



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE GENERAL D. CHAPPIE JAMES ELEMENTARY SCHOOL OF SCIENCE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 23K631

PRINCIPAL: MARGARET V. MCAULEY EMAIL: MMCAULE@SCHOOLS.NYC.GOV

SUPERINTENDENT: AINSLIE CUMBERBATCH

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
Margaret V. McAuley	*Principal or Designee	
Mavis Yon	*UFT Chapter Leader or Designee	
Phillip Knowles	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Traci Campbell	Member/Teacher	
Dorothy Smith	Member/Para	
Theola Miller-Bovain	Member/Guidance Counselor	
Myra Fisher	Member/Teacher	
Susan Hackshaw	Member/Parent	
Curlette Charles	Member/Parent	
Hope Ingram	Member/Parent	
Roshana Ross	Member/Parent	
Everett, Lenora	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June of 2012, there will be a 5% increase on the NYS ELA in proficiency from level 2 to 3 in grades 3 -5, as a result of improved teacher effectiveness by developing a shared understanding of instructional excellence .

Comprehensive needs assessment

- Review of the Quality Review from 2010 – 2011, the Progress Report and the School Report Card, indicates a need for an increase in proficiency levels in Grades 3, 4 and 5. Examining the data from the State ELA Assessments identified areas of strength and weakness. Feedback from the Quality Review, as well as the Learning Environment Survey suggests the need to develop a shared understanding of instructional excellence.

Instructional strategies/activities

Activity #1

- PD will be given on the following topics: Looking at Student Data; Designing an ELA task as per the City Wide Instructional Expectations; Danielson's Framework for Enhancing Professional Practice.
- Target Populations: Teachers of all grades and subject areas.
- Responsible Staff Members: Assistant Principal, Coaches, Staff Developers, internal and external and Data Specialist
- Timeline: September 2011 through June 2012

Activity #2

- Development of Teacher teams: meet weekly to discuss the needs of identified student subgroups, Teacher Teams discuss the effectiveness of the ELA assessments; self evaluate their instructional strategies and collaborate on developing curriculum maps to increase the achievement of their students.
- Target Population: classroom and cluster teachers, special subject area teachers, coaches and paraprofessionals.
- Responsible Staff Members: AP, coaches and teacher facilitators.
- Implementation Timeline: September 2011 -2012

Activity #3

- Development of Lead Inquiry Team: Team facilitators are staff members, teachers and coaches, will meet biweekly with administration. They will examine data and receive PD from the Assistant Principal based on training provided by the CFN on designing tasks to meet the City Wide Expectations.
- Target Population: classroom and cluster teachers, special subject area teachers, coaches and paraprofessionals.
- Responsible Staff Members; AP, coaches and teacher facilitators.
- Implementation Timeline: September 2011 -2012

Steps for Including teachers in the decision making process:

- Teachers will meet in grade level, cross functional and special education teams to review student data gathered from periodic assessments.
- Staff will determine benchmarks to measure the effectiveness of the strategy used and determine if additional support in using multiple data points to analyze data and differentiate instruction is needed.
- Periodic Assessment date: November 2011, January 2012 and March 2012.

Strategies to increase parental involvement

- Workshops will be scheduled throughout the year to introduce parents to the ELA CCLS
- Curriculum Night will introduce the parents to the ELA curriculum.
- A Parent handbook was distributed and use of the school web site is promoted.
- Monthly Calendar is backpacked and on the web site with ELA assessment dates.
- Parents are trained in using ARIS Parent Link to access most current ELA Data. .
- Parent Coordinator will host various workshops including literacy skills development.
- Breakfast with the Principal workshops will be scheduled throughout the year to keep parents informed of the curriculum and assessments.

Strategies for attracting Highly Qualified Teachers (HQT)

- Attendance at hiring fairs
- Pupil personnel secretary will work closely with HR regarding required documentation and assessment deadlines.
- Mentors are assigned to new teachers.
- Use the new teacher finder and other resources form the Principal's portal.
- PD will be given to new teachers by the Literacy Coach and AUSSIE trainer on Balanced Literacy to improve student achievement.

Service and program coordination

- The CFN and the DOE provide services that are being coordinated with the instructional strategies/activities to achieve this goal.
- Collaboration with Capital One Bank to refurbish the Library and distribute 2 new books to each student.
- RIF Reading is Fundamental book distribution.

Budget and resources alignment

- Title 1 budget will support goals as outlined in the CEP.
- Title 1 Highly Develop teacher funds will be used for PD, such as AUSSIE staff development in ELA.
- Supervisor per session, once weekly for 7 weeks.
- Inquiry Team teacher per session, meeting twice monthly
- Professional materials such as Danielson's framework.
- Teacher per session thru the UFT Teacher Center to develop curriculum maps.
- Title 1 parent workshops.

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 of 2012, there will be a 6% increase on the NYS Math in proficiency from level 2 – 3 for all students in grades 3 -5, as a result of improved teacher effectiveness by developing a shared understanding of instructional excellence .

Comprehensive needs assessment

- Examining the data from the 2011 NYS State Math Assessments identified areas of strength and weakness. 2010-11 NYS School Report Card indicates that all students including economically disadvantaged students did not meet the effective AMO in mathematics. NY Start item analysis data was reviewed to target specific areas for differentiation and to focus on skills needed to reach proficiency.

Instructional strategies/activities

Activity #1

- PD will be given on the following topics: Looking at Student Data; Designing a Math task as per the City Wide Instructional Expectations; Danielson's Framework for Enhancing Professional Practice.
- Target Populations: Teachers of all grades and subject areas.
- Responsible Staff Members - Assistant Principal, Coaches, Staff Developers, internal and external and Data Specialist
- Timeline: December 2011 through June 2012

Activity #2

- Development of Teacher Teams: Teacher teams meet weekly to discuss the needs of identified student subgroups, Teacher Teams will analyze and discuss the effectiveness of the assessments; self evaluate their instructional strategies and collaborate on developing curriculum maps to increase the achievement of their students.
- Target Population: classroom and cluster teachers, special subject area teachers, coaches and paraprofessionals.
- Responsible Staff Members: AP, coaches and teacher facilitators.
- Implementation Timeline: December 2011-2012

Activity #3

- Development of Lead Inquiry Teams: Team facilitators are staff members, teachers and coaches, who meet biweekly with administration. They examine data and receive PD from the Assistant Principal based on training provided by the CFN on designing tasks to meet the City Wide Expectations.
- Target Population: classroom and cluster teachers, special subject area teachers, coaches and paraprofessionals.
- Responsible Staff Members: AP, coaches and teacher facilitators.
- Implementation Timeline: December 2011 -2012

Steps for Including teachers in the decision making process:

- Teachers will meet in grade level, cross functional and special education teams to review student data gathered from NYS Math and periodic assessments.
- Staff will determine benchmarks to measure the effectiveness of the strategy used and determine if additional support in using multiple data points to analyze data and differentiate instruction is needed.
- Periodic Assessment dates: November 2011, January 2012 and March 2012.

Strategies to increase parental involvement

- Workshops will be scheduled throughout the year to introduce parents to the Math CCLS
- Curriculum Night will introduce the parents to the Math curriculum.
- A Parent handbook was distributed and use of the school web site is promoted.
- Monthly Calendar is backpacked and on the web site with Math assessment dates.
- Parents are trained in using ARIS Parent Link to access most current Math Data. .
- Parent Coordinator will host various workshops including mathematics skills development.
- Breakfast with the Principal workshops will be scheduled throughout the year to keep parents informed of the curriculum and assessments.

Strategies for attracting Highly Qualified Teachers (HQT)

- Attendance at hiring fairs
- Pupil personnel secretary will work closely with HR regarding required documentation and assessment deadlines.
- Mentors are assigned to new teachers.
- Use the new teacher finder and other resources form the Principal's portal.
- PD will be given to new teachers by the Math Coach to improve student achievement.

Service and program coordination

- The CFN and the DOE provide services that are being coordinated with the instructional strategies/activities to achieve this goal.
- Title 1 Workshops for parents utilizing District Personnel.

Budget and resources alignment

- Title 1 budget will support goals as outlined in the CEP.
- Title 1 Highly Develop teacher funds will be used for PD and staff development in Math.
- Supervisor per session, once weekly for 7 weeks.
- Inquiry Team teacher per session, meeting twice monthly
- Professional materials such as Danielson's framework.
- Teacher per session thru the UFT Teacher Center to develop curriculum maps.
- Grant from Mind Research utilizing ST Math computer based 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

- By June of 2012, there will be an increase of 10% in the number of students in grades K-5 scoring at or above proficiency levels on the Spring Administration of the Fountas and Pinnell Assessment in ELA.

Comprehensive needs assessment

Review of the results of the Fall administration of the Fountas and Pinnell assessment, 2011 NYS ELA results and the NYC Progress Report.

Instructional strategies/activities

Activity #1

- Professional Development: Looking at Student Data; instructional decision making based on data; guided reading and running records
- Target Populations: Teachers of all grades and subject areas.
- Responsible Staff Members - Assistant Principal, Coaches, Staff Developers, internal and external and Data Specialist, literacy coach, AUSSIE consultant
- Timeline: September 2011 through June 2012

Activity #2

- Development of Teacher teams: Teacher teams will be developed on each grade and meet weekly to discuss the needs of identified student subgroups, and plan next steps
- Target Population: classroom and cluster teachers, special subject area teachers, coaches and paraprofessionals.
- Responsible Staff Members: AP, coaches and teacher facilitators.
- Implementation Timeline: September 2011 -2012

Activity #3

- Development of curriculum maps: Curriculum maps aligned to the CCLS will be developed
- Target Population: classroom and cluster teachers, special subject area teachers, coaches and paraprofessionals.
- Responsible Staff Members; AP, coaches and teacher facilitators.
- Implementation Timeline: September 2011 -2012

Activity #4

- Data Wall: A data wall will be created to highlight student progress in reading levels throughout the year. Three benchmarks will be indicated and students will be identified as in need of intensive support, strategic or benchmark (on grade level). Grade level expectation will be posted and teacher teams will collaborate on next steps for students identified as not making adequate progress.
- Target Population: All teachers in grades K-5, including teachers working with SWDs.
- Responsible Staff Member: Data Specialist; teacher teams, classroom teachers.
- Implementation Timeline: October 2011 - June 2012.

Steps for Including teachers in the decision making process:

- Teachers will meet in grade level, cross functional and special education teams to review student data gathered from periodic assessments.

- Staff will determine benchmarks to measure the effectiveness of the strategy used and determine if additional support in using multiple data points to analyze data and differentiate instruction is needed.
- Fountas and Pinnell Benchmark assessments will be administered: November 2011, January 2012 and March 2012.

Strategies to increase parental involvement

- Workshops will be scheduled throughout the year to introduce parents to the ELA CCLS
- Curriculum Night will introduce the parents to the ELA curriculum.
- A Parent handbook was distributed and use of the school web site is promoted.
- Monthly Calendar is backpacked and on the web site with ELA assessment dates.
- Parents are trained in using ARIS Parent Link to access most current ELA Data. .
- Parent Coordinator will host various workshops including literacy skills development.
- Breakfast with the Principal workshops will be scheduled throughout the year to keep parents informed of the curriculum and assessments.

Strategies for attracting Highly Qualified Teachers (HQT)

- Attendance at hiring fairs
- Pupil personnel secretary will work closely with HR regarding required documentation and assessment deadlines.
- Mentors are assigned to new teachers.
- Use the new teacher finder and other resources form the Principal's portal.
- PD will be given to new teachers by the Literacy Coach and AUSSIE trainer on Balanced Literacy to improve student achievement.

Service and program coordination

- The CFN and the DOE provide services that are being coordinated with the instructional strategies/activities to achieve this goal.
- Collaboration with Capital One Bank to refurbish the Library and distribute 2 new books to each student.
- RIF Reading is Fundamental book distribution.

Budget and resources alignment

- Title 1 budget will support goals as outlined in the CEP.
- Title 1 Highly Develop teacher funds will be used for PD, such as AUSSIE staff development in ELA.
- Supervisor per session, once weekly for 7 weeks.
- Inquiry Team teacher per session, meeting twice monthly
- Professional materials such as Danielson's framework.
- Teacher per session thru the UFT Teacher Center to develop curriculum maps.
- Title 1 parent workshops.

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 improve school tone and culture and create a safer learning environment for teachers and students we will decrease the number of Level 3 and 4 discipline code infractions by 10% through school-wide maintenance and support the PBIS program.

Comprehensive needs assessment

Review of the 2010-2011 Learning Environment Survey in which the school received 7.2 out of 10 under Safety and Respect which is below the citywide average of 8.2. Conducted an analysis of the OORS reports from the 2010-11 and identified dates, times and locations of level 3 and 4 incidents.

Instructional strategies/activities

Activity #1

- Implementation of a character education program: The school dean will work with students in grade 2, 3, and 4 utilizing Connect with Kids to make students aware of various ways to handle incidents and problems when they arise.
- Targeted Population: Students in grades 2, 3, and 4.
- Responsible Staff Members: Assistant Principal, Dean
- Implementation Timeline: September 2011 – June 2012

Activity #2

- Funding of a Dean Position: Funds will be allocated to maintain a Dean position to service students in grades K-5 in to prevent and minimize the number of incidents school-wide and support a safer learning environment.
- Targeted Population: Students and teachers in grades K-5.
- Responsible staff members: Principal, assistant principal and dean.
- Implementation Timeline: September 2011 – June 2012.

Activity #3

- Scheduled Activities to support Positive Behavior: Monthly assembly scheduled to highlight student positive behavior, Implementation of SHINE, which rewards students with tickets when they are, caught doing something good. Recitation of the SHINE Pledge daily during morning announcements, monthly drawing for students who receive SHINE tickets to reward them for positive behavior.
- Targeted Population: All students in grades Pre-K-5
- Responsible Staff Members: Dean, PBIS committee, Principal and assistant Principal, parent coordinator.
- Implementation Timeline: October 2011-June 2012

Steps for Including teachers in the decision making process:

- Teachers examined the Learning Environment Survey during staff conferences in September of 2011 and determined that there were areas of weakness that needed to be addressed.
- Teacher teams were formed to address areas of concern through the development of an action plan and will present to staff in January 2012.
- Teacher will distribute SHINE certificates to students when they are caught doing well.

Strategies to increase parental involvement

- Parents are invited to monthly assembly to celebrate student positive behavior.
- Respect For All Week – Various activities for parents to participate in throughout the week.
- Parent Coordinator and Dean will conduct a PBIS workshop.
-

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional development session on PBIS for new teachers.
- New teachers will participate in workshops offered by the CFN on behavior/classroom management.

Service and program coordination

- DOE sponsored Respect for All program.
- Anti Bullying and Gang Awareness Programs
- Title 1 Parent workshops

Budget and resources alignment

- Title 1 budget will support goals as outlined in the CEP.
- Title 1 Highly Develop teacher funds will be used for PD, such as Behavior Management and Respect for ALL.
- Parent Coordinator parent workshops.
- Rewards for students.

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	25	0	N/A	N/A	0	0	0	0
1	37	0	N/A	N/A	0	0	0	0
2	30	0	N/A	N/A	0	0	0	0
3	66	66	N/A	N/A	0	0	0	0
4	57	57	12	0	0	0	0	0
5	59	59	0	0	0	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • 37.5 minutes – Wilson, Foundations, Balanced Literacy, Everyday Math • Administrative periods • Non-fiction guided reading libraries • Just right books/ leveled libraries • Voyager • Achieve It and Targeted Instruction materials • Small group – pull out and push in • Reading Book Clubs • One to one tutoring <p>All services are during the school day.</p>
Mathematics	<ul style="list-style-type: none"> • 37.5 minutes • Administrative periods • Everyday Math • Teacher prepared materials • Manipulatives • Achieve It and Targeted Instruction • Push in and Pull out <p>All services are during the school day</p>
Science	<ul style="list-style-type: none"> • Pull out by Two Science teachers • Small group • Non-fiction reading and hands on experiences • Science Libraries • Hot Topics <p>All services are during the school day</p>

Social Studies	<ul style="list-style-type: none"> ● Non-fiction guided reading libraries ● Teacher created materials ● Authentic documents All services are during the school day and integrated into the ELA AIS.
At-risk Services provided by the Guidance Counselor	None
At-risk Services provided by the School Psychologist	None
At-risk Services provided by the Social Worker	None
At-risk Health-related Services	<ul style="list-style-type: none"> ● Children with obesity issues ● Pull out ● Administrative period ● Once weekly During the school day.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;
- 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 promptly 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 Charles Amundsen	District 23	Borough Brooklyn	School Number 631
School Name The General D. Chappie Jamas Elementary			

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

Principal Ms. Margaret McAuley	Assistant Principal Mr. Patrick Petot
Coach Ms. McEachin, Literacy	Coach
ESL Teacher Ms. Elise Martini, ESL	Guidance Counselor
Teacher/Subject Area Ms. Scott, 5th grade	Parent
Teacher/Subject Area	Parent Coordinator Ms. Key
Related Service Provider	Other
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
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	408	Total Number of ELLs	16	ELLs as share of total student population (%)	3.92%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

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

When a new student arrives at PS 631K, our pupil accounting secretary notifies our ESL teacher. At this point, the ESL teacher gives the parent the Home Language Identification Survey (HLIS) and the informal oral interview in English. We take advantage of the DOE's telephone translation services during our intake process. Additionally, we have a Spanish-speaking para-professional who assists with our Spanish-speaking families. If the HLIS survey and the oral interview indicate that the student needs to be evaluated for ELL services, our certified English speaking ESL teacher administers the LAB-R and the Spanish LAB (if applicable) and places the child in appropriate services within 10 days of arrival, as per CR Part 154 of the Chancellor's Guidelines. We immediately inform the parent of their child's mandated ELL services and the various service models in person and in writing (in their native language). English is the language spoken by the pedagogues.

The ELL students at P.S. 631 are annually evaluated using the NYSESLAT and administered by the ESL teacher, Ms. Elise Martini. The speaking portion of the NYSESLAT is administered mid-April through mid - May 2012. The Listening, Reading and Writing portions of the NYSESLAT is administered to all ELL students between May 7 - May 18, 2012 of this coming spring. I.E.P. guidelines are followed for eligible students. Also, on a monthly basis, the ELL teacher requests an R-LAB and R LAT report to update current as well as new students to ensure all ELL's have received required assessments.

Parent Outreach is accomplished through meetings, conferences, and contact made by our parent coordinator. During our parent meetings we assist the parents in developing a parent buddy system by exchanging telephone numbers and emails so they may contact one another about school events / issues. We also have a site-based welcome center in order to keep all ELL parents informed of all school news.

Entitlement letters are distributed to all students in an envelope addressed the parent in both English and their home language. These letters are signed and returned and placed in the Official Data Binder that is kept in the ESL classroom. Parent Surveys are completed at our Orientation meetings where parents watched the DOE video and selected the program of their choice and we answered any questions they had. Copies of these Parent Surveys are copied and placed in each student's folder and another in the Official Data Binder.

Placement letters are distributed to each student in English and their home language. The letters are signed and returned to the ESL teacher and placed in the Official Data Binder.

As soon as a student is placed in ESL services based on their hand scored LAB-R scores (which are stored in the ESL teacher's compliance binder), the parent is notified about the evaluation results and the various ELL service models available in the New York City Department of Education. The information is presented in a viewing of the EPIC video as well as in translated brochures which explain New York City's three service models. After an orientation, parents are given a survey that asks them to rank their preferred service model. The surveys are stored in the child's cumulative file with an additional copy stored in the ESL teacher's compliance binder. Parents are aware of the fact that, at this time, PS 631K only provides pull-out ESL services and based on survey results, parents are satisfied with ESL services. As of this year, 5 newcomers out of our 16 ELLs had parent surveys which indicated a preference for

Freestanding ESL. Although the parents were presented with all the ELL service options available to their child, and the option to transfer schools, all parents decided that they would be comfortable with their child attending PS 631K in the school's ESL program. We will continue to make sure that parents are made aware that they are able to choose whichever service model they are most comfortable with, and as a school, we work to ensure that their preference are met. Our contact with parents does not stop after this initial step; every year all ELL parents are sent home a continuation or discontinuation of services letter based on their child's performance on the NYSESLAT.

We have ongoing parent orientations as new ELLs arrive at PS 631K. As we review the language needs of our parents, we arrange for the appropriate translators to be present. At the orientation, the ESL teacher and other representatives of PS 631K (the principal, parent coordinator, and classroom teachers have all been present at various orientations) explain the process by which the New York City DOE identifies and services ELLs. We also explain the different services models available to ELLs in New York City public schools. As ELLs continue to be identified throughout the school year, parents will be given the opportunity to view a parent orientation DVD. This DVD presents ELL placement options clearly and objectively and is offered in nine languages. In addition, all parents are given a parent choice brochure in their native language. We had two orientations for all our ELL parents that were scheduled on September 19, 2011; these orientations took place before and after our parent teacher conferences.

Based on parent surveys, informational letters, and conversations at parent orientations, all current ELL parents are aware of their program choices and are comfortable with the pull-out ESL program that we provide. As a school, we are aware that we need to offer a bilingual program if there are 15 or more students on one to two grade levels who speak a common language other than English. If we have a drastic increase in our ELL population in the coming years, we will begin to explore that option.

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●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Push-In	0	0	0	0	0	0								0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)		14	Special Education	7
SIFE	0	ELLs receiving service 4-6 years		2	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	14		5	2		1				16
Total	14	0	5	2	0	1	0	0	0	16

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	3	2	2		3								13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian		1												1
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	3	3	3	3	1	3	0	16						

Dual Language (ELLs/EPs) K-8

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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	3	3	2	2		3								13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian		1												1
French					1									1
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other														0
TOTAL	3	3	3	3	1	3	0	16						

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?

We have a freestanding Pull-out ESL program to supplement a full program which includes 90 minutes of ELA and 90 minutes of Math every day, five periods of Science a week, and three periods of Social Studies a week. The teachers work collaboratively with the cluster teachers and service providers to integrate across curriculum areas. Writing is integrated in all subject areas. Through the collaboration of teachers and cluster teachers, a schedule is submitted for approval containing the required instructional minutes for our English Language Learners as per the CR Part 154. English Language Learners receive between 180 and 360 minutes of Pull-out ESL every week depending on their levels as determined by the LAB-R or the NYSESLAT. ELL students whose proficiency level is identified as Beginner or Intermediate are scheduled to receive 360 instructional minutes per week. Advanced ELL students receive 180 instructional minutes per week. The Pull-out services are provided to heterogeneous groups of students across grade levels. The ELL teacher works in collaboration with the classroom teachers, the Children First Network (Cluster 3), and the administration to ensure that all ELLs are receiving the appropriate services based on their mandated service requirements. All of our ELLs (newcomers, long-term, and those with special needs) receive their allotted ESL minutes per week. The ESL teacher, the classroom teachers, and the support staff work to ensure that all content is appropriately scaffolded to reflect the various needs of our ELLs. Our ELL services are provided in small groups. The small group model gives the ESL teacher an opportunity to work closely with all students and differentiate material as needed.

The ESL teacher provides content support for ELL's by meeting with each of the ELL's teachers to find out what topics / themes they are discussing and learning in their classrooms. There is a school-wide Literacy Calendar that is followed throughout the grade levels focusing

A. Programming and Scheduling Information

on particular reading and writing skills that are reinforced during our ESL instructional time. The ESL teacher will also focus on the different genres that reflect the content areas being studied and practicing test strategies that can assist the ELL students during class / formal assessments.

At this present time, there are no SIFE students enrolled in our ESL program at P.S.631.

Within our ESL program model newcomer students receive differentiated instruction by providing materials at varied ability, interest levels as well as their individual learning style. Reading materials that address content both below and above grade level is one way to differentiate instruction. Providing lessons at varying levels of complexity or at different paces are other ways we offer newcomer ELL students differentiated instruction.

Differentiate instruction for ELL students with 4 - 6 yrs. involves the use of diverse activities that are varied in order to meet students interests and preferences in the learning process. Some of these diverse activities can include building dioramas, drawing maps, conducting internet research, etc. This recognizes the many learning styles within a group of long term ELL students. Planning for differentiated instruction should also be data driven.

Differentiated instruction for LTE students allows students to have some choice in how they demonstrate what they have learned. Giving varied assignments to different students as well as a variety of work products increases motivation. Lesson plans should also be data driven by assessing student work.

The school ensures that all ELL - SWD's receives services mandated on their I.E.P. by posting all students I.E.P.'s on the BESIS program and through the monitoring and supervising by our I.E.P. teacher. If the student's I.E.P. mandates that he/she receives ESL instruction, it is brought to the attention of the ESL teacher by the SETSS teacher. The ESL teacher immediately inputs the student into the schedule for the appropriate minutes per week. All I.E.P.'s should be reviewed in order to make sure each student receives their mandated accommodations as well to understand how each child may interpret / retain information.

Schedules are adjusted by administration, the classroom and ESL teacher, to ensure that flexible programming is provided to all ELL students. It is critical that all ELL students attend and participate in all school activities, assemblies and events with their non-disabled peers.

Targeted intervention programs for ELL's in ELA , Math, Social Studies and Science are provided weekly through our school's AIS, SETSS, and ESL teachers. Intervention in Social Studies and Science reflect what students are studying in their regular classrooms. All intervention programs are offered to all grades K - 5.

New programs and improvements that are being considered for this year include the McGraw-Hill LAS LINKS program that is specifically designed to strengthen all ELL modalities. Also, researching the NYSESLAT workbooks created by Continental Press to help ELL students prepare for the NYSESLAT at all grade levels.

No present programs for ELL's are being discontinued at this time.

The ELL students are integrated into all areas of the curriculum and all programs in our school. There are no after school programs at this time.

We ensure that ELL's are appropriately evaluated in their native language by conducting an informal interview and completing a survey upon arrival at our school. This helps determine if a student's home language is other than English, or a native language is other than English. Our school takes advantage of the DOE's telephone translation service to ensure we comprehend the student, and may call upon teacher personnel who have a working knowledge of a student's native language to assist as necessary. Initial assessments such as the LAB-R and Spanish LAB-R are administered to help evaluate each potential ELL student. Following directions explicitly, and noting on the answer key if the student's native language interfered with the completion of the assessments is important in evaluating a student appropriately. Also, if an informal assessment is needed to evaluate a student he/she may use both English and the student's native language to complete the assessment.

PS 631K has a small and varied ELL population that spans six grades and provides services to students from four language backgrounds (Spanish, Haitian, Arabic, and French) with a extremely wide range of proficiency levels. Our current ELL population is serviced in three small Pull Out groups which will be explained in detail below.

Our six kindergarten through first grade ELLs are all considered to range from beginner to proficiency level according to the 2011 NYSESLAT and the latest LAB-R scores. Out of this group of six students, there is one student from a self-contained 12:1:1 class, one student who is an IEP student from a CTT class, one student from a regular classroom and three newcomers. This group receives 360

A. Programming and Scheduling Information

minutes of Pull Out ESL services every week. While the group might appear to be completely heterogeneous at first glance, all of these ELLs struggle with phonemic awareness and reading and listening comprehension. Therefore, we use a combination of Foundations (a program that is used in our school-wide ELA program - this is considered a "double dose" and helps reinforce the phonics instruction from the classroom), the Moving into English curriculum, leveled-readers based on the students individual and instructional reading levels as determined by Fountis and Pinnell assessments, and teacher-created materials. The newcomers make use of bilingual picture-dictionaries (with teacher assistance) and are encouraged to repond in writing in both English and their native language whenever possible.

Our six second and third grade ELL's are all considered to be either beginner or intermediate level according to the NYSELAT and LAB-R. The students receive 360 minutes of ESL instruction per week. This time allows concepts, skills and vocabulary to be constantly reinforced for the beginner and intermediate level students in this group. The planning for this group is consistent with the school-wide pacing calendars for ELA. Each week focuses on different strategies, skills, and grammar. Each month focuses on a specific genre. By keeping consistent with the mainstream ELA pacing, the students spend their time out of the classroom reinforcing the material that they are learning in the classroom. We use a balanced lieracy approach and plan reading materials based on students' independent and instructional reading levels, as determined by Fountis and Pinnell assessmets.

Our final small group consists of three fifth grade students and one fourth grade student. Two of the fifth grade students are beginners from a self-contained 12:1:1 classroom and receive 360 minutes of ESL per week. This time is spent on a combination of the Wilson Reading Program, a phonics program that targets struggling readers in the upper grades, and the same pacing calendar and balanced literacy program that the rest of upper grades follow at PS 631K. In addition to phonics, Wilson assists with sight-word awareness and reading fluency. The balanced literacy focuses on skills and strategies in ELA as well as vocabulary development and growth on the Fountis and Pinnell leveled reading scale. The other fifth grade student has an IEP and is at an advanced level according to the 2011 NYSELAT scores and receives 180 minutes of ESL instruction per week. This student receives differentiated instuction through leveled readers, reader response notebook, writer's workshop, as well as support of regular classroom material. The fourth grade student is a newcomer who speaks little or no English. This student receives 360 minutes of ESL instruction per week. This time is spent on phonemic awareness, listening activities, word association, and Foundations.

All instructional strategies and grade-level materials the ELL teacher uses align with the New York State ELL Learning Standards. Throughout the grade levels we use the Fountal and Pinnell framework with a balanced literacy program that incorporates Reading and Writing Workshops. The skills, vocabulary building, and stories from the Moving Into English Series is used in grades one through four. Instructional Guidance from the McGraw-Hill LAS LINKS program provides lesson plans and activities that are designed to supplement content area instruction as well as focus on listening and speaking activities that help accelerate English language development.

Our school meets the diverse needs of our ELL students by providing small group instruction during their mandatory 360/180 minutes of ESL classes as well as an additional 37.5 minutes of support services before the school day begins. The Fountis and Pinnell leveled

Native Language Usage and Supports

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

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

For our ELA program, we use the Foundations curriculum in the lower grades and a balanced literacy program in the upper grades. We monitor all of our students' progress through the Fountas and Pinnell leveled reading system. We are currently working with an AUSSIE to continue to improve our ELA curriculum and ensure that our strategies and instruction align with the New York State ELL Learning Standards. The ELLs receive additional ELA support through our use of the Moving into English curriculum. We also have a fully certified ESL teacher who provides pullout ESL services that supplement the ELA curriculum and other classroom content. The classroom teachers and the ESL teacher follow a prescribed pacing calendar to ensure that English language learning is supported in multiple contexts. We use the Everyday Mathematics curriculum in our math program. Our ELLs participate fully in all of our content area programs with the support of their classroom teachers and the ESL teacher. All students receive a period of computer technology each week. Computers are also used in every classroom.

In the mainstream classroom, our ELLs are given access to laptops, leapdesks, and leap pads to further facilitate their growth in English.

Our ESL teacher works with classroom teachers, cluster teachers, the administration, and the data specialist during data meetings and as part of PS 631's large inquiry team. Together, all personnel work to ensure that our ELLs are receiving all the support they need. If, after a careful review of the data and collaborative discussion, we decide that an ELL needs additional services, they are placed in our extended day program for either math or ELA. Our ELLs also participate in our math and ELA AIS services during the school day if the data indicates a need for extra support in those areas. All of our former ELLs (those who passed the NYSESLAT in the past two years) are placed in our extended day program for additional support. All former ELLs are also given testing accommodations for an additional two years after they passed the NYSESLAT.

All eligible students, including ELLs, receive an additional 37.5 minutes of support services before school based on a careful review of data. A more extensive explanation of our additional ELL support services is provided in Part IV Section A of this document.

Individual laptops, C.D. /Tape recorder and Videos are available and used to support ELL's. Web sites that reflect our present learning themes such as Education City and Study Island are used to enforce basic skills and content. Reading materials in different genres, non-fiction texts and vocabulary building dictionaries are used in content areas. Our classroom Listening Center includes native language books and magazines to support our ELL students.

An ESL Pull Out Program is the only Model we provide at P.S. 631. Native language support is delivered within our ESL program model by having literature available to the students in their home languages in both the classroom and school library. Our Reading Series "Moving Into English" provides native language guidelines and references that relate to many of the countries and cultures of our ELL students. Students may respond in their home language both orally and written as needed.

Activities provided for newly enrolled ELL students would include a tour of the school building and grounds as well as the student's mainstream and ELL classrooms. Meeting with the classroom teacher prior to school starting, and ensuring that the student will have a "buddy" to help him transition to his/her new school. Also, making time for the administration to meet the child so they are aware of a new ELL student and help to make them feel welcome.

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?

For our ELA program, we use the Foundations curriculum in the lower grades and a balanced literacy program in the upper grades. We monitor all of our students' progress through the Fountas and Pinnell leveled reading system. We are currently working with an AUSSIE to continue to improve our ELA curriculum and ensure that our strategies and instruction align with the New York State ELL Learning Standards. The ELLs receive additional ELA support through our use of the Moving into English curriculum. We also have a fully certified ESL teacher who provides pullout ESL services that supplement the ELA curriculum and other classroom content. The classroom teachers and the ESL teacher follow a prescribed pacing calendar to ensure that English language learning is supported in multiple contexts. We use the Everyday Mathematics curriculum in our math program. Our ELLs participate fully in all of our content area programs with the support of their classroom teachers and the ESL teacher. All students receive a period of computer technology each week. Computers are also used in every classroom.

In the mainstream classroom, our ELLs are given access to laptops, leapdesks, and leap pads to further facilitate their growth in English.

Our ESL teacher works with classroom teachers, cluster teachers, the administration, and the data specialist during data meetings and as part of PS 631's large inquiry team. Together, all personnel work to ensure that our ELLs are receiving all the support they need. If, after a careful review of the data and collaborative discussion, we decide that an ELL needs additional services, they are placed in our extended day program for either math or ELA. Our ELLs also participate in our math and ELA AIS services during the school day if the data indicates a need for extra support in those areas. All of our former ELLs (those who passed the NYSESLAT in the past two years) are placed in our extended day program for additional support. All former ELLs are also given testing accommodations for an additional two years after they passed the NYSESLAT.

All eligible students, including ELLs, receive an additional 37.5 minutes of support services before school based on a careful review of data. A more extensive explanation of our additional ELL support services is provided in Part IV Section A of this document.

Individual laptops, C.D. /Tape recorder and Videos are available and used to support ELL's. Web sites that reflect our present learning themes such as Education City and Study Island are used to enforce basic skills and content. Reading materials in different genres, non-fiction texts and vocabulary building dictionaries are used in content areas. Our classroom Listening Center includes native language books and magazines to support our ELL students.

An ESL Pull Out Program is the only Model we provide at P.S. 631. Native language support is delivered within our ESL program model by having literature available to the students in their home languages in both the classroom and school library. Our Reading Series "Moving Into English" provides native language guidelines and references that relate to many of the countries and cultures of our ELL students. Students may respond in their home language both orally and written as needed.

Activities provided for newly enrolled ELL students would include a tour of the school building and grounds as well as the student's mainstream and ELL classrooms. Meeting with the classroom teacher prior to school starting, and ensuring that the student will have a "buddy" to help him transition to his/her new school. Also, making time for the administration to meet the child so they are aware of a new ELL student and help to make them feel welcome.

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?

For our ELA program, we use the Foundations curriculum in the lower grades and a balanced literacy program in the upper grades. We monitor all of our students' progress through the Fountas and Pinnell leveled reading system. We are currently working with an AUSSIE to continue to improve our ELA curriculum and ensure that our strategies and instruction align with the New York State ELL Learning Standards. The ELLs receive additional ELA support through our use of the Moving into English curriculum. We also have a fully certified ESL teacher who provides pullout ESL services that supplement the ELA curriculum and other classroom content. The classroom teachers and the ESL teacher follow a prescribed pacing calendar to ensure that English language learning is supported in multiple contexts. We use the Everyday Mathematics curriculum in our math program. Our ELLs participate fully in all of our content area programs with the support of their classroom teachers and the ESL teacher. All students receive a period of computer technology each week. Computers are also used in every classroom.

In the mainstream classroom, our ELLs are given access to laptops, leapdesks, and leap pads to further facilitate their growth in English.

Our ESL teacher works with classroom teachers, cluster teachers, the administration, and the data specialist during data meetings and as part of PS 631's large inquiry team. Together, all personnel work to ensure that our ELLs are receiving all the support they need. If, after a careful review of the data and collaborative discussion, we decide that an ELL needs additional services, they are placed in our extended day program for either math or ELA. Our ELLs also participate in our math and ELA AIS services during the school day if the data indicates a need for extra support in those areas. All of our former ELLs (those who passed the NYSESLAT in the past two years) are placed in our extended day program for additional support. All former ELLs are also given testing accommodations for an additional two years after they passed the NYSESLAT.

All eligible students, including ELLs, receive an additional 37.5 minutes of support services before school based on a careful review of data. A more extensive explanation of our additional ELL support services is provided in Part IV Section A of this document.

Individual laptops, C.D. /Tape recorder and Videos are available and used to support ELL's. Web sites that reflect our present learning themes such as Education City and Study Island are used to enforce basic skills and content. Reading materials in different genres, non-fiction texts and vocabulary building dictionaries are used in content areas. Our classroom Listening Center includes native language books and magazines to support our ELL students.

An ESL Pull Out Program is the only Model we provide at P.S. 631. Native language support is delivered within our ESL program model by having literature available to the students in their home languages in both the classroom and school library. Our Reading Series "Moving Into English" provides native language guidelines and references that relate to many of the countries and cultures of our ELL students. Students may respond in their home language both orally and written as needed.

Activities provided for newly enrolled ELL students would include a tour of the school building and grounds as well as the student's mainstream and ELL classrooms. Meeting with the classroom teacher prior to school starting, and ensuring that the student will have a "buddy" to help him transition to his/her new school. Also, making time for the administration to meet the child so they are aware of a new ELL student and help to make them feel welcome.

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

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

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

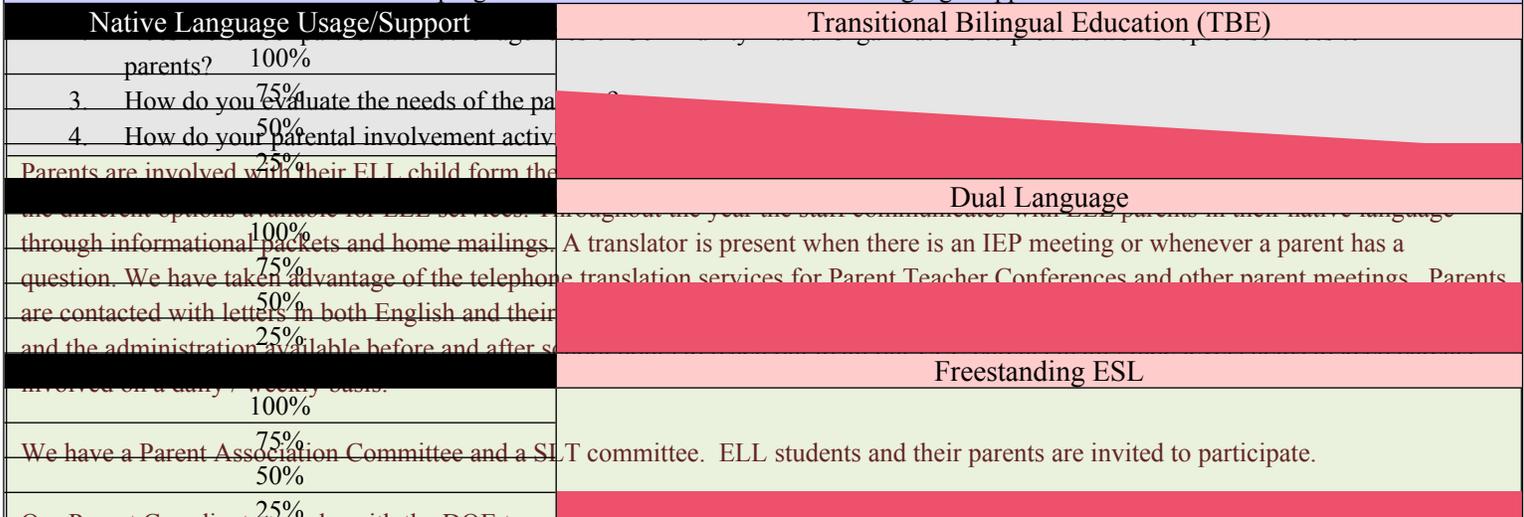
Our certified ESL teacher attends Cluster 3 professional developments. In addition, we take advantage of the professional developments offered by the Brooklyn/Queens BETAC, including topics such as, The Common Core Standards: Preparing Teachers of ELLs for the Long View and What you need to know about Response to Intervention (RTI) and English Language Learners. I attend monthly Professional Development workshops pertaining to both Compliance and techniques and methods that are useful in teaching ELL students. The school secretary registers the certified ESL teacher for the professional workshops and Ms. Rivera keeps a file in a Black Binder in the Main Office containing all records of these activities.

All of our teachers attend Fountas and Pinnell and balanced literacy professional trainings. The ELL specialist attends the staff development within Cluster 210. These trainings cover a wide range of topics including differentiated and academic language development strategies. In addition, our certified ESL teacher will be providing the PS 631 staff, including assistant principal, common branch teachers, paraprofessionals, secretaries, parent coordinator, guidance counselor, psychologist, and speech therapist, with on-going professional development on how to support ELLs in the mainstream classroom. Again, records of all training attended by the staff is kept in a Black Binder in the Main Office and maintained by the school secretary. Teacher center staff provide training in all content areas.

The guidance counselor will turn key any appropriate training received from the CFN or other DOE providers to the school community as received. Specific activities will be described once the training has taken place, they will include parent workshops, teacher workshops and community outreach.

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?

Parents are involved with their ELL child from the beginning of the school year when they attend our orientation meeting and are offered the different options available for ELL services. Throughout the year the staff communicates with ELL parents in their native language through informational packets and home mailings. A translator is present when there is an IEP meeting or whenever a parent has a question. We have taken advantage of the telephone translation services for Parent Teacher Conferences and other parent meetings. Parents are contacted with letters in both English and their native language to update them on their child's progress and test results. Making myself and the administration available before and after school hours to reach out to all our ELL parents in all grade levels helps to keep parents involved on a daily / weekly basis.

We have a Parent Association Committee and a SLT committee. ELL students and their parents are invited to participate.

Our Parent Coordinator works with the DOE to provide information to the parents of ELLs about events and workshops that might be of interest to them. These fliers are provided in the parent's language of choice. At this time there are no official outside agencies or community based organizations that provide services to our ELL parents.

Evaluating the needs of ELL parents is accomplished through the initial Home Language Survey and Parent Survey. Translating services / materials are used to assist with any language barriers that may prevent us from communicating with parents. The Parent Coordinator has provided several parents who are bilingual to contact parents about events, their child's progress, or to find out if they have any questions or problems that the school can help them with. They work closely with the administration and district based ELL specialists to coordinate school events for ELL parents and ensure information is received in a timely manner.

At P.S. 631 we inform parents throughout the year through one-on-one meetings, phone conversations, district presentations, and informational packets to assist our school in evaluating the needs of our parents.

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?

For our ELA program, we use the Foundations curriculum in the lower grades and a balanced literacy program in the upper grades. We monitor all of our students' progress through the Fountas and Pinnell leveled reading system. We are currently working with an AUSSIE to continue to improve our ELA curriculum and ensure that our strategies and instruction align with the New York State ELL Learning Standards. The ELLs receive additional ELA support through our use of the Moving into English curriculum. We also have a fully certified ESL teacher who provides pullout ESL services that supplement the ELA curriculum and other classroom content. The classroom teachers and the ESL teacher follow a prescribed pacing calendar to ensure that English language learning is supported in multiple contexts. We use the Everyday Mathematics curriculum in our math program. Our ELLs participate fully in all of our content area programs with the support of their classroom teachers and the ESL teacher. All students receive a period of computer technology each week. Computers are also used in every classroom.

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?

For our ELA program, we use the Foundations curriculum in the lower grades and a balanced literacy program in the upper grades. We monitor all of our students' progress through the Fountas and Pinnell leveled reading system. We are currently working with an AUSSIE to continue to improve our ELA curriculum and ensure that our strategies and instruction align with the New York State ELL Learning Standards. The ELLs receive additional ELA support through our use of the Moving into English curriculum. We also have a fully certified ESL teacher who provides pullout ESL services that supplement the ELA curriculum and other classroom content. The classroom teachers and the ESL teacher follow a prescribed pacing calendar to ensure that English language learning is supported in multiple contexts. We use the Everyday Mathematics curriculum in our math program. Our ELLs participate fully in all of our content area programs with the support of their classroom teachers and the ESL teacher. All students receive a period of computer technology each week. Computers are also used in every classroom.

In the mainstream classroom, our ELLs are given access to laptops, leapdesks, and leap pads to further facilitate their growth in English.

Our ESL teacher works with classroom teachers, cluster teachers, the administration, and the data specialist during data meetings and as part of PS 631's large inquiry team. Together, all personnel work to ensure that our ELLs are receiving all the support they need. If, after a careful review of the data and collaborative discussion, we decide that an ELL needs additional services, they are placed in our extended day program for either math or ELA. Our ELLs also participate in our math and ELA AIS services during the school day if the data indicates a need for extra support in those areas. All of our former ELLs (those who passed the NYSESLAT in the past two years) are placed in our extended day program for additional support. All former ELLs are also given testing accommodations for an additional two years after they passed the NYSESLAT.

All eligible students, including ELLs, receive an additional 37.5 minutes of support services before school based on a careful review of data. A more extensive explanation of our additional ELL support services is provided in Part IV Section A of this document.

Individual laptops, C.D. /Tape recorder and Videos are available and used to support ELL's. Web sites that reflect our present learning themes such as Education City and Study Island are used to enforce basic skills and content. Reading materials in different genres, non-fiction texts and vocabulary building dictionaries are used in content areas. Our classroom Listening Center includes native language books and magazines to support our ELL students.

An ESL Pull Out Program is the only Model we provide at P.S. 631. Native language support is delivered within our ESL program model by having literature available to the students in their home languages in both the classroom and school library. Our Reading Series "Moving Into English" provides native language guidelines and references that relate to many of the countries and cultures of our ELL students. Students may respond in their home language both orally and written as needed.

Activities provided for newly enrolled ELL students would include a tour of the school building and grounds as well as the student's mainstream and ELL classrooms. Meeting with the classroom teacher prior to school starting, and ensuring that the student will have a "buddy" to help him transition to his/her new school. Also, making time for the administration to meet the child so they are aware of a new ELL student and help to make them feel welcome.

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?

For our ELA program, we use the Foundations curriculum in the lower grades and a balanced literacy program in the upper grades. We monitor all of our students' progress through the Fountas and Pinnell leveled reading system. We are currently working with an AUSSIE to continue to improve our ELA curriculum and ensure that our strategies and instruction align with the New York State ELL Learning Standards. The ELLs receive additional ELA support through our use of the Moving into English curriculum. We also have a fully certified ESL teacher who provides pullout ESL services that supplement the ELA curriculum and other classroom content. The classroom teachers and the ESL teacher follow a prescribed pacing calendar to ensure that English language learning is supported in multiple contexts. We use the Everyday Mathematics curriculum in our math program. Our ELLs participate fully in all of our content area programs with the support of their classroom teachers and the ESL teacher. All students receive a period of computer technology each week. Computers are also used in every classroom.

In the mainstream classroom, our ELLs are given access to laptops, leapdesks, and leap pads to further facilitate their growth in English.

Our ESL teacher works with classroom teachers, cluster teachers, the administration, and the data specialist during data meetings and as part of PS 631's large inquiry team. Together, all personnel work to ensure that our ELLs are receiving all the support they need. If, after a careful review of the data and collaborative discussion, we decide that an ELL needs additional services, they are placed in our extended day program for either math or ELA. Our ELLs also participate in our math and ELA AIS services during the school day if the data indicates a need for extra support in those areas. All of our former ELLs (those who passed the NYSESLAT in the past two years) are placed in our extended day program for additional support. All former ELLs are also given testing accommodations for an additional two years after they passed the NYSESLAT.

All eligible students, including ELLs, receive an additional 37.5 minutes of support services before school based on a careful review of data. A more extensive explanation of our additional ELL support services is provided in Part IV Section A of this document.

Individual laptops, C.D. /Tape recorder and Videos are available and used to support ELL's. Web sites that reflect our present learning themes such as Education City and Study Island are used to enforce basic skills and content. Reading materials in different genres, non-fiction texts and vocabulary building dictionaries are used in content areas. Our classroom Listening Center includes native language books and magazines to support our ELL students.

An ESL Pull Out Program is the only Model we provide at P.S. 631. Native language support is delivered within our ESL program model by having literature available to the students in their home languages in both the classroom and school library. Our Reading Series "Moving Into English" provides native language guidelines and references that relate to many of the countries and cultures of our ELL students. Students may respond in their home language both orally and written as needed.

Activities provided for newly enrolled ELL students would include a tour of the school building and grounds as well as the student's mainstream and ELL classrooms. Meeting with the classroom teacher prior to school starting, and ensuring that the student will have a "buddy" to help him transition to his/her new school. Also, making time for the administration to meet the child so they are aware of a new ELL student and help to make them feel welcome.

C. How are ELLs performing on State and City Assessments:

6. Describe how you evaluate the success of your programs for ELLs.

We use Fountas and Pinnell to assess all of our students. This information is used to appropriately group students in the classroom and to guide instruction on a whole. This assessment tool guides us in assessing early literacy skills and our students just right reading levels as well as their individual reading abilities. This tool also helps us to assess our students' oral language skills with their oral language

Additional Information

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

Paste additional information here

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.

Our certified ESL teacher attends Cluster 3 professional developments. In addition, we take advantage of the professional developments offered by the Brooklyn/Queens BETAC, including topics such as, The Common Core Standards: Preparing Teachers of ELLs for the Long View and What you need to know about Response to Intervention (RTI) and English Language Learners. I attend monthly Professional Development workshops pertaining to both Compliance and techniques and methods that are useful in teaching ELL students. The school secretary registers the certified ESL teacher for the professional workshops and Ms. Rivera keeps a file in a Black Binder in the Main Office containing all records of these activities.

All of our teachers attend Fountas and Pinnell and balanced literacy professional trainings. The ELL specialist attends the staff development within Cluster 210. These trainings cover a wide range of topics including differentiated and academic language development strategies. In addition, our certified ESL teacher will be providing the PS 631 staff, including assistant principal, common branch teachers, paraprofessionals, secretaries, parent coordinator, guidance counselor, psychologist, and speech therapist, with on-going professional development on how to support ELLs in the mainstream classroom. Again, records of all training attended by the staff is kept in a Black Binder in the Main Office and maintained by the school secretary. Teacher center staff provide training in all content areas.

The guidance counselor will turn key any appropriate training received from the CFN or other DOE providers to the school community as received. Specific activities will be described once the training has taken place, they will include parent workshops, teacher workshops and community outreach.

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 involved with their ELL child from the beginning of the school year when they attend our orientation meeting and are offered

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 involved with their ELL child from the beginning of the school year when they attend our orientation meeting and are offered the different options available for ELL services. Throughout the year the staff communicates with ELL parents in their native language through informational packets and home mailings. A translator is present when there is an IEP meeting or whenever a parent has a question. We have taken advantage of the telephone translation services for Parent Teacher Conferences and other parent meetings. Parents are contacted with letters in both English and their native language to update them on their child's progress and test results. Making myself and the administration available before and after school hours to reach out to all our ELL parents in all grade levels helps to keep parents involved on a daily / weekly basis.

We have a Parent Association Committee and a SLT committee. ELL students and their parents are invited to participate.

Our Parent Coordinator works with the DOE to provide information to the parents of ELLs about events and workshops that might be of interest to them. These fliers are provided in the parent's language of choice. At this time there are no official outside agencies or community based organizations that provide services to our ELL parents.

Evaluating the needs of ELL parents is accomplished through the initial Home Language Survey and Parent Survey. Translating services / materials are used to assist with any language barriers that may prevent us from communicating with parents. The Parent Coordinator has provided several parents who are bilingual to contact parents about events, their child's progress, or to find out if they have any questions or problems that the school can help them with. They work closely with the administration and district based ELL specialists to coordinate school events for ELL parents and ensure information is received in a timely manner.

At P.S. 631 we inform parents throughout the year through one-on-one meetings, phone conversations, district presentations, and informational packets to assist our school in evaluating the needs of our parents.

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)	1	1	3		2									7
Intermediate(I)	1	2												3
Advanced (A)					1									1
Total	2	3	3	0	3	0	0	0	0	0	0	0	0	11

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	1			3
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	1		2						3
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	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.

We use Fountas and Pinnell to assess all of our students. This information is used to appropriately group students in the classroom and to guide instruction on a whole. This assessment tool guides us in assessing early literacy skills and our students just right reading levels as well as their individual writing abilities. This tool also helps us to understand what our students are doing well on and what they need to improve on.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: 631

School DBN: 23K631

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Margaret V. McAuley	Principal		12/14/11
Patrick Petot	Assistant Principal		12/14/11
Lawanda Key	Parent Coordinator		12/14/11
Elise Martini	ESL Teacher		12/14/11
Claire Garcia	Parent		12/14/11
Mavis Yon	Teacher/Subject Area		12/14/11
Siobhan Scott	Teacher/Subject Area		12/14/11
Yvette McEachin	Coach		12/14/11
Leslie Berg	Coach		12/14/11
Theola Miller	Guidance Counselor		12/14/11
Joanne Brucella	Network Leader		12/14/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 23K **School Name:** 631

Cluster: 2 **Network:** 210

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.

The data collected is through the review of the home language surveys. These are completed at registration. New students are brought to the attention of the ELL teacher by the school secretary. The students already on registered are monitored through ATS printouts to ensure notices etc are prepared for them in their native language. We make use of the DOE telephone translation services during this process. Additionally, we have a Spanish speaking paraprofessional and a teacher who is fluent in French, who assist us with our ELL families. We use all the DOE resources to communicate with our parents in writing and in parent teacher conferencing on the telephone.

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.

The languages identified are Spanish(13 students), French (1), Haitian(1) and Arabic(1). We utilize our Spanish speaking staff, Ms. hernandez, paraprofessional and Ms. Guzman, teacher, for Spanish. We have a French speaking teacher, Ms. Charles, who also helps. with our tranlations. An orientation was held for all ELL students and parents in September. We have ongoing parent orientations as new ELLs arrive at PS 631K. As we review the language needs of our parents, we arrange for the appropriate translators to be present. At the orientation, the ESL teacher and other representatives of PS 631K (the principal, parent coordinator, and classroom teachers have all been present at various orientations) explain the process by which the New York City DOE identifies and services ELLs. We also explain the different services models available to ELLs in New York City public schools. As ELLs continue to be identified throughout the school year, parents will be given the opportunity to view a parent orientation DVD. This DVD presents ELL placement options clearly and objectively and is offered in nine languages. In addition, all parents are given a parent choice brochure in their native language. We currently have two orientations for all our ELL parents that are scheduled on November 9, 2010; these orientations will take place before and after our parent teacher conferences.

Part B: Strategies and Activities

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

Written translation services are provided immediately upon arrival through the Home Language Survey to identify students in need of ELL services. These services are provided by in-house school staff and/ parents volunteers as well as DOE translators, who transcribe school letters into the languages as indicated by the Home Language Survey.

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

Oral interpretation services take place during the initial parent student interview. These services are provided by in-house staff and parent volunteers. We also use the telephone translation system provided by the DOE as needed.

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>.

Chancellor's Regulations A-663 are fulfilled by all of the above mentioned methodologies. We have ongoing parent orientations as new ELLs arrive at PS 631K. As we review the language needs of our parents, we arrange for the appropriate translators to be present. At the orientation, the ESL teacher and other representatives of PS 631K (the principal, parent coordinator, and classroom teachers have all been present at various orientations) explain the process by which the New York City DOE identifies and services ELLs. We also explain the different service models available to ELLs in New York City public schools. As ELLs continue to be identified throughout the school year, parents will be given the opportunity to view a parent orientation DVD. This DVD presents ELL placement options clearly and objectively and is offered in nine languages. In addition, all parents are given a parent choice brochure in their native language. We currently have two orientations for all our ELL parents that are scheduled on September 19, 2011; additional orientations will take place before and after our parent teacher conferences.