



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :**     PUBLIC SCHOOL 264    

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):**     20K264    

**PRINCIPAL:**     PATRICE EDISON     **EMAIL:**     PEDISON@SCHOOLS.NYC.GOV    

**SUPERINTENDENT:**     KARINA COSTANTINO

**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
Patrice Edison	*Principal or Designee	
Myrna De La Rosa	*UFT Chapter Leader or Designee	
Christopher Cope	*PA/PTA President or Designated Co-President	
Assunta Commisso	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	
Jennifer Hall	Member/Teacher	
Kristen Watters	Member/Teacher	
Cynthia Vacca	Member/Parent	
Jackie Cope	Member/Parent	
Kathy Gonzalez	Member/Parent	
Marisol Morales	Member/Parent	
	Member/	

## **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**

- *To increase teacher effectiveness by developing a shared awareness of instructional excellence by June 2012.*

### **Comprehensive needs assessment**

- Identified as a citywide instructional expectation for this year, improving teacher effectiveness will lead to improved student outcomes in all subject areas. Our school culture places a high value on supporting the professional development and growth of our teachers. An initial analysis of data collected through Teachscape has identified specific areas for improvement.

### **Instructional strategies/activities**

**The principal will conduct frequent cycles of short targeted classroom observations and provide teachers with actionable feedback in a timely manner. Teachers have established goals for professional growth in conjunction with the principal for the school year, and the feedback given to teachers will focus on their progress towards meeting their individual goals. Teacher teams will engage in inquiry work focused on developing ways to teach students how to cite text based evidence in their written and oral presentations.**

### **Strategies to increase parental involvement**

**We will work with parents to strengthen their understanding of the curriculum and programs used at each grade level. We will provide opportunities for parents to come into the classrooms to observe these programs in action. Teachers will model lessons and provide parents with strategies for helping students with homework.**

### **Strategies for attracting Highly Qualified Teachers (HQT)**

**Our hiring practices are governed by the 18D process for the coming year, as they have been since the school has been in existence. This process helps to ensure that we hire internal DOE candidates who are highly qualified in the area of license.**

### **Service and program coordination**

We are utilizing Teachscape software to facilitate the observation and feedback process. The program was provided by our network.

### **Budget and resources alignment**

The Principal holds the primary responsibility for providing the needed feedback and professional development in order to raise the level of teacher effectiveness. We will use ARRA funds to provide per session payment for teacher team inquiry work. We are supported by our network for the Teachscape software and

additional professional development resources.

### **ANNUAL GOAL #2 AND ACTION PLAN**

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

#### **Annual Goal #2**

- By June, 2012 60% of all students tested will meet/exceed, grade level benchmark expectations as measured by Fountas and Pinnell Benchmark assessments.

#### **Comprehensive needs assessment**

- In order to ensure the college and career readiness of students it is important that students acquire strong foundational literacy skills in the early grades. We have a diverse student population who come to us with a wide range of literacy experiences and English language abilities.
- June 2011 benchmarks identified students at risk of not meeting grade level standards. 57% of students met or exceeded the benchmark for Kindergarten (level D).
- Spring NYSESLAT modality analysis indicates students with reading/writing deficits.

#### **Instructional strategies/activities**

- Implementation of Foundations and Mondo Bookshop as the core literacy program of the school.
- Program an extended daily literacy block including content area instruction in science and social studies in alignment with common core learning standards.
- Implement a push in model of AIS/Enrichment, ESL and related services leading to congruence with classroom instruction and reduced student to teacher ratio for literacy block.
- Integrate technology into the literacy program by using Smartboard resources.
- Designing and implementing common core units of study with rigorous performance tasks.
- Benchmark levels are reported in November, January, April and June to monitor student progress and identify students at risk for not meeting expectations.

All staff including out of classroom teachers share responsibility for this work.

#### **Strategies to increase parental involvement**

**We will work with parents to strengthen their understanding of the curriculum and programs used at each grade level. We will provide opportunities for parents to come into the classrooms to observe these programs in action. Teachers will model lessons and provide parents with strategies for helping students with homework.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

**Our hiring practices are governed by the 18D process for the coming year, as they have been since the school has been in existence. This process helps to ensure that we hire internal DOE candidates who are highly qualified in the area of license.**

**Service and program coordination**

The master schedule of the school provides 4-5 Early Literacy Group (ELG) periods for each class per week. During these ELG periods multiple teachers (ESL, AIS and other out of classroom staff) push into classrooms to reduce the instructional ratio for literacy activities.

**Budget and resources alignment**

- All personnel resources of the school are aligned towards achieving this goal. In particular, we have opted to hire an additional F Status ESL teacher to ensure that this subgroup of students receives instruction in a small group size and for greater than the mandated number of weekly minutes.
- We have expended a significant portion of our OTPS budget to augment our classroom libraries and to develop a library of shared literacy resources.

**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**

*Students will show progress in using text based evidence to support their statements and conclusions during units of study in science and social studies by June 2012 as measured by teacher made rubrics.*

**Comprehensive needs assessment**

***Identified as a citywide instructional expectation for this year - participation in a Common Core Learning Standards aligned task. Using text based evidence in oral and written presentations demonstrates the level of comprehension of the material studied.***

**Instructional strategies/activities**

- *Teacher teams meet weekly to develop rubrics used to assess the use of text based evidence.*
- *Teachers model the use of text based evidence of increasing complexity in weekly group tasks.*
- *Teachers supporting Early Literacy Groups (out of classroom staff) work with at risk students in small groups to support the use of text based evidence.*

**Strategies to increase parental involvement**

- **We will work with parents to strengthen their understanding of the curriculum and programs used at each grade level. We will provide opportunities for parents to come into the classrooms to observe these programs in action. Teachers will model lessons and provide parents with strategies for helping students with homework.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

**Our hiring practices are governed by the 18D process for the coming year, as they have been since the school has been in existence. This process helps to ensure that we hire internal DOE candidates who are highly qualified in the area of license.**

**Service and program coordination**

- Our school program includes ELG periods where out of classroom staff push into classroom to reduce the instructional ratio and provide small group instruction.

**Budget and resources alignment**

- PS Budget to support out of classroom staff.
- ARRA funds to support teacher teamwork.

## 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**

- To increase the rate of student attendance to 93.6% by June 2012.

### **Comprehensive needs assessment**

- Our overall attendance rate last year was 93.1%, well below expectations.

### **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:  
**Telephone calls made to student's homes each day of absence.**  
**Warning notices sent to families of students with excessive absence.**  
**Recognition of students with excellent attendance.**

### **Strategies to increase parental involvement**

- Recognition of students with perfect attendance at PTA meetings three times during the year.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

**Our hiring practices are governed by the 18D process for the coming year, as they have been since the school has been in existence. This process helps to ensure that we hire internal DOE candidates who are highly qualified in the area of license.**

### **Service and program coordination**

Our attendance aide works with the attendance teacher on difficult cases. We utilize the support of school staff and the DOE Translation Unit to provide translation and interpretation services as needed.

### **Budget and resources alignment**

- CFN Support for attendance teacher. OTPS budget for incentives and certificates. PS budget for attendance aide.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	48	29	N/A	N/A	1	0	0	0
<b>1</b>	9	9	N/A	N/A	3	0	0	0
<b>2</b>			N/A	N/A				
<b>3</b>			N/A	N/A				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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	<b>Wilson Foundations double dose instruction provided in a small group setting during the school day through a push in model. Content area instruction and vocabulary is also provided in the same group and program model format.</b>
Mathematics	<b>Mathematics vocabulary and strategies are the focus of small group push in instruction during the school day.</b>
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	<b>Individual and small group counseling is offered during the school day.</b>
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A

<b>At-risk Health-related Services</b>	<b>N/A</b>
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**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.

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**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, and Parent Teacher Association, 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 1<sup>st</sup> 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 1<sup>st</sup> 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 <b>D.Maldonado/P. Montesano</b>	District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>264</b>
School Name <b>P.S. 264</b>			

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

Principal <b>Patrice Edison</b>	Assistant Principal <b>N/A</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Myrna De La Rosa</b>	Guidance Counselor <b>Stefanie Fatino</b>
Teacher/Subject Area <b>Annette Yarmush/AIS</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Jennifer Hall/ ICT</b>	Parent Coordinator <b>N/A</b>
Related Service Provider <b>Lauren Isola/ Speech Provider</b>	Other <b>type here</b>
Network Leader <b>Patrick Montesano</b>	Other <b>type here</b>

### 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	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>138</b>	Total Number of ELLs	<b>38</b>	ELLs as share of total student population (%)	<b>27.54%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. The identification of ELL's begins during the registration process. As part of the enrollment interview the responsible adult is asked about languages spoken in the home. A trained pedagogue will assist in the completion of the HLIS and will conduct an informal interview with the child. Myrna De La Rosa is our licensed ESL teacher and is the person responsible for conducting the interview and determining eligibility for testing. If the parent is unable to respond to the initial interview we use other staff members to assist with the translation. We currently have personnel on staff who speak Spanish, Arabic and Chinese. We also use other personnel in the building to assist with Urdu and Russian to help with the translation during the registration and parent orientation process. If we do not have anyone who speaks their language we use the phone translation services provided by the DOE.

Ms. De La Rosa conducts an informal oral interview with the child. If the students speaks only English we stop and make a notation on the HLIS and "NO" is entered in the OTELE code. If a student is deemed eligible for testing the student will be tested within the ten day window.

Ms. De La Rosa conducts the interview process for our Spanish speaking parents/students as she is proficient in Spanish. If a Spanish speaking student is deemed eligible for testing he/she will also be administered the Spanish LAB one time during the ten day window. If the Spanish speaking student is deemed proficient he/she will not be administered the Spanish LAB as per madates of the CR Part 154.

Based on the hand scored results parents receive a letter of notification of eligiblity to receive services in their native language. Upon completion of testing, parent orientation, and completion of parent survey and parent selection form the information is gathered and entered into the (ELPC) screen in ATS, as part of the State's corrective action plan, for eording ELL parent choice for all new admits with a home language other than English.

All ELL students as recorded on ATS rosters are tested annually in the Spring using the NYSESLAT to evaluate their progress. They are tested in four modalities: Speaking, Listening, Reading, and Writing. This annual test will determine if they are proficient and no longer require additional support services or whether they will continue in the ESL program. They will continue to receive services until they are proficient in all four modalities.

2. The parent/guardians are sent an entitlement letter in their native language and an invitation to participate in the Orientation Session where the three options ESL, TBE, and DL programs are explained in detail. Parents are invited to view the DVD explaining the programs in their native language. A question/answer period is given after viewing the DVD to clarify any questions they may have. We have staff and translators available at this time.

An entitlement letter is sent home in their native language and a written request for an appointment is made with the parents who did not attend the group orientation in September. A follow up phone call is made if no response is received. If we are unsuccessful via letter/phone we usually see the parent at dismissal and have them view the DVD and fill out the Parent Survey and Selection Form. This process generally takes two - three weeks from the initial date of student enrollment. This is an ongoing process throughout the year as new arrivals come to the school.

Parents are encouraged to make an informed decision. If TB/DL programs are selected we inform in writing the parent that at this time we do not offer these programs at our school and that they may transfer to a school that offers these programs. We provide them with a

print out from the DOE listing schools that offers these programs. If they require assistance we will help them in anyway we can.

3. Parent Survey and Program Selection Forms are distributed at the Orientation Sessions - both group and individual. Parents who do not attend the sessions are sent the appropriate paperwork by backpack. A written letter in their native language is sent home and telephone contact is made to ensure that parents fully understand the available options and make an informed decision. Freestanding ESL is the only program we offer at this time. Once again, if a parent selects TBE/DL program a letter in their native language is sent home explaining that at this time we do not have enough students interested in these programs to open a class. We enter the information as indicated into the computer and will contact the parent if thresholds are met in the future to offer these programs. In the meantime, a transfer option is available and the list of schools is sent home. We will assist the parents who wish to pursue this option.

4. Once the ELL students have been identified, they are tested using the LAB-R and Spanish LAB. We send home the entitlement letter and date for the Orientation Session in their native language. In our Orientation letter we have the parents sign and return the letter stating whether they will/will not attend the Orientation Session. We have a sign in sheet at the Orientation Session. We keep a log of all the letters and phone calls made. A placement letter is sent home informing the parent that their child has been placed in the ESL program for the entire year. The original Parent Selection Form is then stapled to the HLIS. We keep a copy of their selection form in a folder with all the contact information. Continued entitlement letters are sent home along with the NYSESLAT printout results of the Spring test in September.

5. After reviewing the Parent Selection Survey the data gathered shows that ESL is the 1<sup>st</sup> choice of the parents currently being served in Kindergarten and First grade. The choices are as follows: ESL - 28 students (76%)  
TBE - 6 students (16%) and DL - 3 students (8%). Of those interested in the TBE program 3 were Spanish, 1 Urdu, 1 Arabic, and 1 Vietnamese. Of those interested in the DL program 2 were Spanish and 1 Russian. We will continue to monitor the first choice of the programs and will plan to adjust our programs if we see a change in the future.

6. ESL is the overwhelming choice of the majority of the parents in our community - our Freestanding ESL program is aligned with the 1<sup>st</sup> choice of our parents. If this trend should change in the future we will look into forming a TBE or DL classes as an option for our students and their families.

## 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="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% →)	0	0												0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
75%:25%)														
<b>Dual Language</b> (50%:50%)	0	0												0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0												0
<b>Push-In</b>	4	4												8
<b>Total</b>	4	4	0	0	0	0	0	0	0	0	0	0	0	8

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	38	0	5	0	0	0	0	0	0	38
<b>Total</b>	<b>38</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38</b>

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

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
<b>TOTAL</b>	<b>0</b>													

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
<b>TOTAL</b>	<b>0</b>																			

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
<b>TOTAL</b>	<b>0</b>									

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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	9	5												14
Chinese	3	1												4

## 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
Russian	3	0												3
Bengali														0
Urdu	5	1												6
Arabic	6	2												8
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													1
Albanian	1													1
Other	1													1
<b>TOTAL</b>	<b>29</b>	<b>9</b>	<b>0</b>	<b>38</b>										

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. Our program utilizes both the push in and pull out model. Our ESL teachers push into each classroom for 5 45 minute periods per week. In addition, students who scored at the beginner/intermediate levels are pulled out of their class for additional 4 45 minute periods per week by the ESL teachers. Utilizing this model, our students are group both heteogeneously during push in and homogeneously during pull out instruction.

2. Our 38 students are served by one full time ESL teacher and one 2 day per week F status teacher. The F status teacher was hired to preserve our model of providing push in services to the fullest extent possible. Using the push in model we are providing services for

## A. Programming and Scheduling Information

students in smaller groups. For example: in Grade 1 our push in services are provided in groups of three during the Literacy Block twice a day on Mondays and Wednesdays for 4 periods per week for 180 minutes of instruction for our beginner/intermediate/advance students. The remaining 4 45 minute periods per week are provided by our full time ESL teacher. She services the beginner/intermediate students in a pull out to cover the additional 180 minutes mandated by the CR Part 154. She provides 1 additional period for her beginner students for a total of 405 minutes per week.

For our Kindergarten students they receive push in services for 5 45 minute periods per week during their Literacy Block for a total of 225 minutes. Our beginner/intermediate students receive an additional 4 45 minute periods per week in a homogenous group to better service their needs for an additional 180 minutes per week. Both Kindergarten and Grade 1 beginner/intermediate students receive 405 minutes per week exceeding the CR Part 154 mandates by an additional period. Our advanced Kindergarten students also receive an additional period. In addition to this, the AIS teacher works individually with the "At Risk" students as needed throughout the day to provide additional support for our ELLs. The ELLs receive ELA in a 3 period Literacy Block 5 times a week.

3. Content Area instruction in Science and Social Studies is part of the push in/pull out model. Our ESL teachers work closely with the classroom teachers to plan units of study to ensure that all students have access to the same challenging content. In alignment with the Common Core Learning Standards, much attention is given to the four components of listening, speaking, reading and writing to the students with emphasis in response to non-fiction text. The ESL teachers use supplemental materials such as National Geographic's Window - Language, Literacy & Vocabulary Program that lends itself to visually clarify concepts for our ELLs. We also use the Newbridge Discovery Links Big Book Series to enhance and clarify content instruction. We are currently implementing Math in Focus Singapore Math which is aligned with the CCLS and is extremely rigorous. Our ESL teachers help to develop and reinforce academic vocabulary which is extremely beneficial for our ELLs.

4. We do not have TBE/DL programs in our school. We deliver our instruction in English. We do however have staff members available who speak Spanish, Arabic, Urdu and Chinese to help us determine the level of fluency in their native language and to assist with translation as needed. Since we only have Kindergarten and Grade 1 most of their formal schooling has only been in English. For our Spanish speaking students they are Spanish LAB tested once eligibility is determined.

5. We currently do not have any SIFE student as second year school. We don't anticipate having any SIFE students for at least three years. Should we have students in the future, we will carefully check their records to determine their eligibility for testing. We will review any testing data that is available. We will sit with our support staff (ESL, AIS, ect.) to develop an action plan to target the areas of weakness in all subject areas. Through small group instruction and one to one conferencing, we aim to push this student to develop basic literacy skills and math skills that will accelerate achievement. Frequent monitoring and assessment for academic difficulties will ensure that we are helping our SIFE student. Ideally, we would also be able to fund extra sessions of intensive language instruction with Title III monies.

All of our students are considered newcomers since they have been here less than three years. Our ESL teachers use specific instructional strategies and use appropriate materials that are rich in visual content and will help acclimate them to a school setting. Our ESL teachers endeavor to get them started with "survival English" to help them cope with their day to day activities. Our ESL teachers use Balanced Literacy strategies in their instruction and makes the language taught relevant to their everyday life. The classroom teachers set up a buddy/peer to help in class, allows for extra time to respond, additional listening center time and additional computer time to support our ELLs. The classroom teachers attend PD to acquire strategies and develop differentiated activities. As we grow, our newcomer students who are in testing grades will be supported with supplemental after-school programs to develop testing sophistication.

We currently do not have 4 to 6 year students in ESL. In the future we will use our data in standardized testing to determine the areas of weakness to better service our ELLs that have been receiving instruction for 4 to 6 years. It has been our experience that these children are verbal with a high level of comprehension. They tend to do poorly on the standardized tests because of their low level reading and writing skills. We will take a close look at the ELA and NYSESLAT subtest to develop instruction to target those areas. We will incorporate those test taking skills in our tasks to reflect the four modalities of speaking, listening, reading, and writing. We will also place them in the "At Risk" services, after-school programs and Title III programs.

We currently do not have any Long Term ELLs at P.S. 264. As stated above the strong use of data will guide our instruction to better prepare our students for the standardized exams and ensure their academic success of our long term ELLs. We will also look into other factors impacting on the student performance. Ongoing communication with the parents of these students will help to determine if further

## A. Programming and Scheduling Information

evaluation is warranted. Students that are found to need additional support will receive "At Risk" or mandated SETTS services, after-school programs and Title III programs.

6. Teachers of ELL-SWDs use manipulatives and visuals, and other methodologies to address their individual needs in order to introduce and revisit topics covered by their classroom teachers. Teachers modify activities, assessments, and curriculum needs to meet the needs of the ELLs with IEPs. They also integrate strategies used with ICT teachers, speech providers, and AIS teachers. To accelerate language development, teachers integrate the use of technology as a way to deepen their understanding in Science, Social Studies, and Math. To facilitate oral language development in English we use the Mondo component "Let's Talk About It!" along with listening activities to

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	corresponds with what they are learning in the classroom using the push in model in order to minimize the time spent out of the room.		
75%	Flexible scheduling ensures they are learning alongside their non-disabled peers in the ICT classroom setting. Additionally, if pulling out is necessary, we ensure they are learning with their non-disabled peers in the ESL program.		
50%			
25%			
Native Language Usage/Support	Dual Language		
100%			
75%			
50%			
25%			
Native Language Usage/Support	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

## Courses Taught in Languages Other than English

### B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. All our ELLs are newcomers in their first or second year of services. The ESL teachers work closely with the classroom teachers to plan units of study that include content area instruction in science and social studies. The targeted intervention for our ELLs in ELA is the Mondo Bookshop Program. We use it with all of our student and modify it to meet their needs. We use the oral component "Let's Talk About it" to strengthen and develop strong oral language skills. In addition, we use the National Geographic - Language, Literacy & Vocabulary Program geared specifically for ELLs as supplementary material in science and social studies, along with the Discovery Links 2 Big Book Series. The ESL Teacher also uses the Foundations Phonics Intervention program to strengthen their phonological awareness. ESL teachers work to support the math vocabulary that is critical to the success of students in completing word problems with Math in

## B. Programming and Scheduling Information--Continued

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9. The academic performance of students who achieve NYSESLAT proficiency is monitored. ESL teachers have an on going dialog with classroom teachers with ELLs and former ELLs. Strengths and weaknesses are discussed in order to individualize their instruction to provide maximum growth. Additional support can be provided by the ESL teachers if needed. They will be given extra time during the standardized ELA and additional reading as a support. They will also receive extra time during the Standardized Math. They will also be tested in a separate location. This is also provided for our ELLs - SWDs as mandated in their IEP's.

10. We do not anticipate introducing any new programs this year.

11. We do not anticipate discontinuing any programs this year.

12. We do not currently offer any after-school or supplemental programs to ELLs. One of the school's initiatives is to provide all supplemental services in the classroom using the push – in model. As the school grows, every effort will be made to continue providing the services in the classroom. By providing all services in the mainstream classroom we encourage close collaboration between classroom teachers and service providers ensuring continuity of service across all academic areas.

Throughout the day our ELLs participate in the enrichment programs provided as Cluster Programs of Music and Theatre at P.S. 264.

13. Our teachers use a variety of materials with their students. The classroom teachers utilize the ELL component of their programs to insure that their needs are being addressed. We do not have native language materials as we do not have a TBE/DL programs. These include:

Mondo Bookshop – our core ELA program

Foundations – Phonics/Intervention program

Delta FOSS Science

National Geographic - Science and Social Studies, Language, Literacy & Vocabulary! (Non - Fiction) - ESL specific

Math in Focus Singapore Math

Discovery Link 2 Big Book Series - Science/ Social Studies Content (Non - Fiction)

Technology:

Smartboard & Smart Table ( enhance the Math in Focus Program)

Brainpop – interactive literacy program

Starfall – website

Mingoville, English for children through social media program on the Web

## B. Programming and Scheduling Information--Continued

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Technology:

Smartboard & Smart Table ( enhance the Math in Focus Program)

Brainpop – interactive literacy program

Starfall – website

Mingoville, English for children through social media program on the Web

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

**C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

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

**D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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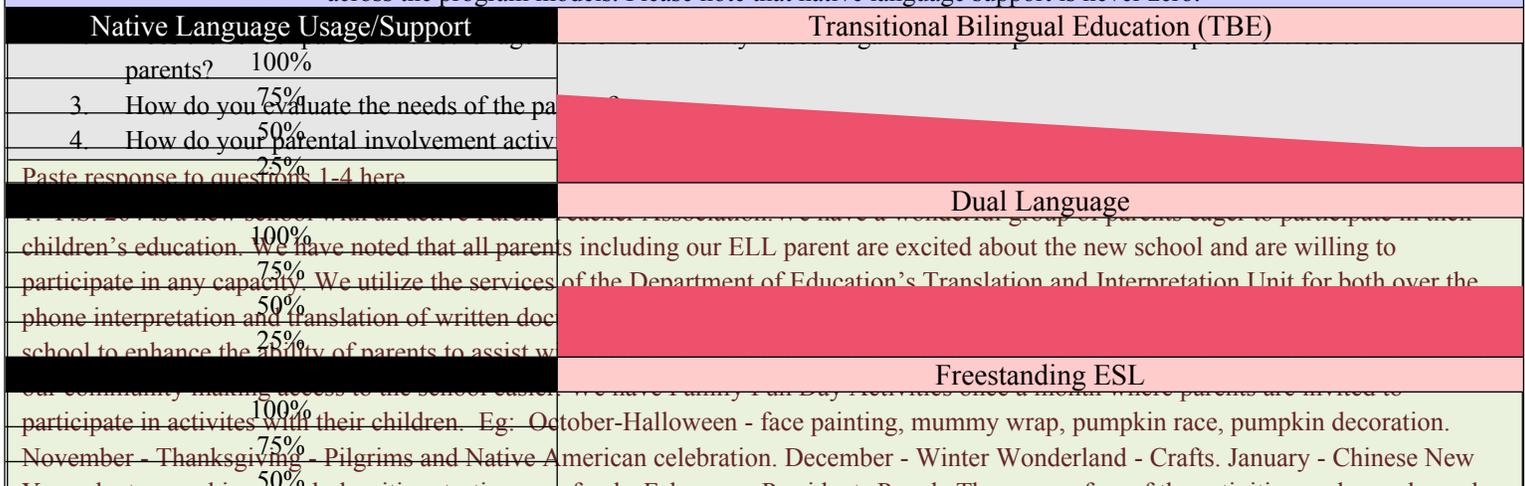
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3.The minimum hours of training for all staff other than ESL are also provided through grade level conferences which focus on differentiated instruction, developing strategies, common planning goals and outcomes. In addition, PD was given on September 8<sup>th</sup>, November 8<sup>th</sup>, and will be provided on Brooklyn/Queens day. Teachers are also provided with PD offered by our CFN throughout the year. Training in our core ELA program will also focus on meeting the needs of our ELL students. We will employ the services of a consultant to provide in class model lessons and out of classroom discussions which will ensure that the materials are used in an efficient manner to meet the needs of all students.

**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.



## 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?

Paste response to questions 1-4 here

1. P.S. 264 is a new school with an active Parent Teacher Association. We have a wonderful group of parents eager to participate in their children's education. We have noted that all parents including our ELL parent are excited about the new school and are willing to participate in any capacity. We utilize the services of the Department of Education's Translation and Interpretation Unit for both over the phone interpretation and translation of written documents. We are offering workshops on all curriculum areas and programs used by the school to enhance the ability of parents to assist with their child's education. We have staff members who speak the principal languages of our community making access to the school easier. We have Family Fun Day Activities once a month where parents are invited to participate in activities with their children. Eg: October-Halloween - face painting, mummy wrap, pumpkin race, pumpkin decoration. November - Thanksgiving - Pilgrims and Native American celebration. December - Winter Wonderland - Crafts. January - Chinese New Year - lantern making, symbol writing, tasting new foods. February - Presidents Parade. These are a few of the activities we have planned and executed. All parents including the parents of ELLs have been extremely receptive to the Family Oriented atmosphere we have established at P.S. 264.

2. At this time, P.S. 264 has not partnered with any agencies or Community Based Organizations to provide services for our ELL parents. We do however subscribe to the School Messenger service, which allows us to deliver translated telephone, email and text messages to parents to keep them informed about a wide variety of school activities and programs. School Messenger also provides us with the means to reach the entire school community quickly in the event of an emergency. P.S. 264 evaluates the needs of our ELL community by listening to their concerns when we hold our Orientation Session, during the PTA meetings, PT Conferences, in person, and over the phone conversations. Ms. De La Rosa serves as our liaison for our Spanish speaking parents and our other staff members assist with Arabic, Chinese, and Urdu. We have established a friendly environment for our parents to come and voice their concerns.

3. At our initial Parent Orientation Meeting for all parents Mrs. Edison reached out to the ELL parents by asking them to fill out a form requesting notices to be translated. Ms. De La Rosa serves as the liaison for the Spanish speaking population in our school. We have other staff members who are able to translate for parents as needed. Mrs. Edison has established a friendly rapport with all parents and has made it easy for all to approach her in person, by phone, or via e-mail. We also use the services of the School Messenger service described above. Thus far it seems to be successful as we have had a very good turn out each time we have had meetings and activities scheduled by the school and PTA.

4. Our parents participate actively in learning about the programs and course of study for our students. For Eg: We have had parent workshops to explain our ELA program, Foundations Program and our Math in Focus Program. Each time, parents have been given an overview of the program and invited to see a session in the classrooms. In addition, we have very active involvement in the recreational activities and special events for our students from both English speaking and non-English speaking families hosted by our school and PTA. Our most recent event sponsored by the PTA was "Quilting Night". Families were invited to participate with their children in creating a quilt as a school community in the evening. Letters were translated and sent out to those families that requested translations at beginning of the year.

## 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)?

## B. Programming and Scheduling Information--Continued

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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?

Paste response to questions 8-17 here

8. All our ELLs are newcomers in their first or second year of services. The ESL teachers work closely with the classroom teachers to plan units of study that include content area instruction in science and social studies. The targeted intervention for our ELLs in ELA is the Mondo Bookshop Program. We use it with all of our student and modify it to meet their needs. We use the oral component "Let's Talk About it to strengthen and develop strong oral language skills. In addition, we use the National Geographic - Language, Literacy & Vocabulary Program geared specifically for ELLs as supplementary material in science and social studies, along with the Discovery Links 2 Big Book Series . The ESL Teacher also uses the Foundations Phonics Intervention program to strengthen their phonological awareness. ESL teachers work to support the math vocabulary that is critical to the success of students in completing word problems with Math in Focus Singapore Math Program.

9. The academic performance of students who achieve NYSESLAT proficiency is monitored. ESL teachers have an on going dialog with classroom teachers with ELLs and former ELLs. Strengths and weaknesses are discussed in order to individualize their instruction to provide maximum growth. Additional support can be provided by the ESL teachers if needed. They will be given extra time during the standardized ELA and additional reading as a support. They will also receive extra time during the Standardized Math. They will also be tested in a separate location. This is also provided for our ELLs - SWDs as mandated in their IEP's.

10. We do not anticipate introducing any new programs this year.

11. We do not anticipate discontinuing any programs this year.

12. We do not currently offer any after-school or supplemental programs to ELLs. One of the school's initiatives is to provide all supplemental services in the classroom using the push – in model. As the school grows, every effort will be made to continue providing the services in the classroom. By providing all services in the mainstream classroom we encourage close collaboration between classroom teachers and service providers ensuring continuity of service across all academic areas.

Throughout the day our ELLs participate in the enrichment programs provided as Cluster Programs of Music and Theatre at P.S. 264.

13. Our teachers use a variety of materials with their students. The classroom teachers utilize the ELL component of their programs to insure that their needs are being addressed. We do not have native language materials as we do not have a TBE/DL programs. These include:

Mondo Bookshop – our core ELA program

Foundations – Phonics/Intervention program

Delta FOSS Science

National Geographic - Science and Social Studies, Language, Literacy & Vocabulary! (Non - Fiction) - ESL specific

Math in Focus Singapore Math

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Technology:

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## Additional Information

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Paste additional information here

## 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)?

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## Part V: Assessment Analysis

### A. Assessment Breakdown

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	11	2												13
Intermediate(I)		5												5
Advanced (A)	18	2												20
Total	29	9	0	0	0	0	0	0	0	0	0	0	0	38

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

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

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

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

## Additional Information

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Paste additional information here

## Part VI: LAP Assurances

**School Name:** PS 264

**School DBN:** 20K264

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patrice Edison	Principal		11/29/11
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Myrna De La Rosa	ESL Teacher		11/29/11
	Parent		1/1/01
Annette Yarmush/AIS	Teacher/Subject Area		1/1/01
Jennifer Hall/ICT	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Stefanie Fatino	Guidance Counselor		11/29/11
	Network Leader		1/1/01
Lauren Isola/Speech Provider	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **20K264** School Name: **PS 264**

Cluster: **5** Network: **511**

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

At the time of enrollment we assess the written and spoken language needs of the families of incoming students. This information is gathered through the enrollment interview with the assistance of on staff and over the phone interpreters as needed. The appropriate information is entered into ATS as the child is enrolled. The following have requested written and oral translations:

Spanish - 12  
Arabic - 3  
Urdu - 3  
Chinese - 9  
Russian - 2  
Polish - 0  
Albanian - 0

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.

There are five languages other than English for which oral and written translation services are requested in our community. In order of frequency they are; Spanish, Arabic, Urdu and Chinese. We have staff members who speak three of these five languages and personnel in our building who speak the other two. This helps to facilitate oral and written interpretation requests/ These findings will be communicated to the community at PTA meetings.

## Part B: Strategies and Activities

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We utilize the services of the Dept. of Education's translation and interpretation unit to provide written translations for many major documents and notices distributed during the school year. In addition, we have in house staff who provide translations of written documents and oral interpretation on an as needed basis. We also use Reliance Communication's School Messenger Service which provides translated email messages about regularly scheduled school events and emergency situations..

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

We make frequent use of the over the phone translations services provided by the Department of Education. We also have in house staff who can assist with Spanish, Arabic and Chinese oral interpretation as needed. The School Messenger service can also provide oral and written translation of messages into Spanish.

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>.

Department of Education provided signage is posted at the entrance to the school informing parents that translation and interpretation services will be provided on request. We maintain a list of parents who require oral and written language interpretation and update this list and students are admitted and discharged from the school.