



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S.161 THE CROWN SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K161

PRINCIPAL: MICHAEL JOHNSON **EMAIL:** MJOHNSO10@SCHOOLS.NYC.GOV

SUPERINTENDENT: SUPERINTENDENT BUFFIE SIMMONS

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
Michael Johnson	*Principal or Designee	
Sophia Rainford	*UFT Chapter Leader or Designee	
Demetrius Lawrence	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ronald Rivette	Member/Chairperson	
Sandra Sousa	Member/Staff	
Marjorie Cyprien	Member/Staff	
Timothy Solomon	Member/Staff	
Fred Baptiste	Member/Parent	
Alisha Lawrence	Member/Parent	
John Tate	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2012, the number of students in grades 3-8 demonstrating progress towards achieving state standards as measured by performing at Levels 3 and 4 on the NYS ELA assessment will increase to 43%.

Comprehensive needs assessment

- After conducting an analysis of student performance on state assessments it was determined that there has been a decline in the number of students scoring at levels 3 and 4 on the NYS ELA exam.
- According to the Progress Report, for the 2010-2011 school year, only 38% of students scored a 3 or 4.

Instructional strategies/activities

- Professional development will be given on the following topics:
 - analyzing student work to align curriculum to instruction
 - curriculum mapping to maintain coherence across the grades
 - use of the reading and writing workshop
 - aligning instruction to the Common Core Learning Standards
 - differentiated instruction
 - use of rubrics to assess student work
 - training paraprofessionals to work with small groups
 - Acuity and ARIS
- A new literacy program, Journeys, will be purchased for grades three and four, and five.
- Students will be assessed using ECLAS, Acuity, running records, and classroom assessments to determine flexible grouping and differentiated instruction in moving students to the next reading level.
- A data wall will be created to monitor student progress. The data will be used to help in setting student goals as well as forming groups for academic intervention services. There will be a school wide wall as well as in individual classrooms.
- Use of Study Island, Raz-Kids, and Starfall to reinforce standards-based instruction in ELA.
- Assigning student work in Acuity based on individual student needs.
- Teachers will collaborate to plan and write curriculum maps.
- Inquiry teams will meet weekly to analyze student work.
- Paraprofessionals will work with struggling students in small groups.
- AIS teachers will pull out identified students.
- Participation in district wide spelling bee.
- After school and Saturday school programs.
- The target population is all students in grades three through eight.
- Responsible staff members are administration, classroom teachers, AIS teachers, paraprofessionals, Data Specialist, and Network Team

Strategies to increase parental involvement

- Parents will be trained on how to use ARIS Parent Link.
- Title I meetings to inform parents about the various academic intervention services.
- Workshops by the Parent Coordinator and Assistant Principal on the Common Core Learning Standards.
- The school will create and distribute a Parent Handbook.
- Information will be shared at monthly PTA meetings by administration and staff..
- Intervention plans will be shared with parents informing them how they can help their child at home.
- Sending parents to external parent workshops.
- Progress reports for parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Assigning mentors to new, untenured, and struggling teachings.
- Ongoing professional development in identified areas of need.

Service and program coordination

- We have developed a partnership with the Brooklyn Public Library
- Students will participate in writing contests and a Poetry Slam sponsored by the Brooklyn Reading Council
- Partnership with Medgar Evers College.

Budget and resources alignment

- Funds from Fair Student Funding, Title I, Title III will be used to implement this action plan as follows:
 - Professional development
 - After school and Saturday programs
 - Supervisor and teacher per session
 - Materials

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2012, the number of students in grades 3-8 demonstrating progress towards achieving state standards as measured by performing at Levels 3 and 4 on the NYS Math assessment will increase to 45%.

Comprehensive needs assessment

- After conducting an analysis of student performance on state assessments it was determined that there has been a decline in the number of students scoring at levels 3 and 4 on the NYS Math exam.
- According to the Progress Report, for the 2010-2011 school year, only 40% of students scored a 3 or 4.

Instructional strategies/activities

- Professional development will be given on the following topics:
 - analyzing student work to align curriculum to instruction
 - curriculum mapping to maintain coherence across the grades
 - aligning instruction using Everday Math and Impact Math to the Common Core Learning Standards
 - differentiated instruction
 - use of rubrics to assess student work
 - training paraprofessionals to work with small groups
 - Acuity and ARIS
- A data wall will be created to monitor student progress. The data will be used to help in setting student goals as well as forming groups for academic intervention services.
- Students will be assessed using Acuity and classroom assessments to determine flexible grouping and differentiated instruction in moving students to the next reading level.
- Morning tutoring focusing on specific math strategies and skills.
- Daily instruction focused on basic math facts and computation.
- Use of Study Island and Starfall to reinforce standards-based instruction in Math.
- Assigning student work in Acuity based on individual student needs.
- Inquiry teams will meet weekly to analyze student work.
- Paraprofessionals will work with struggling students in small groups.

- AIS teachers will pull out identified students.
- After school and Saturday school programs.
- The target population is all students in grades three through eight.
- Responsible staff members are administrators, classroom teachers, AIS teachers, paraprofessionals, Data Specialist, and Network Team

Strategies to increase parental involvement

- Parents will be trained on how to use ARIS Parent Link.
- A Title I meeting to inform parents about the various academic intervention services.
- Workshops by the Parent Coordinator and Assistant Principal on the Common Core Learning Standards.
- The school will create and distribute a Parent Handbook.
- Information will be shared at monthly PTA meetings by administration and staff..
- Intervention plans will be shared with parents informing them how they can help their child at home.
- Family Math Night
- Progress reports for parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Assigning mentors to new, untenured, and struggling teachings.
- Ongoing professional development in identified areas of need.

Service and program coordination

- AIS providers will provide extra support through pull out programs.

Budget and resources alignment

- Funds from Fair Student Funding, Title I, Title III will be used to implement this action plan as follows:
 - Professional development
 - After school and Saturday programs
 - Supervisor and teacher per session
 - Materials

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012, we will increase the percentage of students earning high school credits from 0 to 10%, as measured by the number of students passing the NYS Integrated Algebra and Living Environment Regents.

Comprehensive needs assessment

- Based on the Quality Review, regents classes have not been offered for the past three school years.

Instructional strategies/activities

- Students will be identified for readiness based on Acuity scores, class performance, and performance on NYS Math assessment.
- Students will be prepared by a licensed math and a licensed science teacher.
- Lunch time tutoring.
- After school program two days a week. One hour will be for math and one hour for science.
- Students will receive the required number of science lab hours.
- Saturday Program.
- Homework packets and study guides will be provided for students.
- The target population is all identified eighth grade students.
- Responsible staff members are administrators, classroom teachers.

Strategies to increase parental involvement

- Letters to parents informing them their child was selected for the Regents prep program.
- Progress reports for parents.
- Workshops for parents on study skills.
- Ongoing communication via email and cell phones.

Strategies for attracting Highly Qualified Teachers (HQT)

- Both teachers providing instruction for the identified students are highly qualified.

Budget and resources alignment

- Funds from Fair Student Funding and Title I will be used to implement this action plan as follows:
 - Preparation workbooks from Houghton Mifflin
 - After school and Saturday programs
 - Supervisor and teacher per session
- Barron's Regents prep books for Science and Math

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2012, the number of students with disabilities scoring at performance levels three and four will increase by 5%.

Comprehensive needs assessment

- Based on an analysis of the data, students with disabilities have failed to make adequate yearly progress for two years in a row.

Instructional strategies/activities

- A new literacy program will be implemented for grades three, four, and five that is aligned with the Common Core Learning Standards and includes differentiated resources that will meet the needs of the special education students.
- Provide professional development for teachers of ICT classes. PD will focus on effective models of team teaching and how to plan effectively to meet the needs of all the students in the class.
- Placing students with disabilities in small groups in the morning tutoring program.
- Increased articulation between classroom teachers and related service providers.
- Students will be assessed using ECLAS, Acuity, running records, and classroom assessments to determine flexible grouping and differentiated instruction in moving students to the next reading level.
- The target population is all students in grades three through eight.
- Responsible staff members are administrators, classroom teachers, AIS teachers, paraprofessionals, Data Specialist, and Network Team

Strategies to increase parental involvement

- Training and professional development for parents on ARIS Parent Link and Acuity.
- Regularly scheduled parent and school meetings (SLT, PTA, Title I Meetings).
- Progress reports for parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Assigning mentors to new, untenured, and struggling teachings.
- Ongoing professional development in identified areas of need.

Service and program coordination

- Guidance Counselor, social worker, and psychologist are available for mandated and at-risk counseling services.
- School nurse will provide health classes.
- Health Aide will provide hearing and vision screening.

Budget and resources alignment

- Funds from Fair Student Funding, Title I, Title III will be used to implement this action plan as follows:
 - Professional development
 - After school and Saturday programs
 - Supervisor and teacher per session
 - Materials

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				
1			N/A	N/A				
2			N/A	N/A				
3	50	50	N/A	N/A	1			
4	55	52	40	40	1			
5	35	35	45	45	1			
6	22	24	20	20	1			
7	18	21	20	20	1			
8	14	28	12		1			
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	Passport Voyager, National Geographic magazines, various other resources 37 ½ minutes morning tutoring, push-in, pull-out, after school, Saturday school Small group
Mathematics	Everyday Math, Study Island, various other resources 37 ½ minutes morning tutoring, push-in, pull-out, after school, Saturday school Small group
Science	Passport Voyager, National Geographic magazines, various other resources Science through literacy 37 ½ minutes morning tutoring, push-in, pull-out, after school, Saturday school Small group
Social Studies	Passport Voyager, National Geographic magazines, various other resources Social Studies through literacy 37 ½ minutes morning tutoring, push-in, pull-out, after school, Saturday school Small group
At-risk Services provided by the Guidance Counselor	Provide emotional and social support for the at risk children in the form of counseling individuals and small groups, as per student needs or IEP mandates. (Example: twice weekly, individual or small group work).
At-risk Services provided by the School Psychologist	In order to promote social responsibility, our focus is teaching children skills of social awareness, understanding, and promoting critical thinking skills. Psychologist will see students as per need or IEP mandates.
At-risk Services provided by the Social Worker	Provide emotional and social support for the at risk children in the form of counseling individuals and small groups, and families interface with parents to help promote academic achievement and counseling as needed.

At-risk Health-related Services

Provide health services to students with qualifying medical conditions. Nurse conducts asthma related "open airway" program for at risk students.

**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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: __17K161__ School Name: _____PS 161_____

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 - **School report card shows that Students with Disabilities and Hispanic students did not make adequate yearly progress for the 2009-10 and 2010-11 school years.**
 - **As the new principal, I have observed that instruction was not differentiated consistently throughout the school to accommodate the different learning styles and to extend higher order thinking skills. There were also no interventions in place to provide support for English Language Learners.**

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - **PS 161 will implement an after school and Saturday school program. Small group instruction will be provided to Students with Disabilities and Hispanic students in ELA in grades 3-8. The program will run from January 2012 to May 2012.**
 - **Teachers will receive professional development in differentiated instruction to meet the needs of the above mentioned student groups. They will also receive PD in aligning tasks to the CCLS.**
 - **Raz-Kids, an educational software program, will be purchased. Raz-Kids is a software program that is based on Fountas and Pinnell, that will be able to support English Language Learners and Students with Disabilities. Students will be able to work independently and in small groups to increase fluency and comprehension. It will be used in extended day and during class.**

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
 - The 10 percent funding for professional development will be used to train teachers on differentiated instruction, aligning tasks to the Common Core State Standards, and analyzing student work in Inquiry Teams. Teachers will receive training through Staff Developer for Educators as well as from the Lead Teachers, Administration, and CFN personnel. The PD will allow teachers to improve their practice to support increased student achievement thus allowing the school to be removed from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - PS 161 currently has one teacher requiring a mentor. She is being mentored through on-site professional development from a mentor teacher in the areas of classroom organization, the design of instruction and assessment, best practices, and lesson planning. The mentoring is done in one on one sessions and class inter-visitations.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
 - PS 161 will download the parent notification letter template provided by the Department of Education in English and the necessary translated languages. We will customize the letter to our school and backpack the letters to the students.

**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 Nichele Manning Andrews	District 17	Borough Brooklyn	School Number 161
School Name The Crown School			

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

Principal Michael Johnson	Assistant Principal Timothy Solomon
Coach Joy Sylvester- Literacy Coach	Coach T. Lee- Math Coach
ESL Teacher Yi Jun Han	Guidance Counselor O. McDonald
Teacher/Subject Area J. Streets- Reading	Parent Peggy Chambers
Teacher/Subject Area M. Pooser- Math	Parent Coordinator Gloria Arthur
Related Service Provider L. Boston	Other T. Lee- Math Coach
Network Leader Nichele Manning Andrews	Other NA

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	827	Total Number of ELLs	19	ELLs as share of total student population (%)	2.30%
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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. 

1. Upon registration the parents complete the HLIS forms with administering the HLIS which includes the informal oral interview in English and in the native language. For all admits, eligibility for LAB-R testing, done only once during the student's school year is based on the responses to the Home Language Survey. As new students register throughout the school year, the same process and criteria are used. ELLs in our school are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). Those who test out are deemed P(Proficient).

1a.

- We administer the HLIS and conduct an oral interview with both students and parents to determine the languages with the HLIS are completed.
- The interview along with the HLIS are completed with parents using the parents' native language. In the event that the school does not have an interview, we will conduct the DOE Translation Unit.
- One of the pedagogues trained in the intake process determines the students' home language based on the assessment of the HLIS and interview. Once the student's home language is determined to the language other than English, the student is LAB-Red by an ESL teacher.
- Students who scored below the LAB-R out-off scores are entitled for ESL/bilingual services. Entitled Spanish speaking students are also administered the Spanish LAB.
- The parents of all entitled students are invited to a parent orientation.
- The entire process is completed within the first 10 days of student enrolment.
- All entitled students are assessed with the NYSELAT in the spring.

1b.

- The languages are spoken by the ESL teacher Yi Jun Han are English and Chinese. The languages are spoken by the Related Service Provider Ms. Cordova are English and Spanish.
- The ESL teacher Yi Jun Han is a certified ESL teacher. Ms. Cordova is a certified Special Education teacher.
- The certified teacher Ms. Cordova is administering HLIS and LAB.
- The certified teacher Yi Jun Han is administering LAB-R.

1c.

- Steps taken to ensure all ELLs receive the NYSELAT annually

- 1) We will administer the NYSELAT to all ESLs in our school regardless of physical location of the student, classification as disabled, or number of years of service, until proficiency is attained as reflected in the score achieved on NYSELAT.
- 2) The ESL teacher Yi Jun Han will be administering these tests will become familiar with the directions in the manual. The school will schedule an orientation session to allow the test administer with training in the administration and scoring of the test.
- 3) Before the days that the NYSELAT is to be administered, we will prepare answer sheets for each student taking the test.

native language.

- We will give the Parent Survey and Program Selection forms to all participants to make informed decision about the preferred program for their children.
- The school informs parents of the requirements for TBE program formation that is a minimum of 15 students in two contiguous grades speaking the same language whose parents chose such program. Our school does not have the warranted number of the students to form a bilingual program, the school informs parents of sites within the district where bilingual programs are offered.
- Parents either accept to transfer their children to another school with such program, or reject the transfer and opt to have their children participate in the school's ESL program.
- Students are then placed in their parents' preferred program within their first 10 days of enrollment.

3. Parents of ELLs are notified in the languages they understand of Parent Survey Program Selection forms, and entitlement letters.

- All of these forms are printed in all the necessary languages applicable to our school so that parents can more readily understand and make informed choices.
- To further facilitate parental enrollment and understanding all of these forms to parents are translated. If Parent Survey and Program Selection forms are not returned, translators on our staff are provided to facilitate meaningful communication between parents and administration/staff.
- At the Parent Orientation, we discuss standards, assessments, school expectations, community resources as well as program choices. This helps parents of ELLs to become active knowledgeable members of our school learning community.

4. Performance levels on the LAB-R determine ELLs' entitlement.

- The new students who are entitled are tested with LAB-R and/or Spanish and placed in ESL program at our school.
- Those students who have already been NYSESLAT tested last spring and scored on the B (Beginning), I (Intermediate) or A (Advanced) levels continue participating in SSL instructional program.
- Our school strives to strengthen the home school relationship, increase parental participation in school activities and involve parents in the educational process. A school walk-through with translators is provided to inform ESL students and their parents about the school ESL program, school environment, and expectations.

5. The trend in program choices that parents have requested is that 90% of parents have chosen ESL services rather than bilingual or Dual Language instruction.

- Their most often expressed sentiments is that they want immersion in the new language, English, along with support of ESL services which they feel helps their children learn English faster.
- The minority of native Spanish speaking parents request bilingual and/or dual language.
- The majority of native Haitian Creole speaking parents request the ESL program, with a small number requesting bilingual and/or dual language.
- Parents who are native speakers of other languages predominantly select ESL.

6. The ESL program offered at our school is aligned with parent requests. The few parents who request programs not available at our school are offered transfer options. s 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0					0
Push-In	0	0	0	0	0	0	0	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	0
SIFE	7	ELLs receiving service 4-6 years	2	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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	17	7	0	2	0	0	0	0	0		19
Total	17	8	0	2	0	0	0	0	0		19

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

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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	1													1
Chinese														0
Russian	1				1									2
Bengali														0
Urdu														0
Arabic	3		1		2	1	4							11
Haitian			1	1	1	1								4
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	5	0	3	1	4	2	4	0	0	0	0	0	0	19

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?

A. Programming and Scheduling Information

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. How is instruction delivered?

- a. The organizational model is that our school provides ESL service to our ELLs through pull-out program.
 - b. The program models are Block (Class travels together as a group) and Ungraded (All students regardless of grade are in one class).
 - c. The ESLs are grouped homogeneously or heterogeneously as the situation demands.
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. The instruction and distribution of time is in accordance with part 154. Our B (Beginning) and I (Intermediate) level students receive 2 units (360 minutes) of ESL per week. Our A (Advanced) level students receive 1 ESL unit (180 minutes) and 1 ELA unit per week.

3. a. Content Areas Instruction

- The ESL teacher plans for the development of both social and academic language skills. The ESL teacher also demonstrate knowledge about:
 - 1) Current scientifically based research in the fields of ESL and Cognitive Theory.
 - 2) Providing academic intervention for ESLs who have the English language deficiency, or low academic proficiency.
 - 3) Differentiating ESL instructions to align with ESLs' prior knowledge and their needs.
 - The ESL teacher develops English language and cognitive skills through content topics and themes.
 - Content area instructions are designed to mediate the ESLs' learning of various proficiency classifications: new comers, long-term ESL beginners, intermediate and advanced proficiency levels.
 - The ESL teacher's lesson plans are aligned to meet NYC and NYS ESL Standards which there is differentiation for the needs of ESLs in our school.
 - Ongoing assessment strategies are used to determine movement towards NYC and NYS content area standards.
 - Instruction of our ESLs is explicit, direct and systematic, emphasizing construction of meaning, problem-solving critical thinking and vocabulary development in the content area.
- b. Alignment of the ESL standards with the ELA standards
 - English language instruction is aligned to ESL standards and ELA standards.
 - The ESL teacher scaffolds instruction to support ESLs' participation in content area learning.
 - The ESL teacher uses visual and/or manipulative to promote ESLs' understanding of the main academic content.
 - The ESL teacher models the use of the English language in ways in which the ESLs are expected to participate.
 - During the instruction, the ESL teacher uses the cultures of the ESLs to connect prior knowledge with new language.
 - Teaching materials include a wide range of print, visual, and digital resources designed for the ESLs' English language and academic language proficiency.
 - c. Methods and Strategies
 - English language functions and structure are taught within the content of lessons.
 - The ESL teacher speaks slower, models language and questions they ask themselves as they read aloud, speak aloud their thinking process to answer questions and how to find needed information, become aware of cultural differences, gain expertise knowing and implementing ELA and ESL standards, promote social interaction among all ESLs.
 - The strategies employed by ESL teacher include those highlighted in QTELC (Quality Teaching for ELLs) which focus on scaffolding. This strategy covers a wide range of techniques that includes modeling, bridging, contextualizing, schema building, text

A. Programming and Scheduling Information

representation, and metacognitive development.

- These strategies are used along with cooperative learning, phonics awareness, and independent reading and writing.

4. How do you ensure that ELLs are appropriately evaluated in their native language?

We ensure that ELLs are appropriately evaluated in their native language by LAB Spanish test, NYS Math test, and NYS Science test.

5. How do you differentiate instruction for ELL subgroups?

a. Instructional plan for SIFE

- The ESL teacher provides SIFE ESLs with the literacy skills and concept development they have missed and help them develop enough academic English to survive in our school.

- The ESL teacher must help them build self-confidence and pride in themselves, their culture, and their language.

- The ESL teacher enriches the linguistic context for SIFE ESLs by using pictures, gestures, intonation, and other nonlinguistic cues,

- The ESL teacher enriches the context by drawing on students' interests and background knowledge.

- The ESL teacher uses a number of techniques to make the English instruction comprehensible, including hands-on activities, visuals and regalia.

- 1) Manipulative, miniature objects, regalia.

- 2) Visual (photos, pictures and drawings)

- 3) Facial expression and pantomime

- 4) Clear expression and articulation

- 5) Short, simple sentences

- 6) Eye contact with students

- 7) High-frequency vocabulary

- 8) More description through synonyms

- 9) Prior content introduction (preview)

- 10) Reduction of idiomatic expressions

- In order to accelerate the content-area learning for ESLs who have had an interruption in formal education our ESL program runs at extended time in the morning.

- In order to enhance literacy development for our SIFE students, ESL strategies and/or native language instruction are utilized, so that their academic performance improves.

- The ESL teacher applies stage of language acquisition, teaching practice in order to focus on phonics awareness, word families, word and sentence building and integrated area teaching and learning.

- The ESL teacher modifies ESL teaching plans and makes curricular adaptations to teach SIFE students.

- The ESL teacher focuses on word recognition developing vocabulary, reading comprehension, oral expression, daily writing and integrated content area learning to transfer one level to the next.

b.

- The ESL teacher uses scaffolding strategies and Balanced Literacy Reading strategies to develop ESLs' English language skills.

- The ESL teacher meets with math teachers and literacy teachers on a regular basis to review ESLs' work as well as to plan the next phase of ESL instruction.

- The ESL teacher designs learning activities that actively engage ESLs in ESL learning activities that build critical thinking skills.

- The ESLs are required to write on daily basis across all subjects, using a variety of written forms including retelling, paragraphs, summaries, stories, journals, brief reports, picture descriptions, charts and other graphs for math, social studies, and science information and explanation.

c.

- ELA and ESL teachers collaborate on lesson-planning and instruction that are designed to amplify ESLs' knowledge in content area reading strategies, identifying text structures, content-area vocabulary, literary elements, and text-taking strategies in preparation for the ELA exam.

- Instruction also focuses on the writing process in different genres, as well as the mechanics of writing and grammar conventions.

- Recognizing the importance and effectiveness of instruction through technology, the advanced ESLs are enrolled in a reading intervention software program that is supplemented by classroom instruction in ELA.

- The math instruction is delivered by a math teacher and an ESL teacher at the Block Time. ESLs acquire knowledge and reinforcement of math skills. Instruction is clear and explicit. Demonstration of the topic under consideration is employed through the use of the blackboard, charts, overhead project, computer and manipulative. Test preparation will be a part of ESL program as well, to prepare ESLs who are now required to take the standardized NYS Math exams.

d.

- There are no long-term ESLs in our school. If there are long-term ESLs, the ESLs are required to participate in a program that is aligned with mandated ESL and content learning standards and the core curriculum.

Courses Taught in Languages Other than English

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.

- We have a pull-out intervention program to provide individualized instruction in listening, speaking, reading, and writing.
- In this intervention program the first key to success is to engage ESLs in challenging theme-based activities to develop academic concepts. The range of intervention services is the following:

- 1) ESLs see the big picture so they can make sense of English language instruction
- 2) Vocabulary is repeated naturally as it appears in different content-area studies.
- 3) Because the curriculum makes sense, the ESL teacher makes ESLs more fully engaged and experience more success.
- 4) Because themes deal with universal human topics, all ESLs can be involved, and lessons and activities can be adjusted to different levels of English language proficiency.

9.

- The ESL teacher delivers content knowledge in a way that allows both concepts and academic English proficiency to be nourished. In this instruction, academic content is taught to ESLs in English by using techniques such as speaking slowly, using visual aids and manipulatives, and avoiding the use of idioms.
- The ESL teacher encourages reading and celebrates accomplishment of reading many books or other written materials over time so that ESLs' fluency, language acquisition, vocabulary expansion, general knowledge, and specific content knowledge, are increased; also, understanding of concepts is depended.

- The ESL teacher will do the following:

- 1) Providing a wide variety of reading materials
- 2) Providing adequate time of sustained reading with no other obligations, including writing or sharing
- 3) Allowing student self-selecting of reading materials by interest level
- 4) Providing opportunities to pursue a favorite author, genre, or area of interest
- 5) Allowing ESLs to take books and materials home
- 6) Providing appealing materials, books, colors, and pictures.

- Increasing the amount of writing the ESL teacher asks ESLs to do to improve writing. Writing for others can be motivating, reinforces existing, helping form a sense of a community of learners, and introduces technology as having a purpose and benefit for others.

- 1) Sending invitations to classmates and others, notes to relatives, and postcards home to describe accomplishments
- 2) Color coding for multiple authors, feedback to peers with sticky notes, and highlighting favorite parts of a writing buddy's first draft.
- 3) Creating books and stories that can be illustrated by friends or younger students
- 4) Creating a class journal that everyone helps complete at the end of the day or week
- 5) Setting up e-mail pen and e-mailing parents and students

10.

- The ESL teacher will improve ESLs' expository writing skills. The ESLs will:

- 1) Write a journal as diary
- 2) Write manuals, recipes, and how to directions
- 3) Write new stories
- 4) Retell a story

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.

- We have a pull-out intervention program to provide individualized instruction in listening, speaking, reading, and writing.
- In this intervention program the first key to success is to engage ESLs in challenging theme-based activities to develop academic concepts. The range of intervention services is the following:
 - 1) ESLs see the big picture so they can make sense of English language instruction
 - 2) Vocabulary is repeated naturally as it appears in different content-area studies.
 - 3) Because the curriculum makes sense, the ESL teacher makes ESLs more fully engaged and experience more success.
 - 4) Because themes deal with universal human topics, all ESLs can be involved, and lessons and activities can be adjusted to different levels of English language proficiency.

9.

- The ESL teacher delivers content knowledge in a way that allows both concepts and academic English proficiency to be nourished. In this instruction, academic content is taught to ESLs in English by using techniques such as speaking slowly, using visual aids and manipulatives, and avoiding the use of idioms.
- The ESL teacher encourages reading and celebrates accomplishment of reading many books or other written materials over time so that ESLs' fluency, language acquisition, vocabulary expansion, general knowledge, and specific content knowledge, are increased; also, understanding of concepts is depended.
- The ESL teacher will do the following:
 - 1) Providing a wide variety of reading materials
 - 2) Providing adequate time of sustained reading with no other obligations, including writing or sharing
 - 3) Allowing student self-selecting of reading materials by interest level
 - 4) Providing opportunities to pursue a favorite author, genre, or area of interest
 - 5) Allowing ESLs to take books and materials home
 - 6) Providing appealing materials, books, colors, and pictures.
- Increasing the amount of writing the ESL teacher asks ESLs to do to improve writing. Writing for others can be motivating, reinforces existing, helping form a sense of a community of learners, and introduces technology as having a purpose and benefit for others.
 - 1) Sending invitations to classmates and others, notes to relatives, and postcards home to describe accomplishments
 - 2) Color coding for multiple authors, feedback to peers with sticky notes, and highlighting favorite parts of a writing buddy's first draft.
 - 3) Creating books and stories that can be illustrated by friends or younger students
 - 4) Creating a class journal that everyone helps complete at the end of the day or week
 - 5) Setting up e-mail pen and e-mailing parents and students

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- The ESL teacher will improve ESLs' expository writing skills. The ESLs will:
 - 1) Write a journal as diary
 - 2) Write manuals, recipes, and how to directions
 - 3) Write new stories
 - 4) Retell a story
 - 5) Create factual reports, research papers
 - 6) Perform note taking and summarizing

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?
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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?

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- We have a pull-out intervention program to provide individualized instruction in listening, speaking, reading, and writing.
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**Beginning****Intermediate****Advanced****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)?

Paste response to questions 1-5 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**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 Professional Development Program will be a high quality and research-based program for our staff outlined in the school's comprehensive education plan. Professional development will engage all teachers of ELLs in a variety of high quality professional development activities, which will include studying ESL scaffolding strategies and content area teaching strategies that are aligned with the NYS ELA and ESL standards. Teaching and learning will have academic rigor in order to increase the number of ESLs who are proficient in English.
 - Our participating faculty will acquire through professional development activities:
 - 1) ESL methodologies and scaffolding strategies for improving instruction and promoting English language proficiency for ESLs through workshops.
 - 2) Use of authentic learning, hands-on activities, use of manipulatives, cooperative learning.
 - 3) The ability to engage in performance based assessment that provides qualitative data.
 - 4) The opportunity to collaboratively participate in small study groups regularly which allow for action research and sustain ability of effective teacher practices.
 - 5) The means to network and share successful teaching practices with other colleagues.
 - Our professional development activities accountability will be evidenced by: agendas, training materials, focus groups, surveys, questionnaires, workshop evaluation-self assessment forms, attendance sheet, journal writing.
2.
 - The school Professional Development Program will provide staff with skills in both content and pedagogy and by providing instruction on hands-on techniques and standards based content.
 - It will provide interdisciplinary approach with literacy skills, math skills, science and social studies skills, as well as, the arts and activities that are easily integrated in the classroom. All staff will learn through song and dance hypothesizing, and experimenting and recreating our built and natural environment in order to assist our ESLs as they transition from elementary to middle school.
3.
 - 1) Our professional development plans for 2011-2012 school year are designed to promote high levels of academic achievement while integrating second language instruction. The 1-5 hours of ELL training for all staff will be fulfilled.
 - 2) The following professional activities are planned which are based on teacher's need and teachers' choice:
 - As it is offered: QTEL training for all teachers serving ESLs who did not have the opportunity to participate in it yet.
 - September: A comparison between first and second language acquisition
 - October: The process of learning a second language
 - November: Using educational assessment strategies and data to inform and differentiate instruction
 - December: Reading comprehension strategies for ESLs
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 - February: Portfolio Assessment and practical uses of it
 - March: Classroom management strategies for differentiated instructional practices

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 - March: Classroom management strategies for differentiated instructional practices
 - April: Using NYSESLAT to inform instruction in ESL class

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language
parents? 100%		
3. How do you evaluate the needs of the parents? 75%		
4. How do your parental involvement activities support children as students? 50%		
01 Our school uses some types of parent involvement activities. 25%		
1) Parenting		
Help all families establish home environment to support children as students 100%		
• Parent education and other courses or training for parents. The parent coordinator will host a series of workshops throughout the 75%		

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?

01. Our school uses some types of parent involvement. They are the following:

1) Parenting

Help all families establish home environment to support children as students

- Parent education and other courses or training for parents. The parent coordinator will host a series of workshops throughout the school year to continue the dialogue as regards the importance of attendance at ELA/ESL and math institute. Parents of ESLs will be invited to join with their children to attend all sessions of the Math Skills Institute and the ELA/ESL Institute.

2) Communicating

Design effective forms of school-to-home and home-to-school communications about school programs and children's progress

- Conference with every parent at least twice a year
- Language translators to assist parents as needed
- Regular schedule of useful notices, memos, phone calls, newsletters, and other communications

3) Volunteering

Recruit and organize parent help and support

- School and classroom volunteer program to help teachers, administrators, students, and other parents
- Parent room as family center for volunteer work, meetings, and resources for families

4) Learning at Home

Provide information and ideas to families about how to help ESLs at home with homework and other curriculum-related activities, decisions, and planning.

- Information for families on skills required for ESLs in all subjects at each grade
- Information on homework policies and how to monitor and discuss school work at home

5) Gathering information from parents

School staff gathers information from parents of ESLs about their background

- Information about a student's prior education in his native language can help the ESL teacher gauge the challenges the ESLs will be facing.
- ESLs who arrive in U.S. schools with appropriate grade-level achievement in their native language will make the transition to learning in English more easily.

6) Participating

Parents are encouraged to participate in school activities, i.e. learning walks, assembly, field trips, technology classes, and etc.

2.

- Yes, it does. It identifies and integrates resources and services from the community to strengthen school programs, family practices, and student learning and development.
- It provides information for students and families on community health; cultural, recreational, or social support; and other programs or services.
- It provides information on community activities that are linked to learning skills and talents, including summer programs for students
- It provides service to the community by students, families, and schools (e.g. recycling, art, music, drama, and other activities for seniors or others)

3.

- The role of the parent is vertical to ESLs' overall ability to achieve high standards.
- They lay the groundwork for high expectations that are carried out in our school.
- By participating in school activities and attending all sessions of the Math Skills Institute and the ESL/ELA institute, not only will parents be helping themselves, but, in addition, they will be forming special learning partnerships with their children that will be the great benefit of both parents and children. There will be awards and recognition to highlight literacy and achievement.

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4.

- Encouraging parent involvement helps parents from other cultures may view their role in their children's education differently

B. Programming and Scheduling Information--Continued

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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?
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5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1.
 - ESLs are provided with various formal and informal assessments. Our school uses ECLAS-2, ELSOL, Fountas and Pinnell, DRA,TCRWP to assess the early literacy skills of our ESLs.
 - Assessment is carried out in a variety ways: teacher observation, conferencing with the student, articulation with ESLs' teachers, interim assessment testing, initial LAB-R, yearly NYSESLAT administration.
 - All ESLs, other than those here for less than a year, are now required to take the ELA exam.
 - Some ESLs must take all other content area state mandated exams: Math, Science, and Social Studies.
 - The data provides information about ESLs' English proficiency levels.
 - This information helps inform our school's instructional plan. Teachers modify their teaching plans to meet ESLs' needs.
 - Our school collaborative teaching team program is offered specifically to ESLs. With team teaching support the ESLs become more literate and their English language proficiency levels are improved.
- 2.The information about ESLs' weakness and strengths in English language proficiency is revealed by the data patterns across proficiency levels on the LAB-R and NYSESLAT.
3. Patterns across NYSESLAT modalities will affect instructional decision. 80% ESLs do not pass LAB-R or NYSESLAT because of poor reading and writing. ESL teacher must use different effective teaching strategies to design teaching and writing skills.
- 4.a
 - The patterns across proficiency and grades are the following:
Speaking is good. Listening is better. Reading is worse. Writing is worst.
 - The conversational proficiency is better than the academic proficiency.
 - School success depends on the development of the academic language. ESLs are faring in tests in English as compared to the native language if traditional ESL programs have often focused on helping ESLs develop academic language through content areas learning.
- b.
 - The school leadership and teachers are using the results of the ELL Periodic Assessment by providing additional support during the school day.
 - Within the school day, ESLs get ESL services in small group settings to bolter literacy.
- c.
 - The school learning about ESLs from the Periodic Assessment is that limited-formal schooling ESLs and long term English

Additional Information

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

Paste additional information here

D. Professional Development and Support for School Staff

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 - October: The process of learning a second language
 - November: Using educational assessment strategies and data to inform and differentiate instruction
 - December: Reading comprehension strategies for ESLs
 - January: Training of content area teachers in ESL strategies
 - February: Portfolio Assessment and practical uses of it
 - March: Classroom management strategies for differentiated instructional practices
 - April: Using NYSESLAT to inform instruction in ESL class

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 Professional Development Program will be a high quality and research-based program for our staff outlined in the school's comprehensive education plan. Professional development will engage all teachers of ELLs in a variety of high quality professional development activities, which will include studying ESL scaffolding strategies and content area teaching strategies that are aligned with the NYS ELA and ESL standards. Teaching and learning will have academic rigor in order to increase the number of ESLs who are proficient in English.
 - Our participating faculty will acquire through professional development activities:
 - 1) ESL methodologies and scaffolding strategies for improving instruction and promoting English language proficiency for ESLs through workshops.
 - 2) Use of authentic learning, hands-on activities, use of manipulatives, cooperative learning.
 - 3) The ability to engage in performance based assessment that provides qualitative data.
 - 4) The opportunity to collaboratively participate in small study groups regularly which allow for action research and sustain ability of effective teacher practices.
 - 5) The means to network and share successful teaching practices with other colleagues.
 - Our professional development activities accountability will be evidenced by: agendas, training materials, focus groups, surveys, questionnaires, workshop evaluation-self assessment forms, attendance sheet, journal writing.
2.
 - The school Professional Development Program will provide staff with skills in both content and pedagogy and by providing instruction on hands-on techniques and standards based content.
 - It will provide interdisciplinary approach with literacy skills, math skills, science and social studies skills, as well as, the arts and activities that are easily integrated in the classroom. All staff will learn through song and dance hypothesizing, and experimenting and recreating our built and natural environment in order to assist our ESLs as they transition from elementary to middle school.
3.
 - 1) Our professional development plans for 2011-2012 school year are designed to promote high levels of academic achievement while integrating second language instruction. The 1-5 hours of ELL training for all staff will be fulfilled.
 - 2) The following professional activities are planned which are based on teacher's need and teachers' choice:
 - As it is offered: QTEL training for all teachers serving ESLs who did not have the opportunity to participate in it yet.
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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?

01. Our school uses some types of parent involvement. They are the following:

1) Parenting

Help all families establish home environment to support children as students

- Parent education and other courses or training for parents. The parent coordinator will host a series of workshops throughout the

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2) Communicating

Design effective forms of school-to-home and home-to-school communications about school programs and children's progress

- Conference with every parent at least twice a year
- Language translators to assist parents as needed
- Regular schedule of useful notices, memos, phone calls, newsletters, and other communications

3) Volunteering

Recruit and organize parent help and support

- School and classroom volunteer program to help teachers, administrators, students, and other parents
- Parent room as family center for volunteer work, meetings, and resources for families

4) Learning at Home

Provide information and ideas to families about how to help ESLs at home with homework and other curriculum-related activities, decisions, and planning.

- Information for families on skills required for ESLs in all subjects at each grade
- Information on homework policies and how to monitor and discuss school work at home

5) Gathering information from parents

School staff gathers information from parents of ESLs about their background

- Information about a student's prior education in his native language can help the ESL teacher gauge the challenges the ESLs will be facing.
- ESLs who arrive in U.S. schools with appropriate grade-level achievement in their native language will make the transition to learning in English more easily.

6) Participating

Parents are encouraged to participate in school activities, I.e. learning walks, assembly, field trips, technology classes, and etc.

2.

- Yes, it does. It identifies and integrates resources and services from the community to strengthen school programs, family practices, and student learning and development.
- It provides information for students and families on community health; cultural, recreational, or social support; and other programs or services.
- It provides information on community activities that are linked to learning skills and talents, including summer programs for students
- It provides service to the community by students, families, and schools (e.g. recycling, art, music, drama, and other activities for seniors or others)

3.

- The role of the parent is vertical to ESLs' overall ability to achieve high standards.
- They lay the groundwork for high expectations that are carried out in our school.
- By participating in school activities and attending all sessions of the Math Skills Institute and the ESL/ELA institute, not only will parents be helping themselves, but, in addition, they will be forming special learning partnerships with their children that will be the great benefit of both parents and children. There will be awards and recognition to highlight literacy and achievement.

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4.

- Encouraging parent involvement helps parents from other cultures may view their role in their children's education differently

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)	5			1	2	2	3							13
Intermediate(I)			1		1		1							3
Advanced (A)			2		1									3
Total	5	0	3	1	4	2	4	0	0	0	0	0	0	19

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

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

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

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

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

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in 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.

- ESLs are provided with various formal and informal assessments. Our school uses ECLAS-2, ELSOL, Fountas and Pinnell, DRA, TCRWP to assess the early literacy skills of our ESLs.
 - Assessment is carried out in a variety ways: teacher observation, conferencing with the student, articulation with ESLs' teachers, interim assessment testing, initial LAB-R, yearly NYSESLAT administration.
 - All ESLs, other than those here for less than a year, are now required to take the ELA exam.
 - Some ESLs must take all other content area state mandated exams: Math, Science, and Social Studies.
 - The data provides information about ESLs' English proficiency levels.
 - This information helps inform our school's instructional plan. Teachers modify their teaching plans to meet ESLs' needs.
 - Our school collaborative teaching team program is offered specifically to ESLs. With team teaching support the ESLs become more literate and their English language proficiency levels are improved.
- The information about ESLs' weakness and strengths in English language proficiency is revealed by the data patterns across proficiency levels on the LAB-R and NYSESLAT.
- Patterns across NYSESLAT modalities will affect instructional decision. 80% ESLs do not pass LAB-R or NYSESLAT because of poor reading and writing. ESL teacher must use different effective teaching strategies to design teaching and writing skills.
- a.
 - The patterns across proficiency and grades are the following:
Speaking is good. Listening is better. Reading is worse. Writing is worst.
 - The conversational proficiency is better than the academic proficiency.
 - School success depends on the development of the academic language. ESLs are faring in tests in English as compared to the native language if traditional ESL programs have often focused on helping ESLs develop academic language through content areas learning.
- b.
 - The school leadership and teachers are using the results of the ELL Periodic Assessment by providing additional support during the school day.
 - Within the school day, ESLs get ESL services in small group settings to bolster literacy.
- c.
 - The school learning about ESLs from the Periodic Assessment is that limited-formal schooling ESLs and long term English

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Johnson	Principal		1/1/01
Timothy Solomon	Assistant Principal		1/1/01
Gloria Arthur	Parent Coordinator		1/1/01
Yi Jun Han	ESL Teacher		1/1/01
Peggy Chambers	Parent		1/1/11
J. Streets	Teacher/Subject Area		1/1/01
M. Pooser	Teacher/Subject Area		1/1/01
Joy Sylvester	Coach		1/1/01
T. Lee	Coach		1/1/01
O. Mc.Donald	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 17K161 **School Name:** PS 161

Cluster: 1 **Network:** 110

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.

1. Various sources provide our schools with information about the different home languages of our students and translation needs for conferences, parent orientation needs, and school notices. They include:

1) Home Language Identification Surveys (HILS)

All parents of new admits to the school are required to complete HLIS as part of the registration process. The HILS is printed in a variety of languages so that the use of one in the appropriate languages facilitates its proper completion. Some parents /guardians are unable to complete the HLIS on their own. We learn through the use of on-staff interpreters who are called upon during the registration process.

2) Parent Coordinator interviews

The Parent Coordinator, in making calls to students' homes for a variety of reasons, determines that some parents need translation or oral interpretation to better understand an issue.

3) ATS system provides information of the primary language of the students (RHLA).

4) Informal oral communication with parents and teachers

5) Attendance in PTA meetings

6) Interviewing students

7) Analyzing the existent translated materials

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.

Home Language Identification Surveys and teacher/parent input have proven that majority of our school parent population speaks English. Other languages spoken by our parents include: Spanish, Haitian Creole, French, Arabic, and other languages.

1) We send and post parental correspondence in each of the covered languages that represent at least 3% - 8% of our student population.

The written translation needs of the school are the following:

letters about students' progress and attendance, informative letters sent to parents about school events, flyers, posters, and signs.

2) We offer interpretation services during parent conference and meetings in the covered languages.

The oral translation needs are the following:

at the orientation session of the parents of newly arrived bilingual students, at PTA meeting when necessary, at teacher/parent conferences and Open School Nights, oral interpretation when principal, guidance counselors, teachers and or deans have a conference with parents. We use school staff translators to make phone calls to parents when there is need. Our school always offers interpretative services during parent conferences and meetings in the covered languages.

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.

1) The school will provide written translation services through the use of the NYCDOE Translation and Interpretation Unit, which provides a staff of professional translation services for eight standard languages by a network of qualified vendors.

2) We will be using the NYCDOE translation unit for all translation needs: including many materials and forms already translated and available on the DOE website.

3) All parent correspondence will be translated by school staff or the Translation and Interpretation Unit, from English to the native languages of our school population.

4) We will translate documents that contain individual, student-specific information, including students' health, safety, legal or disciplinary matters, entitlement to public education or placement in ESL or any special education.

5) We will provide each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services and how to obtain such services.

6) We will post, in conspicuous locations, a sign in each of the covered languages indicating the office/room where a copy of the notification of parental rights regarding translation and interpretation services by school staff or parent volunteers.

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

1) The NYCDOE Translations and Interpretation Unit also provide types of Oral interpretation services, over the phone interpretation services Monday through Friday from 8:00 am to 5:00 pm and on site interpretation services during scheduled events such as Parent-Teacher Conferences, PTA Meetings, Testings, IEP Meetings, Workshops between faculty and non-English speaking parents.

2) We will provide interpretation services by the translation unit and our school staff members who are conversant in the covered languages so that they will be able to facilitate articulation between parent and teacher, parent and administration, parent and support personnel.

3) We will interpret parent orientations/meetings and teacher conferences. The translations will be carried out by staff members, with assistance of the Translation and Interpretation Unit, or with the Use of a new ProLingual Translation program.

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>.

1) We will translate letters and notices to parents in the appropriate languages for our school - Spanish, Haitian Creole, French, and Arabic.

2) Our school will provide each parent who speaks another language and who requires language assistance services with written notification of their rights regarding translation and interpretation and instructions on how to obtain such services.

3) We will use the services of the NYCDOE Translation and Interpretation Unit since we have no staff member who can do that.

4) For Spanish, Haitian Creole, French, and Arabic, we will use in-house staff to provide translations.

5) We will have translated all annually recurring types of letters and notices - school code, discipline code, uniform code, promotion criteria, exam schedules, Parent - Teacher Meetings, Parents' Association meetings, student accountability, graduation requirements, middle school selection, alert holdover notices, supplemental school activities before and after school, and NYSESLAT notification. We will provide translations for new situations as they arise. Our school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative services due to language barriers.