents to various participating middle schools.

3. During professional development days, such as Election day or Brooklyn/Queens Day, the ESL Teacher will hold training for staff on such topics as TESOL Methodologies to be used in the general classroom.

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2. The ESL teacher communicates regularly with several agencies in the neighborhood that gives free adult ESL classes. This information is conveyed to our ELL parents in the beginning of the school year. The ESL Teacher also has a good relationship with neighboring public libraries, where free adult ESL classes are also held. This information is also disseminated to the ELL parents.

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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)	1	2	1											3
Intermediate(I)					1									1
Advanced (A)														0
Total	1	2	0	0	1	0	0	0	0	0	0	0	0	4

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

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

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 English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. We utilize TCRWP for all assessments of early literacy skills for our ELLs. We also utilize teacher made assessments. For grades 3, 4 and 5, we incorporate results from the Acuity Predictives to help us modify our teaching to the ELLs. This is given in the fall, winter, spring and fall for the school year. Our Reading Teachers assess the children on the Level 1 Literacy Intervention.

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.

N/A

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
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									0
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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 English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. We utilize TCRWP for all assessments of early literacy skills for our ELLs. We also utilize teacher made assessments. For grades 3, 4 and 5, we incorporate results from the Acuity Predictives to help us modify our teaching to the ELLs. This is given in the fall, winter, spring and end of the school year. Our Reading Teacher also sees the children and uses the Leveled Literacy Intervention program.

We have found that our ELLs make great progress throughout the year, based on these assessments. This information helps our teachers to stay focused for the language achievement of the ELLs. It also provides teachers with areas of need for the ELLs so that targeted instruction can take place.

2. Data patterns in proficiency levels on the LAB-R show that most of the children who take the LAB-R score out of this assessment. This means that most of our children entering our school are already bilingual. The portions of children who do not score out of the LAB-R have a low intermediate level of English.

Data patterns in proficiency levels on the NYSESLAT show that most of our children score out of the ESL program within 3 to 4 years. The pattern suggests that each year the ELL students progress one level each year in their language acquisition. Most children are in need of more instruction in writing, reading and listening. Most children are competent in the speaking modality on the NYSESLAT.

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.

N/A

Part VI: LAP Assurances

School Name: John W. Kimball Learning Cente		School DBN: 15K107	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eve Litwack	Principal		1/1/01
Pascale Pradel	Assistant Principal		1/1/01
Heather Damon	Parent Coordinator		1/1/01
Margaret Galella	ESL Teacher		1/1/01
Mary Vines	Parent		1/1/01
Maryanne Cruz	Teacher/Subject Area		1/1/01
N/A	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Alice Ott	Guidance Counselor		1/1/01
Neal Opromalla	Network Leader		1/1/01
Michele Dente	Other <u>SETSS</u>		1/1/01
Gail Bohary	Other <u>SETSS/IEP</u>		1/1/01
Janet Fink	Other <u>OT</u>		1/1/01
Tara Tomasi	Other <u>Speech Teacher</u>		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **15K107** School Name: **John W. Kimball**

Cluster: **IV** Network: **409**

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.

We gather data from the classroom teachers and the Home Language Identification Survey to determine the need for translation of materials or interpretation. Many of our parents are bi-lingual so there is a minimal need for translation of materials and interpreters for conferences. The PTA translates fliers into Spanish and translations of other school communications are made with the aid of our Spanish-speaking teachers. If other language translations are needed, the DOE provides basic communication letters on the website.

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.

We currently have a minimal need for oral and written translation services. Most of our second language adults are fluent in English. This is based on the first interviews held by school personnel, including the ESL teacher, when their children are enrolled in the school.

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.

PTA information and other communications from the school are translated into Spanish for our Spanish-speaking parents. The PTA has parents who are fluent Spanish speakers and writers. For other school materials the principal may ask our Spanish-speaking teachers or other staff to translate. Several school aides and paraprofessionals are fluent in Spanish. We use school staff to provide translations during PTA meetings, for parent-teacher conferences, and for informal meetings and phone calls.

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

We have several teachers and staff members who are fluent in Spanish. When necessary, for parent-teacher conferences or more informal conferences, one of them is asked to assist as a translator. If other translations are needed, we utilize our staff who are fluent in Italian, Korean, and Tagalog. We also use our parents to help with translations of PTA forms and fliers in German, Japanese, Portuguese, Urdu, and Hindi.

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>.

Parents who are non-English speaking will be given a copy of (or link to) the DOE "Parents Bill of Rights and Responsibilities" in their native language. The PTA has information regarding translation services on the school's website. Our ESL teacher, who conducts the first parent interviews when an ELL student is enrolled in the school, determines the need for oral and written translations. The ESL teacher has many community resources to provide assistance to non-English speaking parents. She refers them to these resources if necessary.