



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 89 – THE LIBERTY SCHOOL

DBN (DISTRICT/BOROUGH/NUMBER): 02M089

PRINCIPAL: VERONICA NAJJAR

EMAIL: VNAJJAR@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARIANO GUZMAN

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
Veronica Najjar	*Principal or Designee	
Nicole Ziccardi	*UFT Chapter Leader or Designee	
Amy Whitman	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Connie Ryan	Member/PreK teacher	
Ingrid Lamia	Member/Gr. 2 teacher	
Carolyn Ban	Member/SETSS teacher	
Serena Rasmussen	Member/Parent	
Sonali Dhall	Member/Parent	
Odine Bon throne	Member/Parent	
Lisa Hill	Member/Parent	
Maria Duque-Diaz	Member/Parent	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

80% of the special needs students with reading goals on their IEPs will increase their *Fountas & Pinnell* reading scores by one level for each assessment period during the school year.

Comprehensive needs assessment

The higher the student's F&P reading level is, the more successful the student will be on the NYS English Language Arts test. We hope to increase, specifically, the reading levels of special needs students—who tend to have lower F&P scores and therefore perform worse on the NYS ELA exam.

Instructional strategies/activities

- The Academic Intervention Team (AIT) and Collaborative Team Teachers (CTT) will review all IEPs to determine who has reading goals as part of their plans. These teams will also look at these students' *Fountas & Pinnell Assessment* data, classroom work, state test scores and Acuity data throughout the year.
- The AIT will look for commonalities in skills and goals among students in the same grade (or one grade above or below). The team will then create student groupings so that related service providers can pull out or push in for mandated periods in order to meet the reading needs of these students.
- Classroom teachers of students receiving related services will meet with the related service providers periodically to discuss student goals, foster continuity in approach, and to plan for support and differentiated materials. Classroom teachers and related service providers will work with targeted students in the classroom, in small groups, and/or the Extended Day program to build reading skills and stamina.
- During the Extended Day program, the school will offer test preparation sessions prior to the ELA test for targeted students in grades 3-5 to further support reading progress. The focus will be on understanding testing formats and test strategies, while incorporating decoding and comprehension practices.
- Teachers will assess students using the *F&P Benchmark Assessment System* in September, January, and May—in order to track student progress in reading. Teachers will analyze student F&P data for their classroom and their grade in order to identify trends and instructional next steps.
- The AIS teacher is collaborating with teachers in grades 3-5 to create modified nonfiction texts from the Social Studies units—in order to allow special needs students further access the content but at their respective reading levels.

Strategies to increase parental involvement

- Through curriculum meetings, parent workshops, classroom correspondences, and parent-teacher conferences—parents will have a better understanding of literacy concepts and their child's performance in reading in order to support their child at home.
- During some Family Friday events, parents will have an opportunity to engage in literacy work with their child in the classroom.

Strategies for attracting Highly Qualified Teachers (HQT)

- Recruiting/hiring new HQT via the New Teacher Finder, Open Market, and hiring fairs.
- Providing for continued professional development in ELA and the Common Core Standards.
- Mentoring of new and struggling teachers

Service and program coordination

N/A

Budget and resources alignment

- Tax levy funding for intervention services by the AIS teacher
- PTA funding for teacher professional development and tax levy funding for per diem coverage of teacher intervisitations
- Tax levy funding for the AIS and SETSS teachers to input and analyze student data. Time during grade team meetings and teacher team time to review student data and discuss trends and instructional next steps.
- Tax levy funding to compensate the AIS teacher work around creating modified nonfiction Social Studies texts

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Align the school's writing curriculum to the Common Core Standards.

Comprehensive needs assessment

With the recent adoption of the Common Core Standards by NYS, the school was finding that the current writing curriculum was not completely aligned. In order to prepare students to be college and career ready, the school saw a need to review the curriculum calendars and integrate new content as well as eliminate obsolete units of study.

Instructional strategies/activities

- The school created three school-wide writing prompts for administration at the beginning, middle, and end of the school year. All students will be assessed using this writing prompt, and teachers can analyze student work and track student progress over time.
- A "writing rubric" committee (consisting of a classroom, AIS, and SETSS teacher) are creating school-wide rubrics (K-2 and 3-5) that teachers will use to assess student writing prompts. These rubrics are intended to create greater consistency among the expectations that teachers have for student work as well as create a shared language and common tool to assess student writing.
- Teachers will meet during grade team meetings and Teacher Team time to look at student work and identify student writing goals as a focus for classroom instruction, individual writing conferences, and Extended Day instruction.
- Teachers will also use administrative time to begin revising their grade's writing curriculum. Revisions to the curriculum will focus on the NYCDOE Instructional Expectation in Literacy (Reading and analyzing informational texts and writing opinions and arguments in response). Teachers will be able to begin implementing new Common Core-aligned lessons and units by the end of the school year. School administration will purchase new materials (e.g. teaching manuals, trade books, etc.) as needed.
- Teachers will use data collected from the IE performance tasks in order to assess student skill levels and drive future writing instruction.

Strategies to increase parental involvement

- Through curriculum meetings, parent workshops, classroom correspondences, and parent-teacher conferences—parents will have a better understanding of literacy concepts and their child's performance in writing in order to support their child at home.
- During some Family Friday events, parents will have an opportunity to engage in literacy work with their child in the classroom.

Strategies for attracting Highly Qualified Teachers (HQT)

- Recruiting/hiring new HQT via the New Teacher Finder, Open Market, and hiring fairs.
- Providing for continued professional development in ELA and the Common Core Standards.
- Mentoring of new and struggling teachers

Service and program coordination

NA

Budget and resources alignment

- Administrative time for teachers to meet during grade team meetings and Teacher Team time.
- PTA funding for professional development and tax levy funding for per diem coverage of teacher intervisitations
- Tax levy funding to compensate the "writing rubric" committee for their time in creating school-wide rubrics
- NYSTL and PTA funding to purchase new instructional materials related to the revised writing curriculum calendars

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Improve teacher effectiveness by developing a shared understanding of instructional excellence as described in the Danielson Framework.

Comprehensive needs assessment

Teacher feedback on the Learning Environment Survey highlighted that classroom observations and feedback on their instruction was low.

Instructional strategies/activities

- The school joined the Talent Management Pilot for school year 2011-12. Teachers and administrators are attending regular trainings around the Danielson Framework and the different Measures of Student Learning (MOSL).
- Each teacher will have 4 partial and 2 formal observations during the school year. Feedback sessions will take place in a timely manner (within a few days) of the observation, and all teachers will receive written feedback around the content of the lesson debrief. The feedback will include the statement of evidence which led to the competency rating as well as instructional recommendations (whenever possible) and a timeline for teachers for improving their practice.
- Students will participate in bi-annual pilot performance tasks as well as the requisite NYS state tests as a part of a teacher's MOSL. These tasks will act as pre- and post-assessments of student understanding.
- Administrators will work with the Talent Management Coach in order to better understand and implement the Danielson Framework as well as the logistical aspects of the pilot program.

Strategies to increase parental involvement

NA

Strategies for attracting Highly Qualified Teachers (HQT)

- Recruiting/hiring new HQT via the New Teacher Finder, Open Market, and hiring fairs
- Providing for continued professional development in all major subject areas and socio-emotional development of students
- Mentoring of new and struggling teachers

Service and program coordination

N/A

Budget and resources alignment

- Administrative time during grade team meetings, Teacher Team time, and Professional Development days for PD around the Talent Management Pilot
- Centralized and school tax levy funding for per diem coverage and per session compensation to attend Talent Management PD
- Prep coverage and tax levy per diem funding to allow for classroom intervisitations
- Centralized per session funding to compensate teachers for time spent scoring student performance tasks

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	1			
1	7		N/A	N/A	2			
2	8		N/A	N/A				
3	5		N/A	N/A	10			
4	8	4			3			
5	5	3			5			

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	AIS teachers implement a variety of reading programs and strategies such as <i>Wilson</i> , <i>Recipe for Reading</i> , <i>Preventing Academic Failure (PAF)</i> , <i>Words Their Way</i> , pre-teaching, modified class work, graphic organizers, <i>Fountas & Pinnell</i> word study/spelling—in a 1:1 or small group setting during the school day as well as during the morning Extended Day program.
Mathematics	AIS teachers implement 1:1 or small group lessons during the school day. Instruction is based on the concepts and skills from the Common Core Standards and the <i>Investigations</i> program. Students are provided with structured, systematic instruction with opportunities to practice concepts, share ideas and ask questions in a smaller group. Modified materials, graphic organizers and manipulatives are used, if necessary. Additional practice for the student to complete in class and/or home is provided, as needed.
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	Small group and individual counseling provided during the school day, to students struggling with various social or emotional issues including lack of confidence and self-esteem, anxiety around academic performance, difficulty self-regulating their classroom behavior, and poor peer relationships—all of which further impact academic struggles. Guidance counselors collaborate with teachers to develop and assess strategies to improve student emotional and social development.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	A social worker from St. Vincent’s Medical center comes to the school twice a week to work with at-risk students and parents. The social worker sees students and parents on a 1-on-1 basis around academic and emotional development, psycho-education, and parenting.
At-risk Health-related Services	

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

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

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

PS 89 IS NOT A TITLE 1 SCHOOL.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Yuet Chu	District 02	Borough Manhattan	School Number 089
School Name The Liberty School			

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

Principal Veronica Najjar	Assistant Principal Thao Vo
Coach	Coach
ESL Teacher Betsy Chairman	Guidance Counselor
Teacher/Subject Area Min Chung/AIS	Parent Ria Seplowin
Teacher/Subject Area	Parent Coordinator Connie Schraft
Related Service Provider	Other
Network Leader Yuet Chu	Other Sileni Nazario/ELL Compliance

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	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	532	Total Number of ELLs	21	ELLs as share of total student population (%)	3.95%
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Part II: ELL Identification Process

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

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

1. Students who may possibly be ELLs are screened by the Pupil Accounting Secretary, the Parent Coordinator, and an Administrator (acting as the pedagogue) at registration, where the families fill out the HLIS. If a parent cannot speak English, the school has on-site staff who speak a variety of languages or the Parent Coordinator will call Translation Services. Typically, guardians who do not speak English bring a friend who can translate for them. The Pupil Accounting Secretary contacts the ELL teacher whenever the HLIS form says that the child speaks another language at home. At the start of the school year, the ELL teacher runs the RLER ATS report to find LAB-R eligible students. Within 10 days, the ELL teacher administers the LAB-R to the student. In the spring, the ELL teacher uses the LAT ATS report to determine the NYSESLAT-eligible students. From this list as well as the new list of ELLs based on the LAB-R results, the ELL teacher administers the NYSESLAT to these students. The school rarely receives students who require the Spanish LAB-R, but future Spanish-speaking ELLs will take the Spanish LAB-R with a pedagogue and translator.

2. First, a letter is sent to all guardians of ELLs, introducing and explaining our English acquisition program and inviting them to an initial group meeting in late September (multiple times are offered to accommodate everyone). They are also invited to meet individually with the ELL teacher to discuss their children's needs and how they will be met. Parental choice, as to what type of English learning program they can choose for their child, is explained. All parents here have opted for our ELL pull-out model, rather than transferring their children to dual language transitional programs or bilingual programs at other schools. When students enter the school in the middle of the year, guardians are introduced to the ELL teacher who explains program options and more specifically, our pull-out program.

3. Guardians complete their entitlement letters at the orientation meeting. For families who do not attend the meeting, the ELL teacher schedules a separate meeting where she give them an orientation and has them complete their entitlement letters.

4. Students whose parents choose ESL are initially placed in programs based on grade level. Subgroups are then created based on proficiency level in the various modalities. Multigrade (within three grades) groups are then made by combining grade subgroups that have similar levels of language acquisition.

In the past, families have made program decisions based largely on staying within the immediate neighborhood. Students with no English proficiency are informed about bilingual programs if there are any for their native languages and available seats in neighborhood schools. In one instance, a guardian turned down the bilingual program in favor of the school's ESL program.

5. 100% of parents choose an ESL program.

6. Yes.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1												2
Total	1	1	0	0	0	0	0	0	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	19		1	2						21
Total	19	0	1	2	0	0	0	0	0	21

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		2		1										3
Chinese	1		1		1	1								4
Russian						1								1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean			2											2
Punjabi														0
Polish														0
Albanian														0
Other	6	1	1	3	11									22
TOTAL	7	3	4	4	12	2	0	0	0	0	0	0	0	32

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1a. One push-in group for a 1st grade newcomer, one for Kindergarten newcomers, in which the ELL teacher assists the classroom teacher in facilitating LEP students' access to the lesson going on or at times, the theme being studied (modified, scaffolded instruction through text re-presentation. The rest of the instruction given is pull-out.

1b. The majority of groups are by grade but grade levels are mixed (no more than a three grade span) to ensure that Beginner and Intermediate students get more instructional time than Advanced students. We have a Kindergarten group with one 1st grader in it, a group of Intermediate 2nd and 3rd graders with one Advanced student in it, a group comprised of a 3rd, 4th and 5th grader-all Beginners, and a group of 3rd, 4th and 5th graders, all Intermediates with the exception of one Advanced 4th grader.

2. The ESL teacher sees four groups of students (with up to 6 children each) during the school day. The ESL teacher allocates more time in her schedule to meet the greater mandated minutes of the intermediate and beginner students. Some ESL students attend Extended Day program to receive extra support services.

2a. The school uses a pullout ESL model. Our approach toward educating all students at this school is much the same as the ELL philosophy. We use a Balanced Literacy Workshop method of learning. This incorporates whole language and phonics, a thematic approach, and teaching learning strategies and vocabulary that support ELLs in their general education classes. All four language acquisition skills (reading, writing, listening, speaking) are facilitated. ELLs read and write for authentic purposes, individually and in cooperative groups. Instructional practices implemented in the ELL classroom are read alouds, shared reading, guided reading groups, literature responses (oral and written), and written reports. Scaffolding techniques are used by the ELL teacher and in general education classrooms to support our LEPs.

3. A variety of content areas are addressed in the ELL classroom. Time is spent on specific Math language and Science language, as well as general English language development. A great deal of P.S. 89's curriculum is Social Studies based, so during ELL class, classroom Social Studies themes are addressed. Students learn vocabulary and language structures that scaffold on what they are doing in their mainstream classrooms. This facilitates their access to classroom learning.

4. Because we are an ESL rather than bilingual program, we do not give children instruction in their native language on a daily basis. However, when standardized tests are given, children in grades 3-5 are provided with a copy of the test in their native language (with the exception of the ELA, for students who have been here longer than one year) when the test is available in that language. When it is not, we provide dual language dictionaries when appropriate and translators when necessary. In addition, this year we plan on using part of our translation budget to hire translators to explain test taking procedures and practice dual language dictionary use with ELLs, prior to the

A. Programming and Scheduling Information

state tests being administered.

5a. Currently we have no SIFE students but if any enroll in our school, they will be invited to attend extended day, small group sessions for individualized support. In addition, they will, if assessment suggests they need it, receive support from our AIS (Academic Intervention Services) team.

5b. ELLs who have been in the U.S. for less than three years are monitored by their classroom teachers and the ELL teacher to assess specific language and cultural understanding barriers. The teachers regularly discuss their findings in order to develop tools to meet individual needs. The needs are addressed through a variety of language learning methods used in the mainstream and ELL classrooms as well as but not limited to lessons about American customs and cultural norms, to help students become comfortable around new traditions. Students' backgrounds and cultures are celebrated and they are often asked to be "experts," teaching about their specific countries and traditions. Because NCLB now requires ELA testing for ELLs after one year, ELLs are given test prep classes in addition to English language instruction.

5c. ELLs receiving services for 4-6 years, as all ELLs, have their NYSESLAT scores analyzed by members of the LAP team to determine in which modality(ies) they need additional support. Strategies for the ELL class and the mainstream classroom are put into place and detailed in the A.7.1.

5d. Being a K-5 school, we have no LTEs.

5e. ELLs identified as having special needs are serviced as per their IEPs. Related service providers regularly meet with the ELL teacher to discuss ways to interweave the strategies each student is being taught, in order to facilitate the student's access into the general school curriculum. Instructional materials/strategies include but are not limited to: modified text, levelled text, use of visuals and pictures, graphic organizers, pre-teaching, kinesthetic learning, role play, small group instruction, and instructional technology.

6. The ICT teachers provide differentiated instruction to the ELL-SWD through the use of accommodations and modifications, flexible grouping, small group instruction.

7. The school uses an interdisciplinary approach to learning where our ELL-SWD can make connections between the major content areas using high interest topics. Teachers use a combination of whole/small group instruction and 1-on-1 conferencing in order to differentiate to student needs. Students are given accommodations whenever possible and modifications to tasks whenever necessary. The ESL teacher has time schedule where she can push into the classroom in order to promote consistency in learning in the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

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

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

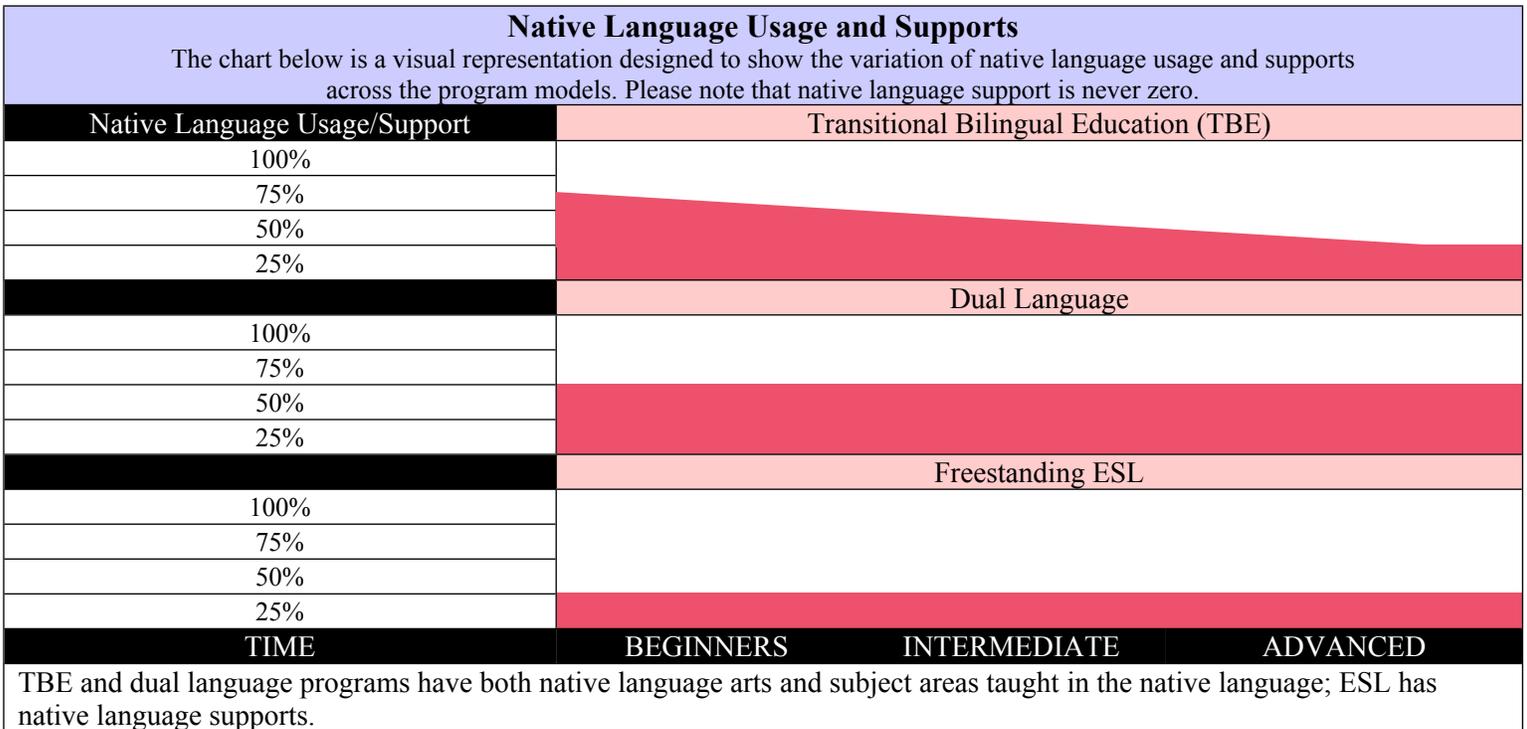
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
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 materials used)?

B. Programming and Scheduling Information--Continued

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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?

8. ELL students who need additional intervention services are seen by the school's AIS and SETSS teachers for ELA and Math as needed. All of these services are taught in English. Intervention services for ELA can include but are not limited to: modified and levelled text, explicit phonics instruction (phonemic and phonological awareness), graphic organizers, small group instruction, guided & interactive reading, interactive & gruided writing, reading comprehension activities with specific emphasis on inferring. For math: reading and solving word problems for meaning; work around computational strategies, the base 10 system, and number theory.

9. Select former ELLs are seen by the ELL and AIS teachers after reaching proficiency on the NYSESLAT. Also, former ELLs receive testing modifications for two years after testing out of the ELL program on the NYSESLAT.

10. Last year, the school created after school clubs for current and former ELL students. These clubs focused on developing language skills through high interest topics like cooking, art, dance, theatre, technology, and games. If funds become available, we will begin the clubs again. They were highly successful.

11. NA

12. ELL students can and do participate in a variety of school programs such as chorus, instrumentals, and ballroom dancing.

13. ELL students have access to instructional websites and audiobooks. Teachers with Smart Boards utilize visuals and opportunities for students to manipulate text and diagrams in order to support their learning. Modified texts, specifically non-fiction, were created to allow students with lower reading levels to access information. Rosetta Stone, a language learning system, has been added to the classroom computers of one of our 4th grade students, a newcomer and English Beginner.

14. The school has an ESL program, which is delivered in English. Our population is very diverse so no instruction is delivered in a language other than English. However, all languages are honored and many classroom teachers, after a series of professional development sessions with our ELL teacher, have incorporate multi-lingual boards and discussion times into their classrooms.

15. Students are grouped as much as possible with like English proficiency and age/grade levels.

16. The parent coordinator corresponds with the family to learn more about the student's English proficiency and prior schooling. The parent coordinator communicates this information with the ELL teacher. Families are informed that translation services on site and via phone service, are available whenever needed.

17. There are no language electives at our school.

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)?

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.

1. The ELL teacher participates in all PD that is offered by the network. Also, the ELL teacher attends staff meetings and school PD days in order to learn more about school initiatives and programs. The ELL teacher has attended PD on: Differences Between Social and Academic English and How to Use Social English to Bolster Academic English; General Best Practices, Focusing on Interactive Techniques; Understanding Second Language Learning: Stages of Acquisition; Creating an Optimal Environment in the Mainstream Classroom; Scaffolding; Encouraging Language Production.

2. The guidance counselor and parent coordinator counsel families on finding the middle school with the most appropriate setting for students and their language needs.

3. ELL PD consists of theories behind language acquisition and the stages that ELLs go through as they become more proficient in English. The staff has had PD provided by a network specialist and the school's ELL teacher. School PD is documented via agendas. PD also includes demonstrations of how to use instructional aides to help support language development. The ELL teacher meets with grade teams and individual teachers to discuss student progress in the general education classrooms. The meetings are documented through the ESL teacher's planbook.

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?

1. Parents can be active participants in classroom instruction by attending Family Friday events, which take place on the last Friday of every month. Parents can also volunteer in school committees or in the classroom (aids, field trip chaperones, special projects) or library. For social studies culminations, families attend events to learn about and see student projects to celebrate the hard work in the unit of study.

For ELL students, engagement begins with a letter introducing and explaining our English acquisition program and inviting them to an initial group meeting in late September (multiple times are offered to accommodate everyone). They are also invited to meet individually with the ELL teacher to discuss their children's needs and how they will be met. Parental choice, as to what type of English learning program they can choose for their child, is explained. All parents here have opted for our ELL, pull-out model, rather than transferring their children to dual language transitional programs or bilingual programs at other schools. When students enter the school in the middle of the year, parents/guardians are introduced to the ELL teacher who explains program options and more specifically, our pull-out program.

During the school year, the part-time ELL teacher attends one of the two rounds of parent-teacher conferences. However, on-going meetings and telephone calls on an as-needed or as-requested basis encourage and support parent/guardian involvement with ELLs.

Approximately twice a year, parents are invited into our ELL classroom for a celebration of the culmination of one of our themes or for a publishing party. This allows parents to gain comfort/confidence in the school community by having them see that there are other parents who don't speak English and by seeing that their children are respected and honored for the work they do (though that is also apparent in the regular classes).

Parents are encouraged to use their native language and to build L1 literacy at home and in extracurricular settings. The native traditions and cultures of our students are shared and celebrated.

2. ELL families are invited to all school events. Also, the parent coordinator and administrators inform families about PD for parents whenever they are offered by the city or network.

3. We ask families about their needs (e.g. translated materials, interpreters, meetings, etc.) on an ongoing basis.

4. Parental involvement activities are similar to those offered to English speaking families. They inform parents about the school

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3. We ask families about their needs (e.g. translated materials, interpreters, meetings, etc.) on an ongoing basis.

4. Parental involvement activities are similar to those offered to English speaking families. They inform parents about the school curricula, the activities and units that students are studying in school, and the progress that their children are making.

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)	3	2		1	1	1								8
Intermediate(I)	1	1	1	1	1	1								6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	1	1	2	1	1									6
Total	5	4	3	3	3	2	0	0	0	0	0	0	0	20

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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

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

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

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

Additional Information

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

Part VI: LAP Assurances

School Name: The Liberty School

School DBN: 02M089

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
VERONICA NAJJAR	Principal		12/1/11
THAO VO	Assistant Principal		12/1/11
CONNIE SCHRAFT	Parent Coordinator		12/1/11
BETSY CHAIRMAN	ESL Teacher		12/1/11
RIA SEPLOWIN	Parent		12/1/11
MIN CHUNG/AIS	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
YUET CHU	Network Leader		12/1/11
SILENI NAZARIO	Other <u>ELL COMPLIANCE</u>		12/1/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M089 **School Name:** The Liberty School

Cluster: 1 **Network:** CFN 103

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

Part A: Needs Assessment Findings

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

At registration, the school looks at data generated from the Home Language Survey and Preferred Home Language form. School personnel also assesses translation needs based on personal interactions with the families. Interpretation services for oral translation are required for the following languages: Japanese, Chinese, Spanish. The school provides BOE materials in the major BOE languages.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

There are many families at P.S. 89 who speak a language other than English. However, the vast majority of these families indicated that they have at least one family member capable of translating and interpreting communication from school. About 1% of families at P.S. 89 require a translator or interpreter. The school informs the parents and their children's teachers that there are translation services available to them whenever necessary.

Part B: Strategies and Activities

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

When necessary, in-house staff (bilingual paraprofessionals, teachers, and the school secretary) translate important school correspondances in the appropriate languages. Whenever available, the school sends official translated NYCDOE letters and memos to the appropriate families. The school makes use of the BOE translation office, school staff, parents, and outside vendors (Legal Interpreting Services) to provide translation services and materials.

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 can be provided by in-house staff or parents. The school also uses Translation Unit's over-the-phone interpreters for all other situations.

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>.

The Safety Agent at the front entrance as well as the Parent Coordinator in the main office has access to NYCDOE translation kits where they can support families in identifying their translation needs. The school posted the NYCDOE poster next to the school elevator, that informs parents of the translation services available. A link to the Parent Bill of Rights is made available to families on the school's website, and a notice of this resource is emailed to parents via the school's family list serve.