



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PARK SLOPE ELEMENTARY/MIDDLE SCHOOL

DBN: 13K282

PRINCIPAL: MAGALIE ALEXIS EMAIL: MALEXIS@SCHOOLS.NYC.GOV

SUPERINTENDENT: BARBARA FREEMAN

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
Magalie Alexis	*Principal or Designee	
Norman Rollock	*UFT Chapter Leader or Designee	
Aurtherane Baugh	*PA/PTA President or Designated Co-President	
Martiza Cortez	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Bisi Iderabullah	CBO Representative, if applicable	
Angela King	Member/Parent	
Yoidette Erima	Member/Parent	
Gregory Steddin	Member/Parent	
Antoinette Miller	Member/Parent	
Jennifer Mathis	Member/UFT	
Aleathia Holmes	Member/UFT	

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.

By February of 2012, all the teachers on the core CFI team will utilize their data binders for inquiry-based work as demonstrated by their completed projects.

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.

Research shows that data-driven instruction will increase student academic achievement and all teachers are required to maintain data sources. Classroom observations (formal and informal) show a need to increase the alignment between data and instructional decisions.

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) Data will be used to identify groups of students for targeted instruction based on similar needs.
 - b) AIS teachers, coaches, and other support staff will provide guidance and assistance in achieving the goals and creating and modifying action plans.
 - c) Teachers will participate in teacher teams to look at students work and analyze the data.
 - d) Teachers meet weekly to share their findings and develop hypotheses for meeting the needs of the students. Hypotheses are tested and modified accordingly. The completion of the first cycle of the inquiry-based work is February 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.

Teachers encourage parental involvement in student achievement by sharing the data with parents during all parent-teacher meetings.

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 becomes highly qualified, in order to achieve this goal.
 - **Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.**
 - **The pupil personnel secretary will work closely with the network HR personnel to ensure that non-HQT meet all required documentation and assessment deadlines.**
 - **Mentors are assigned to support struggling and unqualified teachers.**

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.

CFN 110 is supporting teachers with professional development in the areas of analyzing student work and the creation of rigorous tasks. We have a UFT Teacher Center that provides professional development to support teachers in the use of data.

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 as Fair Student Funding(Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sep. 2011-June 2012 as indicated below:

- ❖ The salaries of five coaches (2 ELA, 3 math)
- ❖ The purchase of Advantage 1200 scanning materials
- ❖ The purchase of math, science, and ELA test preparation materials
- ❖ ELA and science consultants
- ❖ Additional support staff for academic intervention services
- ❖ Data specialist

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.
- **ELA – By June 2012 students performing in the lowest third in Grades 4-8 will increase their performance in ELA by at least 1% as measured by the proficiency rating on the NYS ELA Spring 2012 Assessment.**

Comprehensive needs assessment

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

The data for our school suggest a downward trend in performance from 2009 to 2011.

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) Differentiated Professional Development that would support the needs of teachers across the disciplines.
 - b) An additional Coach and the UFT teacher Center will support teachers in instruction
 - c) Coaches work as leaders who communicate the instructional needs of teachers to the administration

Strategies to increase parental involvement

- Monthly Newsletters full of parent-as-teacher skills/information, strategies or tips on home-work completion and student self-discipline
- Teacher web-pages are used to post homework and communicate curricular updates
- Parents of students in the lowest third are advised of their child's performance and are provided with strategies to assist their child at home.
- Parents are provided with the tools to use ARIS.

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.
 - **Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.**
 - **The pupil personnel secretary will work closely with the network HR personnel to ensure that non-HQT meet all required documentation and assessment deadlines.**
 - **Mentors are assigned to support struggling and unqualified teachers.**

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.

CFN 110 ELA Instructional Specialists provide ongoing professional development on analyzing student work and creating rigorous tasks. Consultants provide ongoing support to improve instruction in phonics, reading, and writing.

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 as Fair Student Funding(Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sep. 2011-June 2012 as indicated below:

- ❖ Consultants
- ❖ 2 ELA coaches
- ❖ Media, technology, sports summer program

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.

By June 2012, all students with disabilities in grades 4-8 will increase their performance by at least 1% as measured by the proficiency rating on the NYS Math Test.

Comprehensive needs assessment

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

The SWD subgroup did not make the expected progress in the 2011 NYS Math Test.

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) Three coaches will provide in-classroom support for teachers,
 - b) CFN 110 will provide support to teachers
 - c) The UFT Teacher Center will provide support with data-driven instruction and meeting the NYCDOE Expectations for NYS CCLS
 - d) Teachers meet in teams to look at student work and target the needs of students with disabilities
 - e) By June 2012, all students with disabilities in grades 4-8 will increase their academic achievement by at least 1% progress on their proficiency rating.

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.
- Monthly Newsletters full of parent-as-teacher skills/information, strategies or tips on home-work completion and student self-discipline
Teacher web-pages are used to post homework and communicate curricular updates

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.
 - **Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.**
 - **The pupil personnel secretary will work closely with the network HR personnel to ensure that non-HQT meet all required documentation and assessment deadlines.**
 - **Mentors are assigned to support struggling and unqualified teachers.**

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.

The school established a UFT Teacher Center to support teacher development of effective pedagogy.**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 as Fair Student Funding(Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sep. 2011-June 2012 as indicated below:

- ❖ 5 coaches
- ❖ SETSS
- ❖ Additional special education teacher
- ❖ Playworks
- ❖ Additional paraprofessionals
- ❖ ESL teacher
- ❖ NCLB afterschool and Saturday program
- ❖ ELL's

❖ Media, technology, sports summer program

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.

By June 2012, the level of parent involvement in Grades 6 – 8, will increase by at least 5% as measured by attendance at parent-teacher conferences and the return of signed student-reports.

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 data show that students whose parents attend parent-conferences and take an active role in their children's education achieve at higher levels.

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) Teachers instruct parents to use ARIS Parent-Link to monitor their children's progress
 - b) Teachers assign tasks to students in ACUITY and advise parents to use their children's login access to complete all assignments
 - c) Parents are instructed to use the school's web-page and other web programs, such as Engrade, to monitor their children's progress.
 - d) Parent Coordinator, Community Coordinator and Community Associate work to keep lines of communication open and promote outreach programs
 - e) Parent-conferences, Parent-workshops, Staff-Parent games, Family-S.T.E.M. Night and our school's F.Y.I. electronic weekly-newsletter are used to increase parent-involvement

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.

See PIP

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.
 - **Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.**
 - **The pupil personnel secretary will work closely with the network HR personnel to ensure that non-HQT meet all required documentation and assessment deadlines.**
 - **Mentors are assigned to support struggling and unqualified teachers.**

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.

We have a parent coordinator, community coordinator, and community associate.

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 as Fair Student Funding(Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sep. 2011-June 2012 as indicated below:

- ❖ Parent coordinator
- ❖ Community coordinator
- ❖ Community associate
- ❖ Parent involvement
- ❖ Title I parent involvement (1% set aside)

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	14	14	N/A	N/A	0	0	0	1
1	22	22	N/A	N/A	0	0	0	0
2	40	40	N/A	N/A	2	0	0	0
3	56	56	N/A	N/A	0	2	0	0
4	68	68	68	68	0	0	0	0
5	75	75	75	75	0	0	1	0
6	88	98	88	88	0	0	0	1
7	46	46	46	46	0	0	0	0
8	35	35	35	35	0	1	0	0
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	<p>Small group differentiated instruction is provided during extended day by pedagogical staff. Target students in upper grades receive an additional 2 hours of academic support 4 times per week.</p> <p>Push-In/ pull-out services are provided to grade pre-k through grade 8 students by the AIS teacher.</p>
Mathematics	<p>Small group differentiated is provided during extended day by pedagogical staff. In grades 5 and 8-targeted students receive an additional 2 hours of academic support 4 times per week.</p> <p>The AIS teachers provide push-In/ pull-out services to grade pre-k through grade 8 students.</p>
Science	<p>Small group differentiated instruction is provided after school by pedagogical staff. The AIS teachers provide push-In/ pull-out services to grade pre-k through grade 8 students.</p>
Social Studies	<p>Small group differentiated instruction is provided after school by pedagogical staff. The AIS teachers provide push-In/ pull-out services to grade pre-k through grade 8 students.</p>
At-risk Services provided by the Guidance Counselor	<p>The schools' guidance counselor provides emotional and social support for students and parents. The guidance counselor offers parents information on various academic and emotional support services to at risk children.</p>
At-risk Services provided by the School Psychologist	<p>The School Psychologist tests students to assess social and emotional needs. The psychologist is instrumental in aligning the student with the appropriate setting and practices to best meet the needs of the student.</p>
At-risk Services provided by the Social Worker	<p>The School's Social Worker provides mandated and at-risk counseling and is instrumental in the initial IEP process.</p> <p>Lutheran Medical Center provides mental health services to at risk students on recommendation of Pediatric Nurse Practitioner.</p>
At-risk Health-related Services	<p>Lutheran Medical Center provides dental and medical services for students. Having these services school based, increases student attendance rate and performance.</p>

13K 282 PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of 13K 282 PIP 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, science 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.

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-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 dedicated staff person to serve as a liaison between the school and families. The Parent Coordinator or 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 or dedicated staff person 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:

- Opening up the lines of communication between school and parents/guardians in order to provide them with the information necessary to support their children's education
- Holding an annual Title I Parent Curriculum Conference;
- Hosting/Supporting educational family events/activities throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- Establishing a Parent Resource Area or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children;
- 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;
- Maintaining an open door policy;
- Distributing a school newsletter and maintaining the FYI publication designed to keep parents informed about school activities;
- Increase communication in the home-school connection by utilizing the 282parkslope website;

- 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:

- implementing a curriculum aligned to the Common Core State Learning Standards;
- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- holding parent-teacher conferences
- providing parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,

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;
- arranging additional meetings at other flexible times, e.g., morning, evening, and weekends;
- 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- 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 during lunch/recess time
- allowing parents to participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences, workshops;

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 with 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;

II. Parent/Guardian Responsibilities:

We, as parents, will support our children's learning in the following ways:

- 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
- volunteer in my child's school or assist from my home/work 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- attend school regularly and arrive on time;
- come to school with all the necessary tools of learning – pens, pencils, books etc.
- complete homework and submit all assignments on time;
- follow the school/class rules and be responsible for my actions;
- follow the schools' dress code;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- come to school ready to do our best and be the best;
- participate in class discussions and activities;
- ask for help when we don't understand;
- get adequate rest every night;
- read for at least 30 minutes every day outside of school time;
- give our parents/guardians, all notices and information we receive at school;

**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 Nichelle Andrews	District 13	Borough Brooklyn	School Number 282
School Name Park Slope			

B. Language Allocation Policy Team Composition

Principal Ms. Alexis	Assistant Principal Ms. Sidbery
Coach Mrs. Cover	Coach Mrs. Scott
ESL Teacher Mr. Benoit	Guidance Counselor type here
Teacher/Subject Area Mrs Lynch	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mrs. Larkins
Related Service Provider type here	Other type here
Network Leader type here	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	1033	Total Number of ELLs	23	ELLs as share of total student population (%)	2.23%
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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. 

Identification, Eligibility and Programs for English Language Learners

During registration, parents are provided with a form called the HILS form. In that form, if the parents check that there is a language other than English spoken in the home, that is basis for administration of the LAB-R. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue, at our schools, Mr. Benoit, is the ESL provider. Performance on this test (LAB-R) determines your child's entitlement to English language development support services. Once your child is tested, the school notifies parents to advise eligibility for English language development services? After notification of entitlement services, we required to hold orientations for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. In orientations, you have the opportunity to receive materials about ELL programs in your home language, and to ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collect the Parent Survey and Program Selection Form, which indicates the program that you are requesting for your 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="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 #

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	2
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	2

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	16		0	3		1	4	0	1		23
Total	16	0	0	3	0	1	4	0	1		23

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

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
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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?

The ESL program at PS/MS 282 provides a Pull-out service. The students are grouped by grade and proficiency. The ESL curriculum follows the Teacher College Reading and Writing Curriculum and is aligned with the City curricula for Math, Science and Social Studies. Planning for instruction is done in consultation with classroom teachers and the school's instructional coaches. The ESL teacher, Mr. Jerome Benoit, has a certificate in TESOL. Newly arrived ELL's and SIFE's (Students with Interrupted Formal Education) participate in intensive Pull-out classes in Basic Interpersonal Communication Skills as they approach Cognitive Academic Language Proficiency. Their curriculum aims to develop vocabulary, emphasize syntax, encourage oral expression with proper pronunciation and lower the student's affective filter in order to promote a classroom experience conducive to learning. Intermediate and Advanced ELL's receive instruction

A. Programming and Scheduling Information

aimed at increasing their proficiency in Writing and Reading in the English Language. Instruction is developed in alignment with classroom instruction. Many of the students also receive AIS (Academic Intervention Services) and/or Resource Room services. Some students receive extended day services. The ESL classroom, like all classes within PS/MS 282, provides a rich and varied learning environment that supports ELL's as they acquire English skills. It utilizes visual resources including pictures, word wall, and charts. Use of native languages is encouraged and respected within the ESL program. Research shows that maintaining and utilizing native languages during English acquisition is greatly beneficial and the ESL program at PS/MS 282 reflects this philosophy. All teachers are involved in professional development experiences that enhance their ability to work with ELL's. Technical assistance as well as Instructional PD sessions are available for teachers.

Strategies For Newcomers/Sp Ed/Long Term ELLs

Tie the cultures of the second language learners to the curriculum whenever possible. We know that all children bring to school a wealth of experiences from their families, homes, neighborhoods and communities. Children with diverse linguistic and cultural backgrounds have stories and experiences that are unique. We will use these experiences and the environment of their classrooms to help children begin to understand other cultures. They should build on the knowledge their students and families have of the countries they come from and the cultures they represent. The diversity in many classrooms provides a starting point for children to begin to understand and value the many distinct cultures of the world. We will take advantage of this natural resource that is in their classrooms. When students see their home cultures and languages being studied in the classroom, their culture has been validated. This helps to develop positive self-esteem in culturally and linguistically diverse children.

For Special Education ELLs, instruction requires some degree of modification in their educational programs because of intellectual, emotional, sensory, or physical impairments. Modifications may include special curricular materials, specialized teaching strategies or behavior management techniques, and specially-designed equipment or facilities. Students with mild disabilities can succeed with modifications in mainstream classrooms.

As far as long long term ELLs, Language learning strategies are use to complete speaking, reading, vocabulary, listening or writing activities presented in language lessons. Recognizing that there is a task to complete or a problem to solve, language learners will use whatever metacognitive, cognitive or social/affective strategies they posses to attend to the language-learning activity. However, whereas experienced language learners can approach language- learning problems in a systematic way and are usually successful in selecting appropriate strategies to complete a language-learning task (activity), novices may be less efficient at selecting and using strategies to task. Regardless of language learning experiences, both groups of learners, will need instruction in 'how' to use strategies efficiently as a way to improve language learning and performance

Courses Taught in Languages Other than English ⓘ

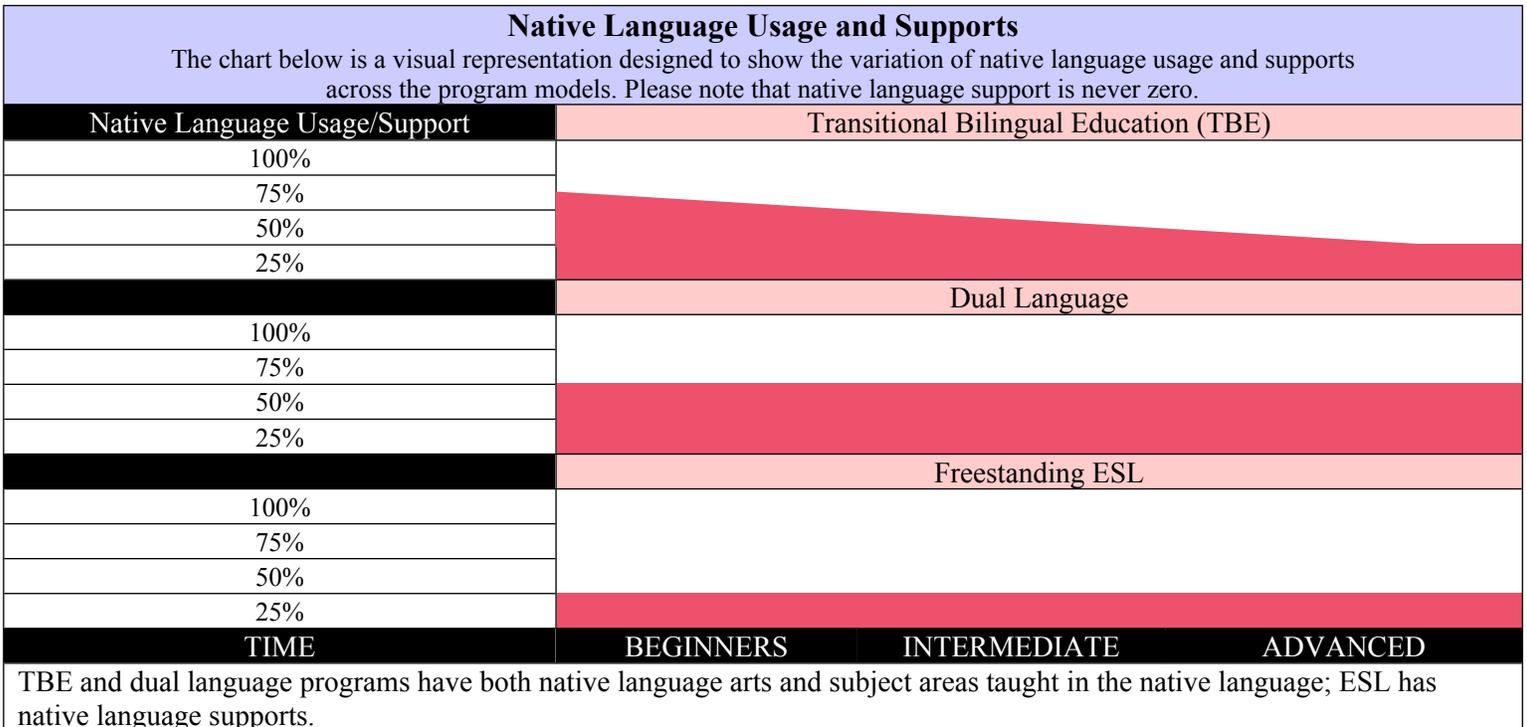
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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



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?

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?

The ESL program at PS/MS 282 provides a Pull-out service. The students are grouped by grade and proficiency. The ESL curriculum follows the Teacher College Reading and Writing Curriculum and is aligned with the City curricula for Math, Science and Social Studies. Planning for instruction is done in consultation with classroom teachers and the school's instructional coaches. Data from NYSESLAT exam history report (RLAT) shows, continuous progress across the grades for the 2010-2011 school year. It shows our ELLs are making progress in the transition they are making each year from beginning to advanced and proficiency level. Patterns across proficiency levels and grades reflect that they have made significant progress. We will capitalize on this trend and continue with this effort of providing our ELL students with academic rigor and support they need to succeed. We will incorporate NYS Math and ELA test preparation results to provide support and merge the curriculum reflecting it with NYS ESL standards. For the ELA test for the entire school year, however, we will intensify our efforts in the month preceding the test. Leapfrog materials will be used in the Early Childhood grades to develop vocabulary skills. We also use the web-based programs Learning Today and Breakthrough to Literacy to reinforce vocabulary, aural and reading skills.

The ESL program at PS/MS 282 provides a Pull-out service. The students are grouped by grade and proficiency. The ESL curriculum follows the Teacher College Reading and Writing Curriculum and is aligned with the City curricula for Math, Science and Social Studies. Planning for instruction is done in consultation with classroom teachers and the school's instructional coaches. P.S./M.S. 282 has a free-standing ESL pull-out program. We have one qualified and licensed ESL teacher. ELL students are grouped by grade level and NYSESLAT/LAB-R levels. Students who are in the beginning and intermediate stages of language acquisition receive 360 minutes of ESL instructions and 180 minutes for those who are at the Advanced levels.

Our goal is to provide quality ESL based instruction. We use content area instruction and appropriate ESL standards in order for students to meet the necessary skills to meet and pass city and state assessments. Students are exposed to hands-on activities, technology research, and all other facilities within the school to aid in their success. Those who are at the advanced stages are exposed to the Internet for research based academic instruction. The students at all three stages use Learning Today, a personalized computer based program, to enhance their skills in literacy and math. This program is indicative of students' strengths and weaknesses in fundamental literacy and math skills. The data from this program is analyzed and used to drive instruction in the students' classrooms, as well as the ESL program. The ESL teacher receives assistance through several support systems.

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

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.

The ESL teacher is given numerous opportunities to attend professional development on and off site. In September, training on ATS to with obtaining the necessary information on students. In November, he was provided with BESIS training and a workshop on using data to plan instruction. Beginning in December, there will be a series of QTEL, Language Allocation Policy, Teaching Basic Writing Skills Differentiation of Instruction, and ELL Identification and Parent Information workshops. Other workshops throughout the school year are:

- Using Inquiry Teams to Improve the Mathematics Instruction of ELL's (Jan., Feb., and March)
- From Analysis to Achievement: Using Data to Design Effective Instruction (Feb., March, and April)
- Demystifying ELL Data (Feb., March, and April)

The ESL provider is require to bring back information , tools and any resources obtained to staff so so we will be aligned in providing academic intructions to students.

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?

Parents are invited to attend an orientation in September. In October parents attend an ELA/ Math workshop where a translator is available to make the parents feel comfortable. In November a workshop is provided to inform ELL parents of the different support systems available to them. They are also given vital information and strategies to help assist their children at home. Periodic Workshops will be made available to ESL parents to ensure that their children are making progress throughout the school year. We continue with the effort of providing parents with opportunities to engage in their child academic progress by encouraging them to come to our school with any concern wether financial, social, academic and any issue of concern. If we are unable to provide the aid, we will guide them to the proper channels and assist in any way possible.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Science

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

New York State Regents Exam

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

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The school utilizes the Teacher's College Balanced Literacy program. The ESL teacher is provided with a copy of the monthly units of study and the NYS standards. The students are assessed to determine their "just-right" reading levels to ensure differentiated instruction in the classroom. This differentiated instruction is based on Literacy information gathered about the ELL students. Work is done

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.

Part VI: LAP Assurances

School Name: Park Slope

School DBN: 13K282

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Alexis	Principal		1/1/01
Ms. Sidbery	Assistant Principal		1/1/01
Ms.K. Larkins	Parent Coordinator		1/1/01
Mr. Benoit	ESL Teacher		1/1/01
Mrs. Collins	Parent		1/1/01
Mrs Lynch	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Mrs. Cover	Coach		1/1/01
Ms.Scott	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **13K282** School Name: **Park Slope**

Cluster: **1** Network: **110**

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

Part A: Needs Assessment Findings

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

It is vital that we 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. At our school Mrs. Cortez who is fluent in both Spanish and English translates any information we need to submit to parents/guardians. Mr. Benoit, the ESL teacher also is fluent in Haitian Creole, French and English relates any information to parents in those languages so they can be kept informed on how they can assist in their children academic progress.

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.

After a review of the needs assessment findings, we determined that our school needs an oral/written Spanish translator. Teachers have been informed that parent notices must be sent home in both Spanish and English. Also, when speaking to parents during parent teacher conferences, teachers secure a translator when necessary.

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.

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is strongly recommended that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

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 develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. We put in place a system where parents with the assistance of some staff members who share same native languages, willing and able to translate orally or in writing to our parents.

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>.

In fulfilling and in falling align with Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, We ensure the following important school documents have been translated and are available electronically and/or in hard copy:

- Report cards
- Registration and admission
- Parent Handbook
- Discipline letters/codes
- Testing memorandums
- Chancellor's code of conduct
- Medical forms through our Spanish speaking medical assistant

From the HILS form we can determine how many parents we need to provide translation and interpretation services to. At our school, majority of our ELLs are Spanish speakers. Mrs Cortes, the attendance person is always available to provide translation/interpretation during parent orientation and vital documents that need to be send home in Spanish. We also have French speaking ELLs, Haitian- Creole, Chinese and one Russian. Mr. Benoit, the ESL provider is fluent in both Haitian-Creole and French, provides translation and interpretation. As for the other languages that are represented, they're very few, translation and interpretation are not a factor.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: 282	DBN: 13K282
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Nichelle M. Andrews
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 15 Grades to be served by this program (check all that apply): ✱K ✱1 ✱2 ✱3 ●4 ●5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

In the effort to better prepare our students to succeed and passing the NYSESLAT and other standardized tests that will be administered in the up coming months, we are launching an after school program (Title III). It is vital and a prerequisite for students to succeed in these tests in order to be promoted. In this program, students will engage in strategies and will be taught curriculum aims to develop vocabulary, emphasize syntax, encouraged oral expression with proper pronunciation, improving writing and reading skills. In order for them to obtain success and be promoted, they must be able to execute and show knowledge in key components/areas of these tests. this program, again, we will focus on these key areas. Our beginners and intermediate level ELL students who did not pass these tests last year, have shown limited comprehension and acquisition in key areas of the NYSESLAT and ELA. Intermediate and beginners will receive instruction aimed at increasing their proficiency in Writing and Reading in the English Language. Instruction is developed in alignment with classroom instruction. Students will be grouped by grade and proficiency. We will incorporate the Language Development Activity ESL booklets and Teachers College Reading and Writing Curriculum related to ELLs. We will explore as part of the study group, one of the Patricia Polacco series.

A total of about 15-18 students will be participating in this program. Twice a week, for three hours after school, we will be executing this program at our school. The program will begin February of 2012 and end in June of 2012. We plan to serve a population which consist of K-3rd graders. K and 1st graders will be held on Tuesdays from 3:40pm to 6:40pm- Second and 3rd graders, on Thursdays, same time. Mr. Benoit, the ESL certified teacher, will be the teacher.

Program Description

The ESL program at PS/MS 282 provides a Pull-out service. The students are grouped by grade and proficiency. The ESL curriculum follows the Teacher College Reading and Writing Curriculum and is aligned with the City curricula for Math, Science and Social Studies. Planning for instruction is done in consultation with classroom teachers and the school's instructional coaches. Teachers and administrators must consider the student makeup of the school, curriculum requirements, the degree of administrative support, and realities of the school system in choosing appropriate practices. .

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional Development:

Mr. Benoit, the ESL provider will work in conjunction with a study group including content area teachers and math/reading specialists in the effort to plan and collaborate on how to better provide services to ELLs. We will discuss academic progress and ways we will incorporate contents area standards with ELA/ESL methodologies in order to ensure students will make improvements. As part of the study group, we will focus on P. Gibbins applications with respect to language learners acquisition.

At our school, during the school day, a prep period is dedicated for teachers of same grade levels to meet and brainstorm on a collaborative effort to better meet students academic achievements. we will use this opportunity to also meet with our study group to collaborate on academic progress for our ELLs focussing on P. Gibbins practices.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Parental Involvement

In order to have a successful plan of action, we must have the participation of the parents. So, we will reach out to any parent/guardian willing to get involve to share key information on how they can assist in their children's education. They welcome to come to our school to see how we are executing and managing this program. They are encouraged to share information they feel will enhance this process.

We will focus on the NYSESLAT. Parents will have a better understanding of the different components of the NYSESLAT that each child must succeed in order to pass. eg:Listening/reading/speaking/writing. Each of these area is vital and parent will obtain strategies on ways to better prepare their children to

Part D: Parental Engagement Activities

succeed the NYSESLAT.

Parents will have the opportunity to provide feedbacks on their children’s academic progress. Myself who is fluent in French and Haitian Creole, along with Mrs. Cortez who is fluent in Spanish, will be translating any documents that need to be sent home.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		