



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL 202K

DBN 19K202

PRINCIPAL: MS. PAULINE SMITH-GAYLE EMAIL: PSMITHG@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. ROSE MARIE MILLS

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
Pauline Smith-Gayle	*Principal or Designee	
Teresa Mulvey	*UFT Chapter Leader or Designee	
Shatisha Haywood	*PA/PTA President or Designated Co-President	
Margaret Haas	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Sheryl Oscar	Member	
Elizabeth Taylor	Member/	
Ramona Courton	Member/	
Cheryl Charles	Member/	
Carlyn D. Green	Member/	
Andrea Walls	Member/	
Edith Briggs	Member/	
Tonya Barrett	Member/	
Josilenny Abreu	Member	
SelvaMarie Hernandez	Member	

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, all students including African American, Hispanics, Students with Disabilities and Limited English Proficient will demonstrate progress towards achieving State Standards as measured by a 5% increase in those subgroups scoring at Levels 3 and 4 on the NYS ELA assessment.

Comprehensive needs assessment

After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed a decreased in performance on the English Language Arts assessment. As a result, we have made progress for all students a priority goal for the school year.

Instructional strategies/activities

Activity #1

Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning, CFN Professional Development, Learning Systems Associates Marie Alcock, and Teaching Matters-Writing Matters Program.

Target Population(s): Teachers servicing SWDs and all Grade Level students **including** African American, Hispanics, Students with Disabilities and Limited English Proficient subgroups.

Responsible Staff Members: Principal, Assistant Principals, for ELLs and SWDs, Staff Developers (internal and external) and Inquiry Team Lead.

Implementation Timeline: September 2011 through May 2012

Activity #2

Time and space defined for common planning: A data room will be available for coaches and other instructional teacher teams to have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on ELLs/SWDs and at risk students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Trained staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students. Weekly PD sessions focusing on Data Analysis, Goal Setting, Interim Assessment and tracking of student progress. Grade levels Team of Teachers.

Target Population(s): Team of Teachers working with ELLs, SWDs, and former ELLs not making acceptable gains.

Responsible Staff Members: Principal, Assistant Principal of Organization and Inquiry Team Lead.

Implementation Timeline: September and October 2011

Strategies to increase parental involvement

- ELA and ELL teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).
- Parent Coordinator and other staff (e.g. teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Parents will be trained on how to use ARIS Parent Link.
- Monthly Meetings

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring job fairs to identify and recruit highly qualified teachers ELA teachers.
- The Pupil Personnel Secretary will work closely to network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and unqualified teachers.
- Partnership with Brooklyn College

Service and program coordination

- The school has established a Pre-K to K that focuses on improving the oral language abilities for all students' needs in order to ensure a successful transition to the lower elementary school grades.
- All SWDs and ELLs will participate in one of three CTE Literacy-based programs that have been established as part of the overall instructional program.
- A SAPIS worker was hired to support academies as part of the school's efforts to improve attendance for SWDs and ELLs.
- An AIDP Guidance Counselor to promote attendance improvement
- ELA Enrichment Program
- Extended Day
-

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, C4E, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Reduced Class size
- Supervisor per session (2 days per week)
- Professional development during the regular school day
- Consumable materials for use during Extended Day programs
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, all students including African American, Hispanics, Students with Disabilities and Limited English Proficient will demonstrate progress towards achieving State Standards as measured by a 5% increase in those subgroups scoring at Levels 3 and 4 on the NYS Math assessment.

Comprehensive needs assessment

After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed a decreased in performance on the Mathematics assessment. As a result, we have made progress for all students a priority goal for the school year.

Instructional strategies/activities

Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning, CFN Professional Development.

Target Population(s): Teachers servicing SWDs and all Grade Level students **including** African American, Hispanics, Students with Disabilities and Limited English Proficient subgroups.

Responsible Staff Members: Principal, Assistant Principals, for ELLs and SWDs, Staff Developers (internal and external) and Inquiry Team Lead.

Implementation Timeline: September 2011 through May 2012

Activity #2

Time and space defined for common planning: A data room will be available for coaches and other instructional teacher teams to have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on ELLs/SWDs and at risk students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in ELA,

programmatic implications based on indicators of interim progress assessment results and follow-up activities. Trained staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students. Weekly PD sessions focusing on Data Analysis, Goal Setting, Interim Assessment and tracking of student progress. Grade levels Team of Teachers.

Target Population(s): Team of Teachers working with ELLs, SWDs, and former ELLs not making acceptable gains.

Responsible Staff Members: Principal, Assistant Principal of Organization and Inquiry Team Lead.

Implementation Timeline: September and October 2011

Strategies to increase parental involvement

- Math and ELL teachers will design training modules and host monthly Math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides (e.g., Math Curse, New York Kids Learn).
- Parent Coordinator and other staff (e.g. teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Parents will be trained on how to use ARIS Parent Link.
- Monthly Meetings

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring job fairs to identify and recruit highly qualified teachers Math teachers.
- The Pupil Personnel Secretary will work closely to network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and unqualified teachers.
- Partnership with Brooklyn College

Service and program coordination

- The school has established a Pre-K to K that focuses on improving the oral language abilities for all students' needs in order The school has established a Pre-K to K that focuses on improving the oral language abilities for all students' needs in order to ensure a successful transition to the lower elementary school grades.
- All SWDs and ELLs will participate in one of three CTE Literacy-based programs that have been established as part of the overall instructional program.
- A SAPIS worker was hired to support academies as part of the school's efforts to improve attendance for SWDs and ELLs.
- An AIDP Guidance Counselor to promote attendance improvement

- ELA Enrichment Program
- Extended Day
- Math Enrichment Program

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, C4E, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Reduced Class size
- Supervisor per session (2 days per week)
- Professional development during the regular school day
- Consumable materials for use during Extended Day programs
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, core subject area teachers will engage **all students (100%)** in one literacy task and one math task aligned to strategically selected Common Core standards. These tasks will be embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners .

Comprehensive needs assessment

In preparation for the new CCLS standards, which will be mandated by 2014, we are focusing on the clear understanding, expectations, and implementation of the CCLS as they apply to each area of curriculum.

Instructional strategies/activities

Activity #1

- PROFESSIONAL DEVELOPMENT (PD): The focus of workshops PD plan for this goal is on the Common Core Learning Standards (CCLS) and the twelve shifts, six shifts for each in ELA and Mathematics. Literacy and Mathematics Coaches will facilitate school-wide by grade, and individually. Coaches will also model and assist in classrooms and confer/plan.
- Our PD plan includes workshop on:
 1. Identifying and planning for the shifts
 2. Unwrapping the standards
 3. Depth of Knowledge (DOK)
 4. What constitutes “rigor and complexity”
 5. Supporting teachers with the planning and implementation of these standards

TARGET POPULATION: Core subject areas K-8

RESPONSIBLE STAFF: Principal, Assistant Principals of grades K-8, Literacy and Mathematics Coaches, all pedagogical staff

TIMELINE: September 2011-June 2012

INCLUSION OF TEACHER INPUT:

- Schedules have been established for teachers to meet weekly for grade meetings for both Inquiry and Planning
- Teachers work collaboratively on curriculum mapping via inquiry and planning meetings, and through Google.doc
- Teachers will use student work and observation notes to measure the effectiveness of these activities/strategies.
- Teachers will utilize the data from assessments with special regard to the three benchmarks of progress monitoring, and Acuity assessments in order to measure the effectiveness of the activities and strategies implemented.

Strategies to increase parental involvement

- Math and ELL teachers will design training modules and host monthly Math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides (e.g., Math Curse, New York Kids Learn).
- Parent Coordinator and other staff (e.g. teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to

parent questions and inquiries.

- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Parents will be trained on how to use ARIS Parent Link.
- Monthly Meetings

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring job fairs to identify and recruit highly qualified teachers Math teachers.
- The Pupil Personnel Secretary will work closely to network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and unqualified teachers.
- Partnership with Brooklyn College

Service and program coordination

- Common Planning time for grade level meetings and content area meeting
- Title I funded assistant principals providing professional development
- After school professional development and curriculum planning

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, C4E, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor/teacher per session (2 days per week) for after school PD
- Professional development during the regular school day
- Per diem for common planning time and classroom intervisitation

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			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Scholastic Reading, Best Practice, Reading Focus, Spotlights and Safari Minds are reading programs that were chosen based on their positive results with students in the AIS program, which is small group and one to one. ELA strategies are provided to all our students needing help during the normal school day. We also offer small classes during the school day, where specific needs are targeted based on data done on each student.
Mathematics	We are using various books to address the needs of our struggling students. Quickstart, Math Steps, Math Options and Exploring Math. Our teachers are committed to using manipulative, overhead and the smart board and their data to address the needs of our AIS students. During our Saturday Academy and our After school program the needs of our students are been targeted. Not only are we looking at our data to address the needs of our subgroups, but we are also incorporating many studies of gender learning to drive our instructions across curriculum.
Science	Skilled teachers, through the state standards, drive instruction during after school which provides the outlet for grades 4 and 8 to have additional instruction in science with the focus on hands-on activities (experiments) and short response to explain the process of data gathering to conduct an experiment. The short responses are one of the avenues for test sophistication, and monthly unit assessments.
Social Studies	The target group is grade 4 where unit tests, benchmark tests, museum trips to study different cultures and customs, where the information scaffolds continuously to Grade 8. Class size is approximately 10 students for remedial tutoring. Also, Grade 8 SS teachers use ELA strategies in conjunction with unit tests, exit projects, chapter test and benchmarks to address the needs of the students preparing for the 8 th grade state test.
At-risk Services provided by the Guidance Counselor	Individual and group counseling to meet students' emotional and/or academic needs. Role playing, group intervention, family intervention counseling if needed and referral for outside family counseling, if warranted.

<p>At-risk Services provided by the School Psychologist</p>	<p>During the school day, collaborate with teachers, parents, and administrators to find effective solutions to learning and behavior problems. Conduct informal observations and tests to assess academic skills and behavioral difficulties. Provide psychological counseling to help resolve interpersonal problems that interfere with school performance. Help students and schools manage arises such as death, illness, or community trauma.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Provide individual and group counseling to students who are at risk of failing classes and/or not meeting their potential. In addition, crisis counseling is provided to students in need. These services are provided during school hours.</p>
<p>At-risk Health-related Services</p>	<p>The nurse provides information on a one to one basis and in small groups for students concerning diabetes, asthma and nutrition.</p>

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:

P.S./I.S. 202 is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

P.S./I.S. 202 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **P.S./I.S. 202** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. **P.S./I.S. 202** will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

The key areas identified contributing to a partnership that supports greater student achievement are as follows:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - Communication will be in a form that families find understandable and useful. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under

section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

- **P.S./I.S. 202** will coordinate and integrate Title I parental involvement strategies through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
 - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Night will be held at the end of each marking period.

- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns, health care, and financial planning.
- ***On January, 2012, the school's Parent Involvement Policy will be evaluated.

- **Professional Development:**

- Monthly professional development for parents provided is by regional parent coordinators. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.
- **Professional Development** is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.
- **Professional Development** is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.
- **ELL Professional Development:** Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.
- **Students with disabilities/Professional Development:** Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

- **III. Adoption**

- This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by this Parent Compact. This policy was adopted by P.S./I.S. 202 since June 28, 2006 and will be in effect for the period of the school year 2008-

09. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 3, 2008.

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- **IV. Annual evaluation of the Parent Involvement Policy**
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- At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State

- 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

P.S./I.S. 202, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

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

All staff members will be involved in Professional Development activities that help to provide high quality instruction within the school building. Curriculum planning will be a part of professional development discussions to help improve instruction to meet the needs of all students.

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

Specifically, these conferences will be held:

November, 2011 Day and Evening
March, 2012 Day and Evening

- Provide parents with frequent reports on their children's progress.
Parents will receive monthly reports of their children's progress via school assessment reports and teacher evaluation reports (report cards).
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
Parents will meet with staff members for consultation via biannual parent teacher conferences, parent forums, parent workshops and via parent-teacher association meetings.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
Parents are invited to volunteer on a daily basis at the school via the Parent Leadership Program, PTA initiatives and through participation in school activities coordinated by the Parent Coordinator. Parents participate in assisting as tutors in classrooms, observing their child's school progress, monitoring students during lunch schedules and participating as aides in school activities.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent/Guardian Responsibilities:

- Promoting positive use of my child's extracurricular time
 - Monitoring attendance
 - Making sure that homework is completed
 - Monitoring amount of television their children watch
 - Volunteering in my child's classroom
 - Participating as appropriate, in decisions relating to my children's education.
 - Promoting positive use of my child's extracurricular time.
 - Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent Representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State Committee's of Practitioners, the School Support Team or other school advisory or policy groups.

II. 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: 19K202 **School Name:** Ernest S Jenkyns School

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: X 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 X Comprehensive

Intervention: X 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.

For the past two years, PS/IS 202 students (SWD, Black, Hispanics, LEP, and ED) failed to make the Annual Yearly Progress as evidenced by the NYS Grades 3 – 8 ELA exam. After careful analysis of our school's Accountability Report, our goal is for all students to meet AYP in 2012.

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.

Public School 202 will implement a Saturday Program of Instruction as the intervention to support the improved achievement in literacy for our students in Grades 3 – 8. Our Saturday program will cover 13 sessions and focus on identified needs in order to prepare students for the 2012 NYS ELA exam. The teachers will provide grade appropriate small group and individualized instruction in literacy. Skills and strategies will be taught using a variety of resources for literacy instruction. The program will commence January 14, 2012 and extend to April 21, 2012. Each session will be for 3 hours.

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.

In order to increase teacher pedagogy, professional development will be provided. Focus will be on differentiated instruction, Common Core State Standards, and Data Driven Inquiry workshops. Teachers will have an increased opportunity to improve their practice, deepen content/subject knowledge and increase their understanding of the needs and strengths of students. Collaborative

teacher teams will implement an array of strategies in order to promote greater student success. Professional development workshops will take place on a monthly basis in after school, and during school sessions, provided by Assistant Principals, specialized in-house staff, and network personnel.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

PS/IS 202 does not have any teachers that require mentoring. Nevertheless, our school is committed to provide on-going professional development through administrators, specialized in-house staff and network personnel. Our staff and administrators provide in school professional development in the areas of classroom organization and management, as well as the design of instruction and assessments, to new and experienced teachers. Mentoring is done in one-to-one sessions, classroom intervistation, and the sharing of best practices.

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/IS 202 will notify parents about the school's identification for school improvement by utilizing the parent letter template provided by the Department of Education. We will customize this letter to address and reflect our school's specific needs and services.

**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 D. Maldonado/M. Fong	District 19	Borough Brooklyn	School Number 202
School Name Ernest Jenkyns School			

B. Language Allocation Policy Team Composition

Principal Pauline Smith-Gayle	Assistant Principal Leslie Rosales
Coach	Coach
ESL Teacher Susan Oh	Guidance Counselor Sherril Smith
Teacher/Subject Area Carolyn Green/Content Area	Parent
Teacher/Subject Area	Parent Coordinator Robyn Julian
Related Service Provider Roma McLawrence/ SETSS	Other
Network Leader Mae Fong	Other

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	1	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	895	Total Number of ELLs	51	ELLs as share of total student population (%)	5.70%
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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. 

PS/IS 202 is a Title I school located in the East New York section of Brooklyn, New York. The school is an elementary to intermediate grade school serving approximately 895 students from Kindergarten to Eighth grade. There are a small number of students that are in self contained Special Education classes. The school participates in the Universal free-lunch program, as over ninety percent of the students are eligible.

Currently, the school has a Pre- Kindergarten to grade eight student population , with an enrollment of 895 students. Out of the 895 students, there are 51 students who are eligible to receive English Language Learner (ELL) services. There is 1 self contained Special Education bilingual class (Spanish and English) for grades six to eight.

ELL Identification Process & Parent Choice:

Students that are in the ELL programs were initially identified at registration as potential ELLs with the use of the Home Language Identification Survey (HLIS). Interviews are conducted by the certified English as a Second Language (ESL) Teacher (S.Oh) or other licensed pedagogue based upon availability to verify if the HLIS forms have been properly filled out and/or if there are any discrepancies once they are filled out. Based upon the responses once the HLIS is completed, in accordance to the mandate, potential ELLs are administered the Language Assessment Battery Revised test (LAB-R) (if eligible) to determine whether or not they are entitled to receive language support services as ELLs. Students that score below the state designated level of proficiency on the LAB-R are entitled to special services for English language acquisition. Spanish native speakers are also administered the SPANISH LAB test to verify native language proficiency if they do not test proficient on the LAB-R.

When entitlement is verified once testing is completed, parents/guardians of newly enrolled ELLs are informed in writing (in English and native language) and encouraged to participate in a parent/newcomer orientation. The Department of Education's (DOE) language support programs are also explained at the time of registration (during the interview) and a viewing of a DVD detailing the three programs is offered if the parent would like the information at that time. We accommodate all languages either in house or with the use of the DOE translation services dept. if necessary. At the parent orientation, information is given on the programs available (DVD outlining all ELL programs offered as a choice in the language of the parents' native language or translator), state standards, assessments and expectations for their children. Translators are on hand to assist for explanation and question/answer sessions. Parents/guardians choose the program that they wish for their child. Students are placed in the program selected by the parent/guardian. As per the ASPIRA decree, if a parent choice shows preference of a Transitional Bilingual Education (TBE) program and there is 15 or more students in the same language group within one or more contiguous grades, the school will open a TBE self contained class. If there are not enough students to open a TBE class, the parent's choice will be filed and the student will still be provided with ESL services in accordance to their proficiency level. If the parent does not want ESL services and still prefers a TBE program, the ELL Coordinator (S.Oh) will assist in offering information of other schools that have placement in a TBE program for that student. The testing and parent orientations are completed within 10 days of student enrollment. To determine continuing entitlement to ELL services, the NYSESLAT test, is administered annually to all eligible ELLs. If the student scores below the state designated proficiency

level, they remain in the ELL program. ELL instruction is provided based on the student proficiency level as required by NYSED - CRPart 154 regulations.

The following steps are taken to ensure that new/out of state transfer students who may be ELLs are properly identified.

- Parents/Guardians of all new entrants are required (mandated) to complete a Home Language Identification Survey (HLIS) as part of the registration packet when enrolling their child at our school. Based on the information supplied on the HLIS form (indicates a language other than English is used), an oral interview is conducted by an ELL specialist or other licensed certified pedagogue in the school. There are Spanish proficient pedagogues (C. Finick-Diaz and R. Courton) available if a translator is needed as well as office assistants (D. Morales) since a high number of Spanish speakers make up the ELL population. If necessary, other translation services will be used for those who are fluent in a language that is not represented on staff. We will supply other language translators as needed for an interview when needed for a specific language that is not represented.
- If the HLIS form indicates that a language other than English is used in the home (if checked off one question Part I: questions 1-4 and two questions Part II: questions 5-8), the student is LAB-R eligible and the student is administered the LAB-R within 10 school days of registration. The parent/guardian is advised of the mandated LAB-R testing based upon the HLIS form that was submitted.
- The parent/guardian is notified in writing (in the language specified on the HLIS form) to advise of the LAB-R results. If the student has tested proficient, they will not be eligible for any language support services. As time passes should the student show a need of language support services, the classroom teacher and ELL specialist can re-visit and investigate the situation at that time. If the student has tested at a beginner, intermediate or advanced proficiency level on the LAB-R, the parent is given the choice of language support services they wish to have for their child (dual language, TBE (self-contained - based on number of students eligible/available to open classes accordingly) or pull-out/push-in ESL services. Entitlement letters in both English and Spanish (dominant at our school) are sent out to the parents with program selection forms so that the school is firm on the parent choice. All of the parent choice letters are maintained in the cumulative student files and the ELL Coordinator keeps a copy in a secure filing cabinet. At least three attempts are made in writing for parent choice responses with program selection as well as follow up with phone calls if selections are not submitted in writing.
- All new entrants whose HLIS indicate a home language of Spanish and has scored at or below LAB-R cut scores must also take the SPANISH LAB test at the time of initial enrollment at our school. This allows the ELL specialists to have a better understanding of the Spanish home language proficiency in all modalities. This information is also shared with the classroom teachers and administrators. All results of LAB-R/SPANISH LAB testing and applicable records are kept by the ELL coordinator and monitored throughout the school year.

The pedagogues who are responsible for conducting the initial screenings, and/or administering on the HLIS and LAB-R/SPANISH LAB-R are proficient in English and/or English and Spanish.

Licensed Pedagogues:

- Susan Oh – ESL Teacher/ ELL Coordinator
- Romona Courton - Certified Content Area/Bilingual Extension
- Theresa Mulvey – Special Education Bilingual Teacher

At the beginning of the school year, the results of the Spring 2011 NYSESLAT results are pulled and reviewed. The data is administered to the administrators and those common branch teachers who have ELLs. Once the results have been reviewed, the eligible ELLs are logged into either the appropriate bilingual classes (based upon parent choice and student numbers) or ESL pull-out program scheduled. **This school serves the following grades (includes ELLs and EPs)** K 1 2 3 4 5 6 7 8 9 10 11 12. On the appropriate language proficiency. Once again, the parent choice options for language support programs are reviewed. If the student is proficient and the appropriate entitlement letters will go out in English and native home languages. **Check all that apply** a non-entitlement transition letter indicating the results of the exam. Those who have tested out will also be advised of the NYSESLAT results and continuing ELL services.

ELL students are identified not only by the HLIS form and results of the LAB-R but other sources combined to ensure that all potential

ELLs are identified. There is also further investigation where a print out of the RLER & RNMR (ATS) reports are reviewed. An RADP (new admission/transfer) as well as a RLER report is printed at least once a month to monitor new students to also verify if any students are LAB- R eligible. Once a student is deemed eligible for language support services (based upon the results of the LAB-R and or information from previous schools for transferring ELLs), the school communicates with the parents not only in person, but in writing as well as a beginning of the year ELL parent orientation for new ELLs. Parent orientations are held throughout the school year as necessary depending on the need. There are Spanish speaking pedagogues available for translation during orientations, workshops and meetings scheduled throughout the year. Also, the school will provide a translator for those parents who speak other languages. We make use of the DOE Translation Unit and various tools from the EPIC box when necessary.

The school has also opted-in to administer all ELL periodic assessments throughout the year as another assessment tool to drive instruction to help support ELLs before the New York State English as a Second Language Achievement Test (NYSESLAT). Also, many of the ELLs are also offered Academic Intervention Services (AIS) if needed. The self- contained special education bilingual teacher (T. Mulvey) and ESL teacher not only uses the ELL periodic assessments to evaluate ELLs but they also participate in the many other ITA diagnostic and predictive assessments in English Language Arts. All the ELL teachers apply other informal and formal assessments to drive instruction and the lessons are constructed upon the needs of the ELL students based upon their specific performances in the four modalities of speaking, listening reading and writing on the NYSESLAT. The scores of each modality is reviewed so that the teacher can begin to take the steps needed to support each ELL in the skill(s) they are needing the most help. The ESL teacher works closely with the homeroom and cluster teachers who have current and former ELLs. Formal as well as informal progress reports are distributed at least three times a year and they are reviewed and discussed. The ELL teachers also participate in the inquiry teams of each grade.

Licensed Pedagogues:

Susan Oh – ESL Teacher/ ELL Coordinator
Theresa Mulvey – Special Education Bilingual Teacher

The school offers parent orientation at the beginning of the school year (and continuous as necessary) to explain the ELL programs that the school offers. The ELL coordinator, bilingual specialists, parent/family coordinator and administrators work closely together to offer various workshops throughout the year to invite all ELL parents to come in and participate in their child’s learning. Not only are the ELL programs explained but many other information is shared such as how to support literacy at home with ELLs, continuing adult programs for parents and community resources for families. Parents are also encouraged to set up meetings with ELL teachers to discuss progress and support of ELLs throughout the year as well as preparation for the NYSESLAT mandated test in the spring and the mandated state exams.

These workshops are offered by:

Susan Oh – ESL Teacher/ ELL Coordinator
Theresa Mulvey – Special Education Bilingual Teacher
Parent/Family Coordinator - Robyn Julian
Content Area Teachers - varies depending on subject matter

The ELL Coordinator ensures that entitlement letters, parent surveys and program selection forms are distributed to entitled students and is collected/filed/secured once the forms are returned. Important letters such as the parent choice for services are stored in the cumulative student files (copies to ELL Coordinator). Follow-ups (in writing and via telephone) are done to try to ensure that parent selections and/or responses to other letters are received. Returned forms are stored in secure files and copies are stored with the ELL Coordinator in Room 207 (secure/locked cabinet file).

Trend in parent choice letters:

There has been an increase in the number of parents requesting self-contained TBE classes after reviewing the parent surveys and program selection forms from the past year as evidenced on the school's BESIS report. There is a larger demand (approx. 60%) for TBE services rather than ESL pull out services where the entitled students in a monolingual English self-contained classroom is offered

either 180 minutes (advanced proficiency) or 360 minutes (beginner and intermediate proficiency) of ESL support services during the week. As per the ASPIRA consent decree, the school will open a TBE class if there are 15 or more students of the same language group in one or more continuous grades. Currently as well as last year, there are not enough ELLs to open a class that meet the criteria. There are 28 students whose selection was a TBE currently, 10 with an ESL selection, 1 for dual language and the remaining in a self contained special education bilingual class.

The ELL specialists, administrators, inquiry team members and LAP team participants meet to discuss the trends based on the feedback from parents. The ELL specialists are responsible to advise parents of program choices. The administrators are also on hand to supply information to ELL parents. ELL parents are given ample opportunities to discuss the best program offerings for their child whether it is in- person meetings, workshops/events or parent orientation meetings. There is always a family room available with a Spanish speaking aide/coordinator and many parent volunteers to assist with any inquiries as well. Again, the recordkeeping of parent choice letters is maintained by the ELL coordinator where the proper documents are stored in the cumulative student files and copies are kept in the ELL coordinator's secured file cabinets.

The school offers as many ELL programs as requested dependent on parent choice and need. Based on parent feedback, communication, meetings, workshops and orientations, there is a strong need to build alignment between parent choice and program offerings. Much of the research is conducted in the first few months of the school year but there is continuous support and investigation throughout the school year to monitor the needs of all ELLs at our school. The parents are assured that they have rights and are entitled to parent choice on ELL programs and offerings at the school whether it is orally, written, participation at meetings or at workshops.

A review of the Parent Survey and Program selection forms for the past two years indicates that the larger majority of the parents chose the TBE program but then accepted an ESL pull out program. The parents choosing a TBE program were offered alternate schools based on placement availability but all chose to stay at PS/IS 202 and accepted the ESL program. There has not been enough enrollment numbers as of yet to open a full class of 15 in the same language group in one or more continuous grades thus far. The ESL program is aligned with the parents' requests.

ELL Programs:

Students that are in the ESL program at PS/IS 202 are students that were initially identified at registration as potential ELLs with the use of the HLIS form. Potential ELLs are tested with the LAB-R to determine whether or not they are entitled to receive ESL services as detailed above previously. Students that score below the state designated level of proficiency on the LAB-R are entitled to services.

The ELL population at PS/IS 202 is less than 6% of the school's population which is a small number of ELLs spread out over all of the grades from Kindergarten to Grade 8 as compared to some other schools. The program that best serves the students at this time is the freestanding ESL program (S. Oh - teacher). The majority of the ELL students participate in the ESL Pull – Out model (currently 86%) that is designed to best meet the language needs of the ELLs. There are a total of 51 ESL students. The other 14% of ELLs (7 students) are Special Education Bilingual students (T. Mulvey - teacher) that are serviced per their IEPs (Grades 6, 7, 8 only). The school will do all possible to schedule program models that are aligned with parent requests as we encourage constant feedback, parent conferences, parent participation in all school events and functions throughout the year.

Part III: ELL Demographics

A. ELL Programs

<p>This school serves the following grades (includes ELLs and EPs) Check all that apply</p>	<p>K* 1* 2* 3* 4* 5*</p> <p>6* 7* 8* 9● 10● 11● 12●</p>
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This school offers (check all that apply):

Transitional bilingual education program	Yes❄	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No❄	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%)									1					1
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In		1		1		1		1						4
Total	0	1	0	1	0	1	0	1	1	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	20
SIFE	3	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	5

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	4	1	3				3		3	7
Dual Language										0
ESL	40		7	9	1	5	2		1	51
Total	44	1	10	9	1	5	5	0	4	58

Number of ELLs in a TBE program who are in alternate placement: 0

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							2	1	4					7
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	0	0	0	0	0	2	1	4	0	0	0	0	7

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	5	7	4	6	7	2	7	4					43
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	5	7	5	6	7	2	7	4	0	0	0	0	44

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?

Program and Schedule Information:

PS/IS 202 has a free standing, pull-out heterogeneous ESL program that provides all english language arts and content subject core matter instruction in English through the use of specific instructional strategies. Support is also provided in the students' native language by pairing students of the same language group if necessary for newcomers only. There is 1 certified ESL teacher (S. Oh) that serves the ESL student population. She facilitates student comprehension and linguistic summary (pragmatically/semantically) where needed to ELLs as part of the language program instructional support by consulting with the other ELL specialists in the building. We also have a self-contained special education bilingual class for grades 6 to 8 served as per IEPs for those disignated ELLs. There is 1 certified special education bilingual teacher that serves the special education bilingual students for the middle school grades.

Students receive mandated instruction (180 minutes per week for advanced/360 minutes per week for beginner & intermediate proficiencies) and are scheduled for ESL instruction according to their proficiency level as required by NYSED, CR Part 154 Regulations. Instruction is provided in content specific, heterogeneous grouping for all pull out ESL classes for grades Kidngarten to Grade 8. Staff ensures that all students receive the mandated minutes of ESL/ELA instruction per week. In addition, student additional instruction is provided via AIS services (serviced by licensed pedagogues - R. McLawrence, L.Taylor) throughout the daily Monday to Friday schedules as needed and during the extended day 37 1/2 minutes program. Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. A Balanced Literacy approach is used that is consistent with the ELA approach in most literacy classes.

Instruction is differentiated according to NYSESLAT proficiency results and grade level, as well as by individual student needs as measured by writing samples, state assessments, observations, conferences and general assessments that are taken and reviewed on a regular basis. Input is also sought from the students' classroom teachers to further tailor the class to students' needs. Focus on the programs are geared to the improvement of academic English skills in an effort to aid students with their overall academic work in their grade span and preparation for the NYSESLAT (grades K-8) and state exams (grades 3-8) each year.

PS/IS 202 offers a freestanding ESL program which uses the pull-out model. The program is available for ELLs in all grades and at all proficiency levels: Beginning, Intermediate and Advanced. Students travel to another classroom to receive ESL instruction which is provided by an ESL certified teacher (S.Oh). The teacher uses the Content Based Second Language Instructional Model as well as variants of Total Physical Response (TPR). Content will be the focus of instruction, but the primary objective of instruction will be to promote language learning through listening, speaking, reading and writing in English. There is also emphasis placed on vocabulary knowledge and development of academic language (higher order thinking). The ESL teacher shares common planning period with some of our classroom teachers in order to maximize English Language Acquisition for ELLs. ESL strategies are infused into content instruction.

Once all of the ESL students are identified, the ESL teacher works with one of the scheduling specialists (T. DeSanno) to schedule the program for all ESL students in grades K-8. All of the teacher/student schedules are compared to ensure that students are pulled out for their mandated ESL support time during the appropriate periods. Students are not to be pulled during content area subjects (other than ELA) or any other mandated subjects that they are required to be in the self-contained classes for. There are multiple proficiency levels so

A. Programming and Scheduling Information

the students are grouped usually by grade level (2-3 contiguous grades) and working groups vary and change with the lessons at hand.

The ESL teacher picks up the students and travel back to the ESL teacher's classroom once the entire group is pulled from their classrooms. Depending on the age/grade of students, the students are either escorted back to their classrooms or if they are age appropriate (with the teacher's permission), they are given a pass back to class. There are both homogenous and heterogeneous groupings in the ESL class depending on the specific targeted modality and or lesson for that period(s). There are many times when two to three grade bands are combined such as grade K and 1 or grades 3 to 5 during the week (based on need) as the teacher becomes more familiar with the students. There are constant changes in grouping and differentiated instruction is a must not only with language proficiency level but overall needs of the students. The ESL teacher advises/communicates verbally and in writing to all the classroom teachers who have ELLs and former ELLs. They are advised who the ELL students are as well as the number of periods each week they will be pulled for services and which periods they will be out of their home rooms.

For Transitional Bilingual Education (Special Education - grades 6 to 8):

The split for native language and English instruction is allocated per instructional unit. The breakdown for each day is:

ESL – 90 minutes (using specific ESL strategies and methodologies-see above)

NLA – 90 minutes (taught in the Native Language)

Math –50 minutes (in Native Language) and 10 minutes (in English using ESL)

Social Studies/Science – 35 minutes (Native Language) and 10 minutes (English using ESL methodologies)

Art/Music/PE – 45 minutes

The TBE students who reach proficiency on the NYSASLAT and are transferred to a mono-lingual class would receive additional support from the AIS staff, ELL specialists and classroom teacher on content subject areas such as ELA and Math. The instructional materials used by the bilingual and ESL programs vary by grade. Students in grades 6-8 take interim assessments in this program to monitor their progress. NYSESLAT preparation material are also used during the Winter term. These materials allow the ESL and the Bilingual teachers to better prepare their students for things that will be forefront on the examination; such as which graphic organizers to use, as well as how to navigate the exam itself.

Teachers are currently using the results of the ELL Periodic and Interim Assessments that are administered by the ESL/Bilingual teachers to track and monitor their students' individual progress in terms of a standardized assessment component. Classroom teachers are given access to the results on-line, and encouraged to incorporate what they learn from these results into their instruction. All teachers assist and support ELLs to make content comprehensible to enrich language development by differentiated instruction, uses of dictionaries/bilingual glossaries, SMART board, flexible grouping, attention to varied learning styles, comprehension checks (all forms) etc. There is common planning time and collaboration with content area teachers to ensure student developments. The ELE Spanish test is used to evaluate students in their native language besides the SPANISH LAB for new entrants. The bilingual specialist (T. Mulvey) also uses other formal and informal assessments to evaluate native language.

Plan for SIFE:

PS/IS 202 has 3 SIFE students who are given extra support services with one on one academic intervention services (as available) to bring the literacy skills as well as the speaking and listening skills to higher proficiencies. If we admit any more SIFE students in the future, we will continue to support their needs with extra services. Some examples may include a bilingual placement with additional pull-out ESL, AIS services and/or after school tutoring (when available). Special Education services are also available for those students who may be in need of it once the proper evaluations have been completed. The SIFE students currently enrolled at PS/IS 202 who participate in the ELL program are assessed and monitored throughout the year since they are in need of extra support. SIFE students are provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas as detailed above. Not every SIFE student is the same and each has his/her specific needs based upon their histories so it is of utmost importance that all educators are aware of the needs. We request parents to engage and participate in their child's learning.

To ensure that the mandated number of instructional minutes is provided, the ELL teachers are obliged to submit copies of the program schedules to school leadership officials. A copy of each student's ELL service eligibility and proficiency levels are given to all classroom teachers in writing. All school administrators are supplied copies of ELL schedules, statistics and data throughout the school year.

Plan for ELLs in school less than 3 years/ Newcomers:

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)
100%	Page 32
75%	
50%	
25%	
0%	

A. Programming and Scheduling Information

share the same first language as the newcomers (when available). Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear

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?

Plan for ELL Special Needs Students

For those students with Special needs, their IEPs are taken into consideration as well as their needs as indicated by their NYSESLAT or Lab-R scores. Special Education teachers as well as subject area teachers are consulted in an effort to stream line all instructional efforts to achieve higher performance goals. The ELL coordinator and ELL specialists work closely with the Individual Education Plan (IEP) team to verify which students have IEPs. The IEP specialists (C. Cylin, A. Andino, L. Taylor) in the building are asked to supply those ELL specialists a copy of the most recent IEP for given students as well as assistance on the SESIS network. The ELL specialists are to review and better understand the assessments that have been established thus far for the ELL in question. There is constant communication between the ELL teachers and IEP team in terms of any changes or updates that have been made. There are special needs ELLs who have other support services (SETSS, speech, occupational therapy, physical therapy etc.) besides ESL/TBE so there is communication between all support service providers so that the best needs of the student is met. The instruction of ESL/TBE is catered to the student based upon the specific outline in the student's IEP.

Intervention Programs for ELLs (AIS)

Targeted Academic Intervention Services are provided to students during the school day (as scheduling permits as well as need) and during the extended day plan. ELLs are offered academic intervention services mostly in ELA and math subjects in small group tutorial sessions during the school day or after school (funding to be determined for this school year's after school programs). In addition, ELLs are invited to participate in all scheduled academic enrichment programs. The programs are designed to further support ELL development as well as content area instruction/review.

Transitional Student Support Plan (ELLs that pass NYSESLAT/Transitional students for 2 years)

Students reaching proficiency on the NYSESLAT will be offered the opportunity to continue with some language support services with the authorization of their parents if the need should arise after investigation. Observation and assessments will determine when the student is ready to finally "exit" the program. At the beginning of the school year, the ELL coordinator works closely with the testing and data coordinators (currently school administrators - L. Rosales, M. Adams and V.Richards) to ensure that the former ELLs (those who have tested proficient on the NYSESLAT) are given all testing accommodations accordingly for up to two years after testing out. Former ELLs meeting the test accommodations guidelines are tested in a separate area and are given extended testing time on all mandated city/state exams. They are also provided bilingual glossaries (in the language available) on the math, science and regent exams (where applicable). We currently do not have any blind ELL students or ELL students requiring large print but we verify if there are any changes or any new ELL students who require these accommodations. There is also a monitoring of performance of ELLs reaching proficiency in case there is a need for continued academic support during the transitional period of 2 years. The ELL specialists work closely with the classroom teachers for performance and feedback and meet with administration if there a need for further support and reevaluation.

Future Plans for ELL Programs –

The ESL teachers use methodologies in academic content area instruction to develop English language skills. The focus of the ELL programs are to help students acquire English language proficiency in the areas of listening, speaking, reading, writing and critical thinking, using CALLA/ TPR approaches and other effective methods as necessary. The allotted time for ESL instruction is determined by the student's English language proficiency level. Students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction weekly. Students at the Advanced level receive 180 minutes of ESL instruction weekly. We would like to work closer with the parents and

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B. Programming and Scheduling Information--Continued

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Courses Taught in Languages Other than English ⓘ

C. Schools with Dual Language Programs

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

N/A

Math:

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.

Professional Development

PD plan for teachers and staff working with ELLS

A qualified ELL instructor (S.Oh or T. Mulvey) will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN network specialist. These sessions will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of common core.

Staff development will include training for all teachers using ESL methodologies. Training will be done by certified ELL teachers as well as the CFN Specialist for ELL Curriculum and Instruction. Most classes have at least one or more current or former ELL student and teachers must be trained in the strategies that can be incorporated into the balanced literacy program that will enhance English language acquisition. Those teachers who have ELLs in their classrooms are: Darko, Stribling, Bailey, Courton, Wilen, Paul, Merceron, Jordan, Gunraj, Shapiro, Thomas, Braxton, Montague, Salahuddin, Lanza, Thurston, Luna, Chapman, Quinones and McFarlane as well the cluster prep teachers.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including, Four Square for writing, Venn diagram, T-chart etc.), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy when necessary. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs.

Strategies for including culture is another main theme at the PDs. Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity. Story-telling is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country or draws on their own experience, and allowing them to tell it both in their native language and in English, can help build their confidence and can send a powerful message of cross-cultural appreciation. A similar strategy, and one that is not limited to elementary school, is Show & Tell. Inviting students to bring an object that represents their home culture and to tell the class about its uses, where it is from, how it is made, and so on, sends a similar message of inclusiveness and awareness. A third strategy for working culture into the classroom is known as

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There are various PD that are attended by the ESL/bilingual teachers throughout the year that is offered by the a DOE Branch or CFN organization. Within the school, the ELL coordinator offers professional workshops for the administrators as well as the common branch teachers to attend to learn how they can better support the ELLs in the classrooms. The ELL specialists always turn-key the information that is learned at the PDs outside of the school and informs the administration and other teachers accordingly whether it is new ELL teaching strategies, assessment info and compliance issues. ELL teachers are provided ample opportunities throughout the year to attend various PDs to support them with their learning and teaching. The administration is supportive of the professional developments.

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We provide support to stass to assist with ELLs as they transition from elementary to middle and middle to high school with various orientations, counseling, events where highschool reps come into the school for speaking engagements as well as a yearly career fair.

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

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?

ELL parents are involved with various activities at our school. All parents are invited to PTA meetings and open school night functions. Many of the parents are invited to join in for READ ALOUDS and observations not only with the ELL teachers but with all teachers at the school. We encourage parent volunteers in all areas of the school. Parents are involved with various bake sales, flower sales, escorting students on field trips and classroom activities to name a few. There are many teachers who are proficient in Spanish which is 98% of the dominant home language for the ELLs at our school. We also have a PTA parent volunteers who are proficient in both English and Spanish. We offer parents translation services for a language that is not immediately offered by a professional at the school by arranging the necessary trained translation specialist based on need.

The school partners with other community based organizations who provide workshops or services to ELLs as they do the rest of the school population. We evaluate the needs of the parents with parent surveys, open question and answer sessions, PTA meetings and open family room that is offered whenever parents would like to come in to volunteer, to ask questions or request assistance. Parents are a crucial part of a student's educational plan so it is imperative that parent needs are monitored and addressed consistently. The parent coordinator of the school is R. Julian.

Parents/guardians choose the program that will best meet their children's needs. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in a parent orientation workshop. At the meeting, information is given on the programs available, state standards, assessments and expectations for their children. Students are placed in the program selected by the parent/guardian. Certain activities are initiated and planned to address the needs of parents which are ongoingly evaluated throughout the school year. Parents are reminded that the DOE offers a website that has useful information for all types of parental needs and is translated in many languages.

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	

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?

Plan for ELL Special Needs Students

For those students with Special needs, their IEPs are taken into consideration as well as their needs as indicated by their NYSESLAT or Lab-R scores. Special Education teachers as well as subject area teachers are consulted in an effort to stream line all instructional efforts to achieve higher performance goals. The ELL coordinator and ELL specialists work closely with the Individual Education Plan (IEP) team to verify which students have IEPs. The IEP specialists (C. Cylin, A. Andino, L. Taylor) in the building are asked to supply those ELL specialists a copy of the most recent IEP for given students as well as assistance on the SESIS network. The ELL specialists are to review and better understand the assessments that have been established thus far for the ELL in question. There is constant communication between the ELL teachers and IEP team in terms of any changes or updates that have been made. There are special needs ELLs who have other support services (SETSS, speech, occupational therapy, physical therapy etc.) besides ESL/TBE so there is communication between all support service providers so that the best needs of the student is met. The instruction of ESL/TBE is catered to the student based upon the specific outline in the student's IEP.

Intervention Programs for ELLs (AIS)

Targeted Academic Intervention Services are provided to students during the school day (as scheduling permits as well as need) and during the extended day plan. ELLs are offered academic intervention services mostly in ELA and math subjects in small group tutorial sessions during the school day or after school (funding to be determined for this school year's after school programs). In addition, ELLs are invited to participate in all scheduled academic enrichment programs. The programs are designed to further support ELL development as well as content area instruction/review.

Transitional Student Support Plan (ELLs that pass NYSESLAT/Transitional students for 2 years)

Students reaching proficiency on the NYSESLAT will be offered the opportunity to continue with some language support services with the authorization of their parents if the need should arise after investigation. Observation and assessments will determine when the student is ready to finally "exit" the program. At the beginning of the school year, the ELL coordinator works closely with the testing and data coordinators (currently school administrators - L. Rosales, M. Adams and V.Richards) to ensure that the former ELLs (those who have tested proficient on the NYSESLAT) are given all testing accommodations accordingly for up to two years after testing out. Former ELLs meeting the test accommodations guidelines are tested in a separate area and are given extended testing time on all mandated city/state exams. They are also provided bilingual glossaries (in the language available) on the math, science and regent exams (where applicable). We currently do not have any blind ELL students or ELL students requiring large print but we verify if there are any changes or any new ELL students who require these accommodations. There is also a monitoring of performance of ELLs reaching proficiency in case there is a need for continued academic support during the transitional period of 2 years. The ELL specialists work closely with the classroom teachers for performance and feedback and meet with administration if there a need for further support and reevaluation.

Future Plans for ELL Programs –

The ESL teachers use methodologies in academic content area instruction to develop English language skills. The focus of the ELL programs are to help students acquire English language proficiency in the areas of listening, speaking, reading, writing and critical thinking, using CALLA/ TPR approaches and other effective methods as necessary. The allotted time for ESL instruction is determined by the student's English language proficiency level. Students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction weekly. Students at the Advanced level receive 180 minutes of ESL instruction weekly. We would like to work closer with the parents and

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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?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

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2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including, Four Square for writing, Venn diagram, T-chart etc.), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy when necessary. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs.

Strategies for including culture is another main theme at the PDs. Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity. Story-telling is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country or draws on their own experience, and allowing them to tell it both in their native language and in English, can help build their confidence and can send a powerful message of cross-cultural appreciation. A similar strategy, and one that is not limited to elementary school, is Show & Tell. Inviting students to bring an object that represents their home culture and to tell the class about its uses, where it is from, how it is made, and so on, sends a similar message of inclusiveness and awareness. A third strategy for working culture into the classroom is known as Misunderstandings. Teachers can ask students to share an incident they have experienced that involved a cultural misunderstanding. Questions can be asked about the nature of the misunderstanding—whether it involved words, body language, social customs, stereotypes, or any number of other factors. Students can examine the misunderstandings and gain insight into the complexities and importance of cross-cultural awareness. The humor that is often involved can also help engage students in further culture-based inquiry.

There are various PD that are attended by the ESL/bilingual teachers throughout the year that is offered by the a DOE Branch or CFN organization. Within the school, the ELL coordinator offers professional workshops for the administrators as well as the common branch teachers to attend to learn how they can better support the ELLs in the classrooms. The ELL specialists always turn-key the information that is learned at the PDs outside of the school and informs the administration and other teachers accordingly whether it is new ELL teaching strategies, assessment info and compliance issues. ELL teachers are provided ample opportunities throughout the year to attend various PDs to support them with their learning and teaching. The administration is supportive of the professional developments.

We provide support to stass to assist with ELLs as they transition from elementary to middle and middle to high school with various orientations, counseling, events where highschool reps come into the school for speaking engagements as well as a yearly career fair.

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?

ELL parents are involved with various activities at our school. All parents are invited to PTA meetings and open school night functions. Many of the parents are invited to join in for READ ALOUDS and observations not only with the ELL teachers but with all teachers at the school. We encourage parent volunteers in all areas of the school. Parents are involved with various bake sales, flower sales, escorting students on field trips and classroom activities to name a few. There are many teachers who are proficient in Spanish which is 98% of the dominant home language for the ELLs at our school. We also have a PTA parent volunteers who are proficient in both English and Spanish. We offer parents translation services for a language that is not immediately offered by a professional at the school by arranging the necessary trained translation specialist based on need.

The school partners with other community based organizations who provide workshops or services to ELLs as they do the rest of the school population. We evaluate the needs of the parents with parent surveys, open question and answer sessions, PTA meetings and open family room that is offered whenever parents would like to come in to volunteer, to ask questions or request assistance. Parents are a crucial part of a student's educational plan so it is imperative that parent needs are monitored and addressed consistently. The parent coordinator of the school is R. Julian.

Parents/guardians choose the program that will best meet their children's needs. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in a parent orientation workshop. At the meeting, information is given on the programs available, state standards, assessments and expectations for their children. Students are placed in the program selected by the parent/guardian. Certain activities are initiated and planned to address the needs of parents which are ongoingly evaluated throughout the school year. Parents are reminded that the DOE offers a website that has useful information for all types of parental needs and is translated in many languages.

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)	6	6	3	5	3	2	5	5	2					37
Intermediate(I)		1	2	1	3	1	2	2	2					14
Advanced (A)		1			1	1	1	1	2					7
Total	6	8	5	6	7	4	8	8	6	0	0	0	0	58

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4	4	1			5
5	3				3
6	4	2			6
7	4	1			5
8	2	4			6
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	3		1						4
4	3		3						6
5	2	1	1						4
6	6		2						8
7	5		2						7
8	2		4						6
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	4		3						7
8	2		4						6
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	2			
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	4	1	1					
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.

For the 2011-12 school year, PS/IS 202 will continue the citywide program to promote literacy. The daily instructional schedule currently requires teachers to include additional literacy instruction. All grades follow the Balanced Literacy model which includes the reading and

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.

At this time, our bilingual program is a self contained special education bilingual program for grades 6, 7 and 8 only. The school will open bilingual classrooms based on student enrollment in the same language group in one or more contiguous grades and the parent choice selections of language support programs.

Part VI: LAP Assurances

School Name: Ernest Jenkyns School		School DBN: 19K202	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pauline Smith-Gayle	Principal		
Leslie Rosales	Assistant Principal		
Robyn Julian	Parent Coordinator		
Susan Oh	ESL Teacher		
	Parent		
Carlyn Green	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Sherril Smith	Guidance Counselor		
Mae Fong	Network Leader		
Roma McLawrence	Other <u>SETSS Teacher</u>		
	Other		

School Name:

Ernest Jenkyns School

School DBN: 19K202

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **19K202** School Name: **Ernest S. Jenkyns Public School**

Cluster: _____ Network: **CFN 535**

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.

• Needs were determined through discussions during cabinet meetings with the administrative staff, input from the IEP Team, and with our ELL teachers as well as our ESL teacher.

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.

Translation services in our school are required:

- To provide accurate copies of school generated letters/announcements to parents in their native language.
- To have a staff member or parent volunteer available to interpret for parents during the course of the school day.
- To have staff available for translation services during open school parent conferences.
- To have staff available (per session) for parent events outside of the regular school session (open house, parent forum etc.)
- To provide a full translation of the CEP in all appropriate languages to be made available to parents (paid translation service)

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.

Written

- The school will designate individual(s) to translate routine home/school written communications on an as needed basis.
- We will utilize existing resources provided by the DOE to ensure that various forms needed by parents are provided in their correct native language.
- The school will use outside vendors to translate formal documents such as the CEP.

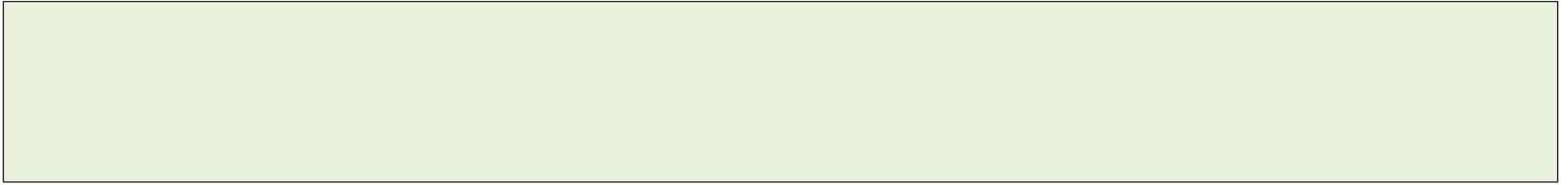
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral

- Oral translation services will be made available during the course of the regular school day by qualified staff. Per session stipends will be available if such services are conducted outside of regular work hours (lunch/prep).
- Oral translation services will be provided during open school conferences by qualified staff in the same manner as referenced above. If services by paraprofessionals and/or school aides are required during evening conferences, per session stipends will be provided.

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>.

- Appropriate signs will be posted throughout the building using those available on the DOE website (free) and through the purchase of signage not otherwise available.
- The school's safety plan contains procedures for ensuring parents in need of language assistance services.
- Interpretation of services of all school letters will be available to all non-English speaking parents via school personnel interpreters.
- All school documents and letters will be provided to all non-English speaking parents in their native language.
- When school temporarily cannot provide required translation in one or more covered languages a notice on the face of the English document in the covered language indicating how a parent can request free translation services or interpretation of such document.
- Interpretation will be provided to the parent within the school building or via telephone.



As a Title 1 School-wide Program, conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 funds, SIIG funds, and human resources to implement this action plan from September 2011 to June 2012 as indicated below:

Title III Budget

School: PS/IS 202K-Ernest S. Jenkyns BEDS Code: 331900010202

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$12,565.21	Saturday Academy 3 teachers x 3 hours x 10 sessions x 49.89= \$4,490.01 1 supervisor x 4 hours x 10 sessions x 52.21= \$2,088.40 After School 3 teachers x 2 hours x 20 weeks x 49.89= \$5,986.80
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	\$1934.79	Content area supplementary libraries focusing on social studies and science
Educational Software (Object Code 199)		
Travel		
Other	\$500.00	Trips to Ellis Island, Botanic Gardens, city parks, NY Hall of Science, etc. (students as well as invited parents)
TOTAL	\$15000.00	