



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE LANGSTON HUGHES SCHOOL P.S. 233

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K233

PRINCIPAL: DENEAN STEPHENS-SPELLMAN **EMAIL:** DSTEPHE3@SCHOOLS.NYC.GOV

SUPERINTENDENT: BEVERLY WILKINS

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
Denean Stephens-Spellman	*Principal or Designee	
Gail Ericson	*UFT Chapter Leader or Designee	
Nicole Campbell	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Edie Clarke	Member/Parent	
Afia Jackson	Member/Parent	
Richard Karim	Member/Parent	
Julian Maragh	Member/Parent	
Candice Pacheco	Member/Parent	
Sharon Taylor	Member/Parent	
Lloyd Wallace	Member/Parent	
Allen Abelson	Member/UFT Paraprofessional	
Noelle Gold	Member/UFT Teacher	

Howard Goldberg	Member/UFT Teacher	
Melissa Layne	Member/UFT Teacher	
Hinda Rubano	Member/UFT Teacher	
Janice Sydney-Smith	Member/UFT Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

Based on the suggestions offered in the Quality Review for increasing parent involvement and the expectations set forth by the Chancellor for the 2011-2012 school year, our goal is to continue to provide parents with information and opportunities to act as partners in student achievement. By June 2012, we will provide parents with:

- A minimum of three workshops designed to meet the needs of parents in grades K-2, and 3-5.
- All parents will receive information on how the Common Core Standards will be used to provide specific information on student achievement. As a result, parents will be able to provide more specific support for students at home. This home-school partnership will contribute to an overall 5% increase in student achievement.
- All parents will receive a copy of a syllabus for their child's grade. The syllabus will contain information on what students will be learning in each content area for the 2011-2012 school year.
- Parents will be invited to spend a day in their child's classroom to learn about the teaching strategies that are employed throughout the school year.

Comprehensive needs assessment

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

After three years of discussions with various members of the parent population and teaching staff, we determined that strengthening a parent's ability to support their children at home would have a positive impact on student achievement. The discussions included members of the School Leadership Team, the general membership of the Parent-Teacher Association, and members of the instructional staff. The common thread in those discussions centered around parents needing more information about the curriculum, specific information on student deficiencies, and strategies for how to help.

Instructional strategies/activities

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

Activity #1

- **Assessment:** Assess students in literacy and math by the end of the first week of November 2011; collect and analyze data
- **Parent Notifications:** Send home the results of the assessments, or share during Parent-Teacher Conferences
- **Responsible Staff Members:** Classroom Teachers, Administration
- **Implementation Timeline:** September 2011 through November 2011

Activity #2

Survey: Create and distribute a parent survey to gain insight into reasons for low parental participation in meetings and workshops

Evaluation: Evaluate results of the survey and plan workshops based on the data compiled

Responsible Members: SLT Members

Implementation Timeline: October 2011 through December 2011

Activity #3

- **Planning and Implementation:** Plan and implement workshops based on content with the following staff members: Network Coach, School-based Coaches, AIS Provider, Parent Coordinator, Teachers and Administrators
- **Evaluation:** Design evaluation forms to assess the parent response and effectiveness of the workshop
- **Responsible Staff Members:** Coaches and Administrators
- **Implementation Timeline:** November 2011 through May 2012

Activity #4

- **Professional Development:** Evaluate the newly designed curriculum maps on all grades and revise as necessary
- **Planning and Implementation:** Grade planning meetings used to plan collaboratively for a common newsletter to inform parents of each unit of study
- **Responsible Staff Members:** Classroom Teachers, Network Coach, Administration
- **Implementation Timeline:** November 2011 through May 2012

Activity #5

- **Planning and Implementation:** Grade planning meetings used to design common agendas for the A Day in the Life event
- **Professional Development:** Discuss possible activities for the students
- **Responsible Staff Members:** Administration and Classroom teachers
- **Implementation Timeline:** October 2011

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Increase parent outreach using the members of the PTA Executive Board, SLT parent Members and the Parent Coordinator
- Offer incentives for parent participation
- Schedule parent workshops flexibly to encourage greater parent participation
- Offer workshops designed to explain how the Common Core State Standards can be used to support learning at home
- Offer training on how to use ARIS Parent Link and navigate the information available in the Common Core Library.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All of our teachers are highly qualified.

Service and program coordination

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

ArtsConnection and Ifetayo Cultural Arts Academy will each offer a workshop and performance to share what students are being taught in the arts.

Budget and resources alignment

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

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), human resources and Title 1 funds to implement this action plan from September 2011 – June 2012 as indicated below:

- Per session funds for planning and conducting workshops
- Cost of any instructional materials

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Based on suggestions in the Quality Review and the Chancellor's expectations our goal is to refine our systemic approach for classroom teachers to use student achievement data to plan cognitively challenging ELA and Math tasks.

- By June 2012 classroom teachers on each grade will participate in four data meetings. The meetings will provide a structure by which teachers will use protocols to analyze student work. The results of the analysis of work samples will be used to effectively plan ELA and Math tasks that are rigorous, as defined by the Common Core State Standards. (This would be 31 out of 40 teachers.)
- As a result, teachers will be able to provide standards-based instruction that will contribute to a 5% increase in the number of students who show progress on the New York State English Language Arts and Mathematics exams.

Comprehensive needs assessment

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

Our 2008-2009 Quality Review suggested that we put systems in place that would allow us to regularly analyze student work. The Chancellor's instructional expectations for the 2011-2012 school year have directed schools to create and administer at least one ELA and one Math task based on the Common Core State Standards. Our data team meetings have been used to provide teachers with a forum for this type of work. However, we need to find a system-wide protocol that can be used to do this type of work. A review of the standards and conversations with the staff also reveal that we need to provide teachers with professional development to strengthen their understanding of the Common Core State Standards and how they will be used to create rigorous tasks and units of study in ELA and Math.

Instructional strategies/activities

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

Activity #1

- **Planning and Implementation:** Continue to use the data meetings as a forum to provide teachers with opportunities to analyze data, participate in learning walks, plan collaboratively, participate in collaborative inquiry teams, evaluate lessons, and review professional literature.
- **Facilitation:** Assign facilitation duties to each teacher on the grade
- **Responsible Staff Member:** Administration
- **Implementation Timeline:** October 2011 through May 2012

Activity #2

- **Planning and Implementation:** Gather, review and administer an example of an ELA and Math task
- **Evaluation:** Use protocols to analyze the work samples that are produced
- **Responsible Staff Members:** Administration, Network Coach, Teachers
- **Implementation Timeline:** October 2011 through December 2011

Activity #3

- **Analysis:** Use the data gathered to design cognitively challenging ELA and Math tasks
- **Implementation:** Administer ELA and math tasks designed to assess units of study created in-house
- **Responsible Staff Member:** Administration
- **Implementation Timeline:** January 2012 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Schedule parent workshops flexibly to encourage greater parent participation
- Offer workshops designed to explain how the Common Core State Standards can be used to support learning at home
- Offer training on how to use ARIS Parent Link and navigate the information available in the Common Core Library.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All of our teachers are highly qualified.

Service and program coordination

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

Federal, state and local services will not be used in the implementation of this goal.

Budget and resources alignment

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

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), human resources and Title 1 funds to implement this action plan from September 2011 – June 2012 as indicated below:

- Funds used to cover the cost of substitute coverage
- Cost of any instructional materials

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Based on the results of the New York State English Language Arts Examination, the New York State Mathematics Examination and the data represented in the School Report Card our goal is to provide differentiated professional development and support to deepen teachers' understanding of the instructional needs of our Special Education students. By June 2012, each classroom teacher providing instruction to Special Education students will participate in professional development sessions designed to provide them with the skills necessary to use the Common Core State Standards to differentiate instruction for those students. (This would be 14 out of 40 teachers.) Thereby student achievement for Special Education students will increase by 2% on the New York State English Language Arts and Mathematics exams.

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Elicit the support of the CFN #111 staff developer to provide training for the teachers serving Special Education students. This would result in the planning of workshops and modeling opportunities for classroom teachers.
- Analyze data from Acuity, teacher made exams and student work samples.
- Offer in-house staff development sessions led by classroom teachers.
- Provide coverage for teachers to attend professional development sessions.
- Teachers attending sessions off-site will share information with classroom teachers.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Schedule parent workshops flexibly to encourage greater parent participation
- Offer workshops designed to explain how the Common Core State Standards can be used to support learning at home
- Offer training on how to use ARIS Parent Link and navigate the information available in the Common Core Library.

Strategies for attracting Highly Qualified Teachers (HQT)

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

All of our teachers are highly qualified.

Service and program coordination

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

Federal, state and local services will not be used in the implementation of this goal.

Budget and resources alignment

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

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), human resources and Title I funds to implement this action plan from September 2011 – June 2012 as indicated below:

- Funds used to cover the cost of substitute coverage
- Cost of any instructional materials

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Based on the results of the New York State exams and the data from the Progress Report our goal is to increase the number of students who demonstrate at least partial proficiency by performing at level 2 or higher on the New York State English Language Arts and Mathematics Examinations. There are currently 37 students in grades 4 and 5 who performed at level 1 on the New York State ELA. There are 28 students in grades 4 and 5 who performed at level 1 on the New York State Mathematics Examination. By June 2012, there will be a 15% decrease in the number of students in grades 4 and 5 that do not demonstrate proficiency by performing at level 1 on the New York State English Language Arts and Mathematics Examinations.

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Use IEP's, ELA and Math scores, teacher-made assessments, DRA results, Acuity results, unit tests and teacher observations to identify students that are having difficulty progressing.
- Program those students into an Extended Day class.
- Conduct a parent workshop for the parents of this population of students to provide them with tips for supporting their students at home.
- Analyze the results of the data (Acuity, teacher-made assessments, Running Records, and teacher observations) to monitor progress and plan further instruction.
- Implement 37.5 minutes Extended Day for identified students using all components of Balanced Literacy (shared, guided, independent reading and read-alouds). Focus on non-fiction.
- Use Extended Day time to provide professional development for teachers
- Plan units of study using the grade specific performance indicators in the Common Core Standards.

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	3	3	3	2
1	20	20	N/A	N/A	2	2	7	1
2	13	13	N/A	N/A	7	1	2	2
3	50	51	N/A	N/A	5	2	4	0
4	63	59	63	63	3	2	2	2
5	59	52	59	59	18	2	2	0
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	PROGRAM/STRATEGY Foundations Wilson Reading Teacher LeapFrog Teacher Gr. 4-5 Teachers Guided Reading Teachers Teachers	METHOD OF DELIVERY Small Group Small Group Small Group Small Group	TIME Before School During School Before School During School Before School During School	PROVIDER Gr. K-2 Teachers AIS AIS K-2 Gr. 2-5 Gr. K-5
Mathematics	Everyday Math Teachers & Math Coach	Small Group	Before & During School	Gr. K-5 Math Cluster
Science	Harcourt Publishing Cluster	Small Group	During School	Science
Social Studies	Anger Management Counselors Conflict Resolution Time Management Study & Organizational Skills	Small Group	Before & During School	Guidance
At-risk Services provided by the Guidance Counselor	Anger Management Counselors Conflict Resolution Time Management	Small Group	Before & During School	Guidance

At-risk Services provided by the School Psychologist	Anger Management Counselors Conflict Resolution Time Management Study & Organizational Skills	Small Group	Before & During School	Guidance
At-risk Services provided by the Social Worker	Anger Management Counselors Conflict Resolution Time Management Study & Organizational Skills	Small Group	Before & During School	Guidance
At-risk Health-related Services				

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

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader L. Lewis	District 18	Borough Brooklyn	School Number 233
School Name Langston Hughes			

B. Language Allocation Policy Team Composition

Principal Denean Stephens-Spellman	Assistant Principal Rosemary Cuccia
Coach C. Mascoll	Coach J. Sidney-Smith
ESL Teacher M. Slowe-Deras	Guidance Counselor E. Price
Teacher/Subject Area type here	Parent S. Marshel- Taylor
Teacher/Subject Area type here	Parent Coordinator M. Francis
Related Service Provider type here	Other type here
Network Leader L. Lewis	Other type here

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

D. School Demographics

Total number of students in school	656	Total Number of ELLs	20	ELLs as share of total student population (%)	3.05%
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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. 

When an ESL parent or guardian enrolls a student at PS 233, they are welcomed by our Assistant Principal Rosemary, reading coach Cuccia, Janice Sidney-Smith and the certified ESL instructor Mrs. Makeba Deras who are assisted by Payroll/Pupil Accounting School Secretary, and Ms. Bogle-Garcia for translation services during our oral interview process. Parents are given a Parent Packet of Information containing the Home Language Identification Survey (HLIS) for immediate completion, The Parent Bill of Rights, School Code of Conduct, Emergency Information Cards, Welcome letter to the school that describes school systems, bell schedules, teams and club activities, safety plan procedures, Interpretation notice signs and information are brought to the parent's attention and utilized if necessary. This survey and interview lets us know what language the student uses at home, in school, and other learning environments. If the HLIS indicates that the child uses a language other than English, the student is administered an English proficiency test called the LAB-R (and the Spanish LAB if applicable) within 10 school days of initial enrollment by the ESL instructor, Mrs. Deras. Performance on this test will determine whether the student will be entitled to English Language development support services. Once the assessment is graded, Mrs. Deras notifies parents of their child's entitlement status and she plans an orientation for the parents of newly enrolled ELLs to inform them of the three different ELL program choices that are available throughout the city. Parents are given further description of Transitional Bilingual Education (TBE) programs, Dual Language programs which are developmental, language-enriched, bilingual education programs that integrate students who are native English speakers with native speakers of another language for all or most of their content-area instruction and lastly Freestanding ESL programs receive all instruction in English with native language support. The two recommended ESL instructional program models include self-contained ESL classes, and "push-in" teaching. PS 233 offers a Freestanding self-contained model as opposed to the second option of a pull out ESL program, due to the need of meeting state mandates of 360 weekly minutes for Beginning and Intermediate students among a population where classes are too scattered to lawfully accommodate a weekly 360 minute push in program.

In the orientation in September to which parents are invited in writing and via phone and hosted by Mrs. Deras, Ms. Spellman, and the rest of the LAP Team. Bilingual staff members are made available for this meeting or the services of the New York City Department of Education Translation Unit are utilized to assure that parents understand all three program choices. At this meeting parents have the opportunity to receive materials about ELL programs in their home language and to ask questions with assistance from a translator, if necessary. Parents have the opportunity to watch an informational video, visit the ESL classroom, and speak with ESL students. At the end of the orientation, Mrs. Deras collects the Parent Survey and Program Selection Form, keeps a copy on file and the original in the student file, where the parent indicates what program he/she is choosing for his/her child. ELL students and parents can choose between a push-in and self contained Freestanding ESL program. All forms are collected at the end of session and kept on file in the instance that 15 students who speak the same language, in the same grade, or in two consecutive grades, bring about the need for school administrators to review program services provided by the school. Should the parent need more time to make a decision, our Parent Coordinator, Marilyn Francis, will follow-up to ensure the return of the documents.

Over the past few years with our small ESL student population the trend has been Freestanding ESL based on the Parent Orientation Video choices, discussion with other ESL students and parents and classroom visitation. When the parent chooses free standing ESL, the child is immediately enrolled in our program. When the parent chooses another instructional program, we refer them to the Student Placement office at 715 Ocean Terrace

Building A – Room 208 ,Staten Island, New York 10301 where a service representative will assist them in finding a school that offers the appropriate services for their child.

All students who are enrolled in the ESL program are formally assessed annually using the NYS English as a Second Language Achievement Test (NYSESLAT) to assess their progress in the four modalities of the English language until they acquire a certain level of proficiency that will allow them to enter a monolingual program.

After reviewing the Parent Survey and Program Selection forms for the past few years, we have seen a trend to request the ESL pull-out model, with 100% of the parents choosing this program type. Those families who do not choose the ESL pull-out model and have requested the transitional bilingual model, will then choose another school that provides this service or a third choice of instructional program when we refer them to the Student Placement office at 715 Ocean Terrace, Building A – Room 208 ,Staten Island, New York 10301. A service representative will assist them in finding a school that offers the appropriate services for their child.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	4	2	3	4	4	3								20
Push-In														0
Total	4	2	3	4	4	3	0	0	0	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	2
SIFE	2	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17	4	1	3		1				20
Total	17	4	1	3	0	1	0	0	0	20

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
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	2	2	3	3	1								12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1		1											2
Haitian	1	1		2	1	1								6
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	3	3	5	4	2	0	20						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

PS 233 consists of 17 students who have had 0-3 years of ESL service, and 3 students who have received 4-6 years of service. Two of our 20 ESL students are also receiving Special Education services. A majority of our students speak Spanish as their first language where one of them are in kindergarten, 1 in 1st grade, five are in 3rd grade, and one is in the 5th grade. One student in the 1st grade speaks Arabic, 2 students in the 2nd grade speak Hatian Creole as well as 1 in the 3rd grade 2 in the 4th grade and 2 in the 5th grade. We last but not least have 1 student in Kinder garden who speaks French , 1 student in 3rd grade, and 3 students in the 5th grade who all speak Freanch to add to our diverse melting pot of cultures. PS 233 implements a Freestanding English as a Second Language(ESL) program. The primary goal of this programs is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas.

Ms. Deras works collaboratively with ELA teachers to ensure that all staff follow the New York State-mandated ESL/ELA allotted instruction time based on student proficiency level. Following this mandate ensures that beginning and intermediate students receive 360 state mandated instructional minutes, and advanced students receive 180 state mandated instructional minutes while fusing ESL needs across the curriculum . Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction during extended day. Classroom teachers use the Foundations Program for phonics skills, America's choice for reading and writing as well as Teacher's college for writing. whose focus is on helping students achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing). We currently have 4 Students catagorized as, Interrupted Formal Education(SIFE), our staff incorporate ESL strategies into content instruction so that our students learn content while synchronously developing English skills. Our school also gives ancillary assistance to all students by assigning a peer mentor and teacher mentor who check on them frequently, offering extended day services, achademic intervention, tutoring, parent and attendance coordinators who meet with parents to discuss student needs.

The goal of our Freestanding ESL program is to attain English proficiency within 3 years by reinforcing English language arts and literacy skills that are fused in all achademic content areas such as math, science, and social studies. Despite the goal of exiting the ESL program, none of the supplemental services will discontinue after two years of exiting the program. Transitional support will be provided by means of services provided school wide such as Achademic Intervention Services(AIS) , Extended Day sessions of 37 1/2 minutes with a classroom teacher to support ESL literacy skills in their second language four days a week.

Our Freestanding ESL program has a wide range of students, both in terms of proficiency and academic background. An important part of our work is to reach all of our ELL students at their language

A. Programming and Scheduling Information

proficiency. At PS 233, academic instructional services are as important as are our enrichment activities whose services are provided before school at an extended time.

Instruction in ELA, is delivered in English using Language immersion that is a method of teaching a second language in which English is used for instruction. ELL students are dually supported with some ESL commonalities in strategies such as graphic organizers, modeling, and visuals to support student understanding and to bridge the gap between the content area and language deficiencies. Freestanding ESL employs many techniques, strategies and manipulatives such as, graphic organizers, visual aids, smart board driven lessons, modeling, flash cards, puppets, manipulatives, images, demonstrations, logs, journals, dictionaries, internet searches, google images, illustrations, artistic expression, opportunities to speak and share thoughts through peer and teacher conferences, as well as opportunities to utilize the "share" chair and "Author's Chair" during the workshop model which requires students to share their work. The student is taught through daily interactions and constant practice using their second language as a sole means of communication. Beginning students may use strategies of instruction assisted with manipulatives, puppets, illustrations and even technology to help them express their thoughts. As they develop their written and verbal skills to an intermediate level of proficiency students will focus more on fine tuning their language acquisition with targeted reading strategies such as using graphic organizers that assist with comprehension strategies such as comparing and contrasting Venn Diagrams that may also be used to make text to self, text to text and text to world comparisons, T charts that may be used to show the relationship of cause and effect, to make inferences, predictions, to visualize, and question, webs to show the relation of main ideas with supporting details, and focused grammatical mechanics. Advanced students perfect and add a personal style to skills such as verbal expression, details, higher order thinking in both reading and writing and the ability to write while adhering to grammatical rules in their writing. Students at the advanced level are encouraged to generate responses to literature on a higher order thinking level, work independently and practice their skills through the strategy of peering with a beginning or intermediate student who is peer tutored by them. In a study conducted by Charles R. Greenwood, a, Joseph C. Delquadria and R. Vance Halla their results indicated that the experimental group (an experimental, low-SES group received Classwide Peer Tutoring implemented and the comparison group, with distinctly different ecological arrangements and significantly higher levels of academic engagement, produced significantly greater product gains than did the control group. *Journal of Educational Psychology* Volume 81, Issue 3, September 1989, Pages 371-383

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

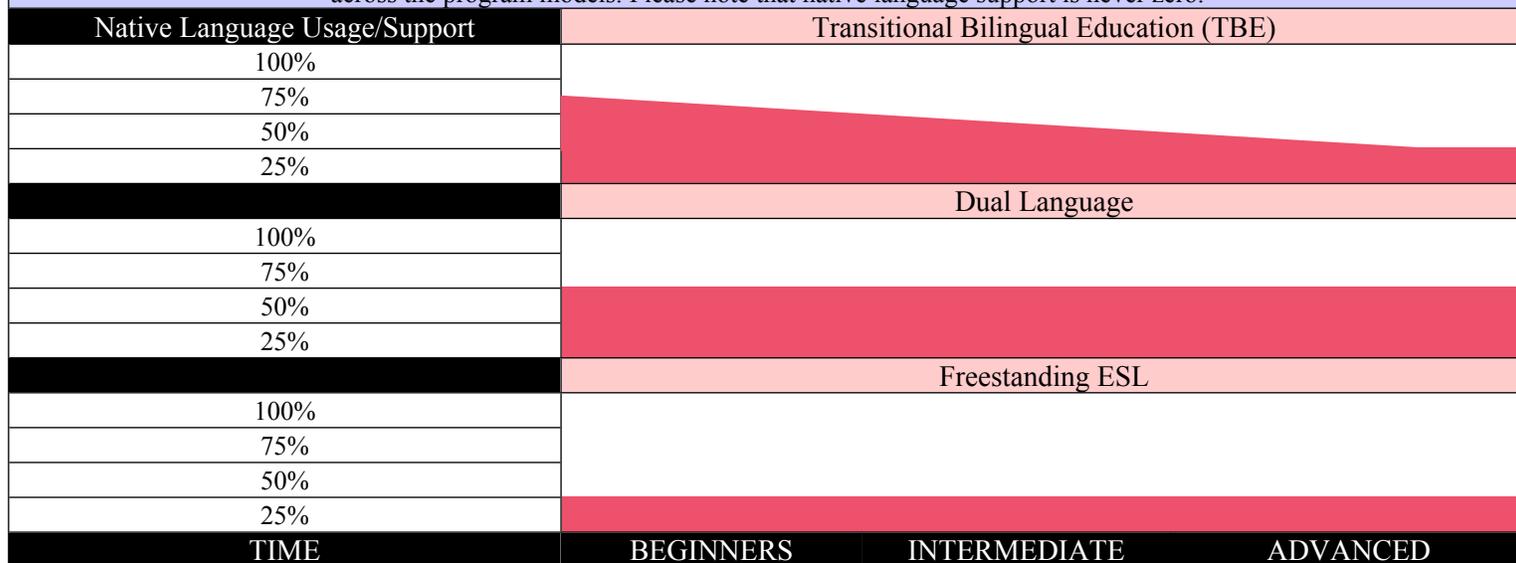
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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?

Our English Language Learners perform well in the listening and speaking modalities, however those who are experiencing difficulties in reading and writing will reap the benefits provided by The Workshop Model that is used within our Freestanding ESL program and school wide. This system ensures all students with the academic foundation and support needed to move towards success. Struggling ESL students receive explicit instruction during ELA and other content areas in smaller groups that utilize their reading notebook for various vocabulary activities that entail identifying new and unfamiliar words using context clues, illustrations, the dictionary, online resources, and google images. Graphic organizers such as Venn Diagrams to compare and contrast, and make connections, Tcharts, What I Know, Want to know and Learned graphic organizer is used to help organize thoughts and used to develop them into writing in the prewriting stages of the writers workshop. Manipulatives such as flash cards, signs, posters, videos, student plays and demonstration, blocks, cards, dice, artifacts, play money, etc. that are used during their ESL periods as well as in the classroom are used in the journey of a beginning level ELL student and even used as transitional support for those students who test out of the ESL program as proficient 2 years later. All ELL Students receive -----(ELA Rewards Program, four times a week, which focuses on phonics and vocabulary, as well as, supplemental reading and writing instruction through the Read 180 Program whose focus is reading comprehension. The Junior Great Books Program is also used and focuses on higher level reading comprehension skills. (metacognitive). Our students will also gain the benefits from using technological tools such as over head projectors, a computer Lab, the Rosetta Stone Program for language acquisition and language development which engaging and helps students acquire critical language skills, as well as having the benefits of Innovative Technology.

Acuity is designed to support both interim and formative assessment programs with a unique integration of classroom-friendly assessments, instructional resources, reporting, and customization opportunities. Students will be granted access to the internet and many ESL related websites facilitated by Ms. Deras. Students will keep a notebook where their daily reading activities will be accompanied by comprehension diagrams, maps and various writing genre activities. Students will also utilize the supplemental materials from the Publishers Empire State, entitled, NYSELAST ESL student workbook for ESL/ELL students, and the English Language Arts workbook. In their ESL class students will use components of the Lucy Calkins reading workshop.

Our English Language Learners perform well in the listening and speaking modalities, however those who are experiencing difficulties in writing will receive supplemental writing practice across all subject areas as they are asked to explain their findings in detail. They will be exposed to various genres that teachers will model, students will then imitate, and participate in a year long school wide celebration of various writers and writing styles. Students learn about the mechanics of writing using the core writing curriculum of Lucy Calkins Writer's Work Shop Model. "Time For Kids Exploring Writing" kit to used with ELL student's to develop writing, thinking and learning skills in the writing process. The workshop model is used in writing in ESL instruction as well as in their mainstream classes. The writers workshop model is composed of a Minilesson (10-15 minutes), that may include varied activities such as a connection, a teaching point, demonstration, active Engagement, and link Independent Practice (20 – 30 minutes) In Martha Dudley's Journal article "The Writing Workshop: Structuring for Success" she describes the subtle changes a writing teacher makes throughout the year as she shifts to a writer's workshop approach in which students choose their own topics, their own genre, determine their own pace, and expand or contract the time allotted to each task as required. This is a model that has worked for many of our students and has helped them make gains. (RS)English Journal, v78 n1 p28-32 Jan 1989

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)?
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E. Parental Involvement

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

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process as well as school events. PS 233 has an open door policy that welcomes the participation of parents. Special days are planned for every class in an event called "A Day In The Life" , which occurs one grade level at a time, where parents are able to experience, observe and partake in student instruction in their child's class. Outside organizations such as IFETAYO provide african dance, Capuera Brazilian dance as well as drumming class to our students with the history of each dance. PAL provides swimming classes to our 2nd graders. Ms. Francis, our Parent coordinator presents workshops during afternoon and evening hours of the week and even on Saturday's, with a parent or staff translator available, to make sure that all parents have an opportunity to participate and be aware of school events, as well as information and resources that are available to them. "Out Reach" services are provided by Mrs. Jones, parent Volenteering, Parent Association meetings, Parent News letters, School Web site access, memos , documents,that are all provided in various languages as needed and PTA involved activities such as graduation activities, fundraising, Student Leadership Teams that give parents an opportunity to be involved in the development of our school and contribute to its climate and culture.

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)?

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.

Ms. Deras as well as all staff members are supported by Network DSSI Cluster 01 as well as administrative personell directly in surveying, assessing and developing plans for curriculum implementation for ESL students during their State mandated time as well as in their time spent in their mainstream classrooms. At the beginning of the school year Mrs. Deras addresses the staff on requirements and state mandates for the ESL program as per CR part 154, annalysis of NYSESLAT/ARIS/ELA data for ELL students and the academic needs of ELL students.

Through out the year techniques such as scaffolding in reading and writing,Spiraling instruction to provide several oppotunities for students to revisit topics and practice skills, Peer tutoring, One on one instruction, Differentiated group instruction, Center Activities, Journal writing, using Flash Cards,Graphic Organizers,Visual Cues,Author/Share Chair (develop speaking and listening skills) and Teacher Modeling.

Sharing these strategies though meetings and phone conversations give colleagues an opportunity to share resources and discuss some of the differences and challenges that ELL's may face in their classroom. A monthly journal article discussing many current issues facing the ELL population as a whole is shared with colleagues as well as parents through the school milbox system and a bulitin board that gives the opportunity for feedback on the article.

Regular edifying oppotunities of communication are provided to staff by means of memos sent to all staff, Network ELL PD's, weekly grade level planning Meetings,data meetings every 3rd week of the month and Pupil Personell Secretary meetings where ELL students are the focus of discussion.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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)	4	2	2	3	2	2								15
Intermediate(I)					1	1								2
Advanced (A)			1		1	1								3
Total	4	2	3	3	4	4	0	0	0	0	0	0	0	20

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

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.

The NY English Language Arts(ELA)State Test taken in April 2011 show the test scores of 5 out of the 7 of our 4th through 5th graders, where 1 student in our 4th through 5th grade ELL student population are partially meeting learning standards(Level 2), 4 students in our 4th through 5th grade ELL student population are not meeting ELA learning standards(Level 1) and 2 ELL students in our 4th through 5th grade student population haven't taken the ELA State Test due to qualification factors. The May 2011 NY State Math Test shows that none of our 7 of our 4th through 5th grade ELL students are meeting learning standards(Level 3), 4 out of the 7 of our 4th through 5th grade ELL students are partially meeting standards(Level 2), 3 out of 7 of our 4th through 5th grade ELL students are not meeting math state standards(Level 1).

The NY State Science Test shows that 2 out of 7 of our 4th through 5th grade ELL students when tested in the 4th grade were meeting learning standards with distinction(Level 4), 3 ELL students are meeting standards(Level3), 2 are partially meeting learning standards(Level2) , 1 ELL student is not meeting learning standards(Level 1) and 5 ELL students have not taken the NY Science State test. The NY Social Studies State Test shows that 3 of our 13 ELL students are meeting learning standards, 4 are partially meeting learning standards(Level2), 3 are not meeting standards(Level 1) and 3 have not taken the Social Studies State test in grades 5.

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.

and address those needs will ensure that we provide the skills needed in the areas of writing and reading. Strategies that address those needs can be found in programs, used school wide that were mentioned before, such as ACUITY, Foundations for Phonics, America's Choice for reading and writing and Teacher's College for writing along with the curriculum structure supported by curriculum maps and a scope and sequence structure.

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
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The NYSESLAT data shows that 1 of our 4th graders are proficient, and one 1st, 2nd, and 4th grade students along with three 3rd graders and two 5th graders are at the advanced stages of listening and speaking,while one 5th, 4th, 3rd, and 1st grade students are at the Intermediate level in listening along with two 2nd graders. Fouo K students are at the Beginning level of listening along with one 4th grader.

Additional Information

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and address those needs will ensure that we provide the skills needed in the areas of writing and reading. Strategies that address those needs can be found in programs, used school wide that were mentioned before, such as ACUITY, Foundations for Phonics, America's Choice for reading and writing and Teacher's College for writing along with the curriculum structure supported by curriculum maps and a scope and sequence structure.

Part VI: LAP Assurances

School Name: <u>PS233</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
D. Stephens-Spellman	Principal		1/1/01
R. Cuccia	Assistant Principal		1/1/01
M. Francis	Parent Coordinator		1/1/01
M. Slowe Deras	ESL Teacher		1/1/01
Sharon Marshel Taylor	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
J. Sidney- Smith	Coach		1/1/01
C. Mascoll	Coach		1/1/01
E. Price	Guidance Counselor		1/1/01
L. Lewis	Network Leader		1/1/01
	Other		1/1/01

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.

At Langston Hughes Elementary School, P.S. 233, we strive to enhance our ability to communicate and engage with limited English language proficient parents. Upon enrollment we have parents complete a Home Language Survey (in either English or another language of choice) specifying the languages used in their home and whether they wish to have translation and oral interpretation services provided. Parents also fill out a biographical card that includes what languages they speak. Based on the answers to these questions, as well as the parent's verbal requests in the enrollment interview, P.S. 233 then provides parents with appropriate and timely information in a language they have chosen as most understood.

If the parent is new to our school but not new to the New York City Department of Education, the appropriate administrators, including the ELL Coordinator, will look at the child's Home Language Survey to determine if a language other than English is requested for communication. If no space is available or language is indicated, parents will receive a written letter requesting them to specify their preferred language for communication.

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.

Currently, approximately 50% of P.S. 233's ELL student population speaks Spanish, with 40% speaking Creole and French and 10% speaking Arabic. Most households of ELL students have asked that communication be sent in English as well as the second language because English is also spoken fluently at home. Due to this request we haven't had the need to request outside translation and oral interpretation services. The school does, however, have several staff members who speak Spanish, French and Creole when translation and oral interpretation services are required or requested.

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.

Langston Hughes Elementary School will provide written translation services and meet the identified needs indicated in Part A. To ensure timely provision of translated documents to parents in need to language assistance services; teachers will submit letters up to three business days prior to promulgation. These letters will be translated by the appropriate translator, be it through the Office of Translation, an outside vendor, in-house school staff, or a parent volunteer.

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.

P.S. 233 will also provide oral interpretation services for parents based on the needs identified in Part A. Depending on the language, oral interpretation services will be provided by an outside

contractor or in-house school staff or parent volunteer. These services include an oral translation during parent-teacher conferences, oral translation available at school-wide meetings, and oral translation as per requested by the parent.

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>.

We will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by downloading and disseminating a copy of the Bill of Parent Rights and Responsibilities in their language of choice, as made available by the Office of Translation and Interpretation. The school will also have signs in each of the most prominent covered languages, including English those languages which may not be covered by the Office of Translation and Interpretation, indicating the availability of interpretation services. Moreover, the school's safety plan will establish procedures to ensure that parents in need of language assistance services are not hindered in communicating with the school's administrative offices merely because of language barriers.