



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** THE JACOB RIIS COMMUNITY SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 02M126

**PRINCIPAL:** JACQUI GETZ **EMAIL:** JGETZ@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
Jacqui Getz	*Principal or Designee	
Barry Greenberg	*UFT Chapter Leader Co-Chair	
Susan Crowson Seoun Kim	*PA/PTA President or Designated Co-President	
Milagros Rodriguez	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	
Chris Cox	Member/Co-Chair	
Susan Brady	Member/Parent	
John Molinelli	Member/Parent	
Liz Daniels	Member/Parent	
Francesca Forcella Bonetti	Member/Parent	
Peter Pao	Member/Parent	
Mil Ruiz	Member/Parent	
Filippa Ferriolo	Member/Teacher	

Nicole Schorr	Member/Teacher	
Chris Piccigallo	Member/Teacher	
John De Matteo	Member/Teacher	
Carlos Romero	Member/Assistant Principal	
Robin Berg	Member/Assistant Principal	

## **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**

- Raise math achievement for the lowest third percentile.

### **Comprehensive needs assessment**

- The scores for Grades 3-8 on the state test in Math have steadily decreased for the lowest third percentile since the 2008-2009 school year.

Year	2008-2009	2009-2010	2010-2011
Percentage of Students Making at Least 1 Year's Progress (Lowest Third)	82.9%	81%	73%

### **Instructional strategies/activities**

In order to achieve this goal, we will do the following:

- A) We will target the needs of these students by conducting one-to-one conferences during daily math workshops, and providing them with targeted small group instruction during both class time and as part of our Extended Day Program. Differentiating the math curriculum will also support their conceptual understanding.
- B) Carol Mulligan, the school staff developer, will work with teachers to help improve math instruction through lab-sites, modeling, aligning the curriculum with Common Core Standards and discussions around professional texts. The formation of teacher study groups centered around student work will also help the school's staff implement this goal.
- C) K-8<sup>th</sup> grade teachers are using the Math Design Your Own Interim Assessment (D.Y.O. Assessment) D.Y.O. Assessment is designed to give teachers an early indication of how students understand numbers and computation. DYO Assessment results will help us plan our future instruction. Another step we will take regarding the use of academic assessment to evaluate the effectiveness of the strategies will include a collection of year long math work in a portfolio. Each portfolio will include reflective work from both teachers and students.
- D) Over the course of the year through PD, teachers will be trained to use common core standards for gaining insight about student's mathematical needs through observations, assessments, and conferences.

**Strategies to increase parental involvement**

- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- Schedule 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
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress

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

- Targeted professional development based on soft /hard data, teacher observations and teacher input
- Teachers will lead and drive professional development through study groups once a week, using 50 minutes of the contractual 150 minutes of extended time

**Service and program coordination**

- Our Family Associate will work with STH to ensure better attendance so the students will not miss mathematics instruction.
- S.T.O.P.P. training will support teachers to create classroom environments that support learning.
- Academic Intervention Services during Extended Day time period
- SAPIS counselor runs workshops for students

**Budget and resources alignment**

- Math Staff developer in grades K-8- TLFSF, IDEA ARRA, CEIS
- DYO Assessment and funding
- Title I SWP
- TLFSF, Title III LEP

## 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**

- Raise reading achievement of the English Language Learners

### **Comprehensive needs assessment**

- English Language Learners comprise 19.8% of our school population. According to NYSESLAT 2011 data, in the Reading and Writing modalities, 26% of ELLs scored at the Beginner level, 24% scored at the Intermediate level, 45% scored at the Advanced level, and 5% scored at the Proficient level. According to the NYS ELA data for Grades 3-8, 22% of the ELLs scored Level 1, 49% scored Level 2 and 29% scored Level 3. 0% of the students scored at a Level 4.

### **Instructional strategies/activities**

- In order to achieve this goal, we will do the following:
  - a) The ELLs receive mandated ESL instruction through push-in or pull-out support by the certified ESL providers. In addition to these mandated services, we will be targeting the needs of these students in several ways. We will conduct one-to-one conferences during daily reading and writing workshops, and provide them with targeted small group instruction during both class time and as part of our Extended Day Program. Differentiating the reading and writing curriculum will also support their growing reading and writing skills.
  - b) The certified ESL teachers will provide professional development to the staff to offer strategies across grades and content areas to better meet these students' needs.
  - c) Fountas and Pinnell is used periodically throughout the school year to track student progress in reading. This assessment allows teachers to identify students' reading strengths and weaknesses which helps inform future instruction. Importantly, it also evaluates the effectiveness of reading instruction for our ELLs

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

- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- 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
- 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
- Translate all critical school documents and provide interpretation during meetings and events as needed

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

- Teachers will be offered targeted professional development based on soft /hard data, teacher observations and teacher input
- Teachers will lead and drive professional development through study groups once a week, using 50 minutes of the contractual 150 minutes of extended time
- Teachers will attend professional development opportunities offered by the school's network
- ESL teachers will work with literacy staff developer to analyze reading progress of ELL students and develop strategies to meet the needs of students

**Service and program coordination**

- Our Family Associate will work with STH to ensure better attendance so the students will not miss ELA instruction.
- S.T.O.P.P. training will support teachers to create classroom environments that support learning.
- English Language Learners Services during Extended Day time period
- SAPIS counselor runs workshops for students

**Budget and resources alignment**

- Title III LEP

**ANNUAL GOAL #3 AND ACTION PLAN**

**Annual Goal #3**

- Teachers will be professionally developed under the Strategies, Techniques, Options Prior to Placement (STOPP) to decrease student suspension rates by 30%.

**Comprehensive needs assessment**

- A high suspension rate showed a need to train teachers in developing a data-based decision making for behavior uniform collection system school wide. The majority of suspension incidents have occurred outside classroom. (I.e. lunch time and recess.)

**Graph Depicts Total Number of Suspensions**

Online Occurrence Reporting System (OORS)	2008-2009	2009-2010	2010-2011
Principal Suspensions	28	103	119
Superintendent Suspension	2	10	8
Total	30	113	127

**Instructional strategies/activities**

The goal of STOPP is to educate students who exhibit challenging behaviors in the least restrictive environment possible and prevent future behavior challenges. STOPP supports the implementation of school wide behavior systems, efficient behavior data collection structures and developing skilled behavior management techniques.

- a) A committee of teachers has been created to implement specific, research validated interventions to address students' difficulties.
- b) Staff uses progress monitoring data and explicit decision rules to determine intervention effectiveness and needed modifications.

- c) Staff members will continue to attend RTI/PBIS/STOPP training.
- d) The Pupil Personnel Team will assume responsibility of the Behavior Support Team to implement school wide systems RTI/STOPP.
  - PPT will conduct universal screening of academics and behavior.
  - Based on multi-tier model of increasing the intensity of instruction and intervention.
  - Baseline information will be used at all times for all students to determine tiers of intervention.
- e) Non-pedagogical staff will be trained in STOPP and attend the workshop of Mental Health issues of Children in Schools.
- f) Teachers will be analysts in data-based decision making for behavior uniform collection system.
- g) Create a school wide uniform common language behavior plan—teachers will identify and define minor and major classroom behaviors.

**Strategies to increase parental involvement**

- Workshops will be offered to parents on the implementation of STOPP and the Student Behavior and Crisis Plan of the school.
- Administration will present action plan of the STOPP Goal to the School Leadership Team and at one of the Parent Association Meetings.

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

- Teachers will be trained in anecdotal forms and data collection of student behavior through Response to Intervention strategies.
- Teachers will be trained in specific social skills instruction.
- Teachers will organize peer-based supports and social skills club for students.

**Service and program coordination**

- Our Family Associate will work with STH families to ensure better attendance and to educate families regarding the school behavior plan
- S.T.O.P.P. training will support teachers to create classroom environments that support learning
- RTI, PBIS, and TCI training offered to staff and administration
- SAPIS counselor runs workshops for students

**Budget and resources alignment**

- ARRA RTT Citywide Instructional exp.
- TL FSF
- ARRA RTTT Data Specialist
- ARRA RTTT Data Inquiry



## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

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

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

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

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

### **Service and program coordination**

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

### **Budget and resources alignment**

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

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

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

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

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

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

### **Service and program coordination**

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

### **Budget and resources alignment**

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	21	21	N/A	N/A	0		2	
<b>1</b>	19	19	N/A	N/A	4			3
<b>2</b>	27	27	N/A	N/A	2			2
<b>3</b>	26	26	N/A	N/A	0			2
<b>4</b>	32	32	0	0	3			
<b>5</b>	24	24	0	0	6			2
<b>6</b>	24	15	0	0	6			2
<b>7</b>	14	17	5	0	9			
<b>8</b>	12	14	0	5	6			
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	During Extended Day, teachers pull small groups of students for direct, targeted reading and writing instruction.
Mathematics	During Extended Day, teachers pull small groups of students for direct, targeted math instruction
Science	Our science teachers provide small group targeted instruction for students who are at risk during extended day.
Social Studies	Our social studies teachers provide small group targeted instruction for students who are at risk during extended day.
At-risk Services provided by the Guidance Counselor	The guidance counselors provide social-emotional intervention/support services to small groups of children as well as 1:1 as needed during the school day. They also provide workshops to specific classrooms and are involved in providing assistance to the entire staff and student body through various workshops throughout the school year.
At-risk Services provided by the School Psychologist	The School Psychologist provides 1:1 push-in and pull-out emotional services to students in need during the school day.
At-risk Services provided by the Social Worker	The social worker provides 1:1 push-in and pull-out emotional services to students in need during the school day.
At-risk Health-related Services	The school nurse provides as needed workshops and instruction for several students in various areas of concern, including nutrition/obesity and training for students with asthma.

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Allison Sheehan</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>126</b>
School Name <b>Jacob Riis Community</b>			

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

Principal <b>Jacqui Getz</b>	Assistant Principal <b>Carlos Romero, Robin Berg</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>Sunyong Ahn, Jennifer Trujillo</b>	Guidance Counselor <b>Kevin Colon, Lien Truong</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Rebecca Johnson</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>3</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	
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	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>786</b>	Total Number of ELLs	<b>156</b>	ELLs as share of total student population (%)	<b>19.85%</b>
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## Part II: ELL Identification Process

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

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

1. The Jacob Riis Community school has recently been audited on this exact process as well as the parent communication process. When new students come into the school to register, an appropriate office staff accommodates the parent and notifies one of the ESL pedagogues. All the office and support staff speak English and Spanish or English and Chinese. All the support staff in the office help with registration for new admits and pre-kindergarten students.

Depending on the language of the parent, a bilingual office staff member that can accommodate the parents the most completes the registration process along with an ESL teacher. The formal initial assessment includes the administration of the Home Language Identification Survey (HLIS) by an ESL pedagogue, Jennifer Trujillo or Abbey Ahn, after the informal oral interview in English and in the native language (with interpretation and/or translation services from a bilingual office staff). The HLIS will be filled in as “NO (not eligible)” if the languages spoken at home are English. An ESL pedagogue, Jennifer Trujillo or Abbey Ahn will then sign the HLIS and a copy of the form will be kept in the ESL department’s records. If student is eligible to take the LAB-R, Jennifer Trujillo or Abbey Ahn, who are both certified in ESL, will be responsible in administering and scoring the test. All new entrants whose HLIS responses indicate a home language of Spanish and scores at or below LAB-R cut scores must be administered the Spanish LAB only once at the time of initial enrollment. At P.S. 126/MAT, the ESL department strives to ensure that LAB-R eligible students be tested within the first ten days of initial enrollment. Depending on the results of this test, the ESL teacher will then determine if the child is an ELL. If the child places at a Y (Beginner), X (Intermediate), or A (Advance), the parents will be invited to a Parent Orientation meeting. The Parent Orientation often occurs when there is an influx of new-admits—September and January. Depending on the new-admits' arrival date, a parent orientation will be available as needed. If necessary, the parents will be given a one-on-one orientation by an ESL pedagogue, Jennifer Trujillo or Abbey Ahn. For students who pass the LAB-R with a score of N (not-entitled), the “Program Placement” section of the HLIS will be completed by an ESL pedagogue, scanned for ESL records, and returned to the child’s cumulative folder.

The NYSESLAT exam is a crucial part of ESL assessments. Every year, about six months before the administration of the exam, the correct number of ELLs who are eligible for the exam are estimated and the exams are ordered. Once the exam is ordered, scheduling and programming is created to ensure a testing environment for the school. Proctors are requested, spacing is reserved, and letters informing the parents of the NYSESLAT are handed out. The administration works hand in hand with the ESL department to ensure the school is ready for the arrival of the exams. When the speaking part of the NYSESLAT arrives, the ESL pedagogues, Jennifer Trujillo and Abbey Ahn, will take the list of students to be tested and administer the exams one-on-one for each ELL. Before the rest of the exams (Listening, Writing and Reading) arrive, several certified English Language Arts teachers will be asked to proctor the exam. Last year, some of the pedagogues were Barry Greenberg, Karen Fournier, Laura Ingram, Sari Marder, Beth Pollak and Illisa Napach. Those teachers who will be proctoring the remaining sections of the exam, will be given a training session. When the rest of the exams show up, they are separated and organized, put into envelopes with the correct number of exams. On the cover there will be an attendance list. The test materials are always locked and secured. The proctors do not see the exams until the day of the test. Once the tests are done, they are scored and returned to the testing center. All of the rest of the materials are sent back in a return box. Each year, the results of this test determine the placement of students into the appropriate ESL program for the year.

2. In the fall of each year, and on an “as-needed” basis for new arrivals throughout the year, a Parent Orientation is provided in order to convey the three program selection options; Transitional Bilingual Education, Dual Language, or English as a Second Language. This is done within the 30 day timeline for new ELLs. At the orientation, the ESL pedagogues, Jennifer Trujillo and Abbey Ahn will explain (with the support of the appropriate translators) the enrollment procedure outlined (question 1) above to the parents of new ELLs. The ESL pedagogues will then show a video introducing them to the variety of programs available to language learners within the NYC Public Schools. After the presentation and questions, the parents are provided with the Parent Survey and a Program Selection Sheet in English and in their native language. Bilingual office staffs are available during the whole process to provide appropriate translation and interpretation services to parents. The parent can fill out the required forms at the meeting, or take some time to peruse the materials in order to make the most informed parental choice. In response to the preferences that we have seen evidenced in the parental choice forms, P.S. 126 **This school serves the following grades (includes ELLs and EPs)**  1  2  3  4  5  6  7  8  9  10  11  12  Check all that apply. Follow-up letters and phone calls are made in effort to inform them about parent choice in select. If the parents remain difficult to inform, we attempt to make contact during parent teacher conferences. For newly admitted ELLs who entered the school in the middle of the year, parents can make an appointment to meet with an ESL pedagogue, Jennifer Trujillo or Abbey Ahn (and an appropriate translator/intrepretor) to discuss the three program selections after the completion of the enrollment process. At this individual Parent Orientation, parents will view the Parent Orientation video and receive a Parent Survey and Program Selection Sheet in their native language, and make an informed decision.

Other forms of letters are sent out to parents during the parent orientation period as well. If students have passed the NYSESLAT they are given the Non-Entitlement letter. If the student did not pass the NYSESLAT, they they are given the Continuation letter, and if the child is a new ELL, they are given an Entitlement letter. Before distributing each Entitlement, Non-Entitlement or Continuation letter to parents, the ESL department will scan the letter and a copy is kept for their records. As for the returned Parent Survey and Program Selection Sheet, the ESL pedagogues, Jennifer Trujillo and Abbey Ahn, maintain and update a spreadsheet of students in order to keep track of who has or has not returned the survey and what choice each parent made. The surveys are placed in the students' cumulative folders. As a back-up storage, each survey is also scanned into the computer and categorized accordingly.

3. The Parent Survey and Program Selection is a crucial part of the ESL coordinators' duty at PS126. In the beginning of the year there are several Parent Orientations after the ELLs have been identified. Letters are sent out to parents in their first language and posters are put up so parents can read them as the days for the Parent Orientation approaches. A session in the morning is set up at 8:30, so that parents can be gathered when they drop off their child. This has been successful in getting the majority of the parents to attend the parent orientation to fill out the parent survey. During the orientation, an ESL pedagogue, Jennifer Trujillo or Abbey Ahn (with translation/interpretation services provided by a bilingual office staff) will provide a detailed description of the program selection process to parents. Parents are also introduced to the parent coordinator, Rebecca Johnson, and the administration. The parent surveys are handed out and the ESL pedagogues, Jennifer Trujillo and Abbey Ahn and several bilingual office staffs are available to aid parents in the completion of the form. The surveys are collected at the end of the orientation. If a parent should be absent for the orientation and does not complete the survey, they are contacted by the ESL pedagogue (with interpretation assistance from a bilingual staff) to set up an appointment for them to come to for a one-to-one session on the three programs available for their child, so that we may obtain the survey. This is also the case for newly admitted students who miss the scheduled orientation that is only held when there is a high influx of students. During parent orientation or meetings, translation and interpretation services are readily available via one of our experienced and bilingual office staff members.

If still the parents do not return the survey and the program selection, they are then given the orientation during Parent Teacher Conferences. For the 2010-2011 school year, we had a 95% success rate at returned parent surveys. At P.S. 126/MAT, the trend in program choices that parents have requested has been English as a Second Language. However, in order to honor other choices that parents have chosen, such as Transitional Bilingual Education or Dual Language, an ESL pedagogue, Jennifer Trujillo or Abbey Ahn (with appropriate interpretation/translation assistance from a bilingual office aid) will provide parents with accurate information on the benefits of all three of the language programs. After adequately informing parent about the three language program models, the decision is left up to the parents as to which program is right for their child.

4. When a student registers, they are initially screened by an ESL pedagogue. If the student is transferring from within the New York City Public School system, the teacher will check the student's record to verify whether or not they have taken the NYSESLAT the

prior year. If the record indicates that the new student requires ESL services, the administration works with the ESL pedagogue to place the student in the appropriate class. The parent is sent a Continuation Letter notifying the parent of Continued Entitlement. If the student is a newcomer to New York City, the ESL pedagogue and a translator, if needed, will assist the parent in completing the Home Language Survey (HLIS). HLIS forms are available in 13 languages other than English. If the Home Language is determined to be other than English in the HLIS, the student is administered the Lab-R to determine ESL eligibility. If the student requires ESL services as per this hand-scored exam, the student's parent is sent a letter of Entitlement and invited to a Parent Orientation Meeting, coordinated by the ESL pedagogues and translators. The ESL teacher will place the child in the appropriate level class and notify the parent of the placement via a Placement Letter.

ESL eligibility is determined by the LAB-R score for the new entrants. The ESL teacher hand-scores the answer document to determine whether the student requires ESL services, and the level of language proficiency that the child has acquired according the scoring scale. All LAB-R tests for new entrants are sent to the assessment office at specified dates to be officially scored.

P.S. 126/MAT offers a combination of pull-out and push-in and extended day services.

5. The trend in program choices that parents have requested has been English as a Second Language. Most parents indicate that they would like for their child's instruction to be solely in English and then be taught the second language at home or at an independent language program either after school or over the weekend. The parents have expressed that their child has had success with learning how and when to use their first language and their acquired second language. P.S. 126/MAT rarely encounters parents who request bilingual education. However, when this occurs, parents are given accurate information on the benefits of all three of the language programs. After adequately informing the parent about the three language program models, the decision is left up to the parents as to which program would best fulfill their goals for the child. Most parents of students who participate in the ESL program at P.S. 126/MAT are satisfied with the language acquisition and progress of their child.

At the beginning of each semester, a Parent Orientation is provided in order to convey the three program selection options; Transitional Bilingual Education, Dual Language, or English as a Second Language. At the orientation, the two ESL pedagogues, Jennifer Trujillo and Abbey Ahn, explain (with the support of the appropriate translators) the enrollment procedure outlined above to the parents of the new ELLs. A video introducing them to the variety of programs available to language learners within the NYC Public Schools is shown and any questions that may arise are answered.

According to the Program Selection Survey conducted in 2009, 45% of the parents chose ESL as their first choice, 29% chose Bilingual Education and 26% chose Transitional Bilingual Education. Each year, with the support of the appropriate translators, the ESL pedagogues clearly direct parents on how to fill out the appropriate forms.

As each years progress, we strive to educate parents of the various language program options. In 2010, English as a Second Language continued to be the top choice. 43% parents chose ESL as the first choice, 29% chose Transitional Bilingual Education and 28% chose Bilingual Education.

This current school year marked a change in parent selection. In 2011, 85% of parents of newly entitled ELLs chose ESL as their first choice, while 15% chose a bilingual program as their first choice, and 0% of parents chose the Dual Language program as their first choice. In response to the preferences that are evidenced in the parent choice forms, P.S. 126/MAT is currently offering language services via the ESL program model.

6. On the occasion that a parent requests a program that is not available at PS126, we support the family in finding placement for their child at a school with the desired program choice. In addition, we alert parents to the potential of a default program choice if a selection is not made. As mentioned previously, the potential of a new program choice is presented to the parents as well. However, if not enough families have opted for a different program at this school, the student is supported through the process of transferring to another school that does provide the service the parents have requested and chosen.

It should be noted that when the parents are provided with the option of moving to another school, parents often opt to keep their child at PS126 in the ESL program. The parents are always told that if a number of parents select a different program than the school offers, the school will re-evaluate the program offerings versus the program selection when the occasion arrises. Currently, our ESL program

aligns with the parents' requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0					0
<b>Push-In</b>	0	7	0	0	6	6	5	6	3					33
<b>Total</b>	0	7	0	0	6	6	5	6	3	0	0	0	0	33

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	156	Newcomers (ELLs receiving service 0-3 years)	134	Special Education	17
SIFE	1	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0

ELLs by Subgroups										
	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	Total
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	134			20			2			156
Total	134	0	0	20	0	0	2	0	0	156

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

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	1	2		2	3		1					10
Chinese	33	29	23	13	17	10	6	7	4					142
Russian														0
Bengali		1			2									3
Urdu														0
Arabic														0
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>33</b>	<b>31</b>	<b>24</b>	<b>15</b>	<b>19</b>	<b>12</b>	<b>9</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>156</b>

## 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?

1. (a) The Jacob Riis Community School has both Push-In and Pull-Out models.
- (b) All Pull-Out classes are ungraded homogeneous groups. There are two ESL teachers who service the entire ELL population, so the ungraded homogeneous groups allow the ESL teachers to work with maximum number of students at once. This works particularly well with the newcomers and beginners groups. There are also Pull-Out classes for Intermediate and Advanced level ELLs for the lower grades.

### 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)	Dual Language	Freestanding ESL
100% teachers speak Spanish, so she uses it to communicate and assess level if necessary.			
75%			
50% One of the two ESL teachers works with grades 1-3 and the other works with grades 4-8. All Beginner students in the lower grades are serviced fully mandated 180 minutes in a pull-out			
25%			
100% minutes. For lower grades, 24% of the ELLs meet fully mandated 180 minutes and 44% meet 100 minutes.			
75% For the upper grades, 75% of Beginners and 100% of Intermediate ELLs meet 225 minutes in both Pull-Out and Push-In settings. 65% of the Advanced ELLs meet 180 minutes per week in			
50% ESL teachers have 28 teaching periods per week			
25%			
100%			
75% 3. In Pull-Out classes, the ESL teachers scaffold the content area by using a lot of visuals, acting out a word (Total Physical Response), and even direct translation from students. The ESL teachers activate prior knowledge by either showing maps or charts they have created together, looking at photos, or talking about the st			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

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

during their reading and writing. There is explicit grammar instruction during Shared Reading and Interactive Writing.

4. We do not have a formalized structure as of yet, but we do look at the Spanish LAB-R score if available, which can be very useful. We

## 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

## **A Programming and Scheduling Information**

## **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?

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## Courses Taught in Languages Other than English

### 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

Math:

### 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 ESL teachers attend various workshops and professional development meetings throughout the year in order to remain abreast of the latest in ESL pedagogy. We are in the process of determining which workshops to attend for this year. The ESL teachers also have a common planning time to work closely together in order to share ideas, materials, as well as study research and texts in Second Language Acquisition.

2. In order to assist staff so they can help ELLs who are transitioning, the mainstream teachers and ESL teachers meet to discuss different ELLs who will be going into the sixth grade to provide observation notes, student work, report cards, and conference notes to discuss various aspects of the ELLs. The ESL teachers also work closely with the mainstream teachers for Push-In classes so if there are any questions, they can easily cooperate and share ESL strategies. ESL teachers sometimes co-teach with the mainstream class teacher, so the teachers can benefit from each other's teaching strategies.

3. Most staff at this school have already been trained by a previous ESL teacher on various ESL methodologies and thus are well on their way to fulfilling the 7.5 hours requirement.

### 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. Parent involvement at P.S. 126/MAT ranges from chaperoning dances to fundraising activities including pancake dinners and gardening days, as well as the traditional regularly scheduled PTA meetings.

Parents are encouraged to attend after-school functions and activities as chaperones and participants, to become more involved in the community of PS 126/MAT. For the parents of our ELLs, information is sent home in the students' home language, and translators are readily available at after-school functions. "Sit in Your Child's Seat" Day is a day in September for parents of students in all grades to spend the morning learning about what their child will be learning in school that year, to meet the teachers, guidance counselors, administration, and parent coordinator at the school. Translators are utilized during the meetings with parents on this day for each grade, as needed.

The bilingual staff has assembled accurate translations of important materials and is available to interpret to ensure that all parents are provided with appropriate and timely information in their native language. If additional language support services are required, Language Translation Unit services are available. Parents of newly registered children need to fill out a variety of forms including a Home Language Identification Survey and a Student Ethnic Identification form from the parent/guardian of a newly registered child. All information is then entered into ATS for future reference. At the time of registration, school administration obtains emergency contact information, which is retained in the office accessible to instructional and administrative staff. The school has examined its need for translation of important

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During parent/teacher conferences, one-on-one meetings, and annual reviews for IEPs, bilingual staff members are available to interpret in three languages for parents. For language support during parent teacher conferences, parents sign up for a time slot, and then the teacher schedules the appropriate translator to facilitate the conference. If the parent should be late for the conference, there are secondary translators who are parent volunteers available to assist. On occasions when more interpreters are deemed necessary, the school contracts the service of a translation service to assist. All school signs and forms are available by request in the required language. Translation requests are completed within two days of the request.

Additionally, parents are informed that DOE policies and Chancellors' Regulations can be accessed in their native language on the DOE website.

2. The school partners with both YMCA and ISS. These are two Community Based Organizations that provide after school programs to students, as well as periodic workshops for parents and students. Students benefit from the extra help in English instruction, homework help, and acquisition of social skills. Parents are also invited to participate in workshops throughout the year to connect with their students and learn about various topics from these CBOs. Many of our ELLs and the parents of ELLs participate in these two programs, and benefit from the partnership with Community Based Organizations.

3. The majority of new ELL parents meet with ESL pedagogues during the parent orientation. During this time, parents are surveyed and interviewed to get a sense of their needs. This year, several parents were interested in after school English language programs for their students. These parents were directed to the after-school programs offered through Community Based Organizations, which include ISS and YMCA. They were also introduced to the parent coordinator. Parents also have been introduced to the office staff and the ESL pedagogues and they reach out to school support when they are in a time of need.

The Parent Coordinator at P.S. 126 serves as a liaison between the school and parents. Often parent's have questions, need information, confirmation, clarification, direction or a quick answer to their many inquires pertaining to their child's school. The parent coordinator is available to answer or direct parents to the right person for their inquiry. The parent coordinator is available at all times during the school day and updates a blog on our school website, with her contact information so that parents can feel free to contact her for any matters concerning their children in their school environment. The parent coordinator also handles scheduling of lower school and middle school tours, and other school matters that require scheduling needs.

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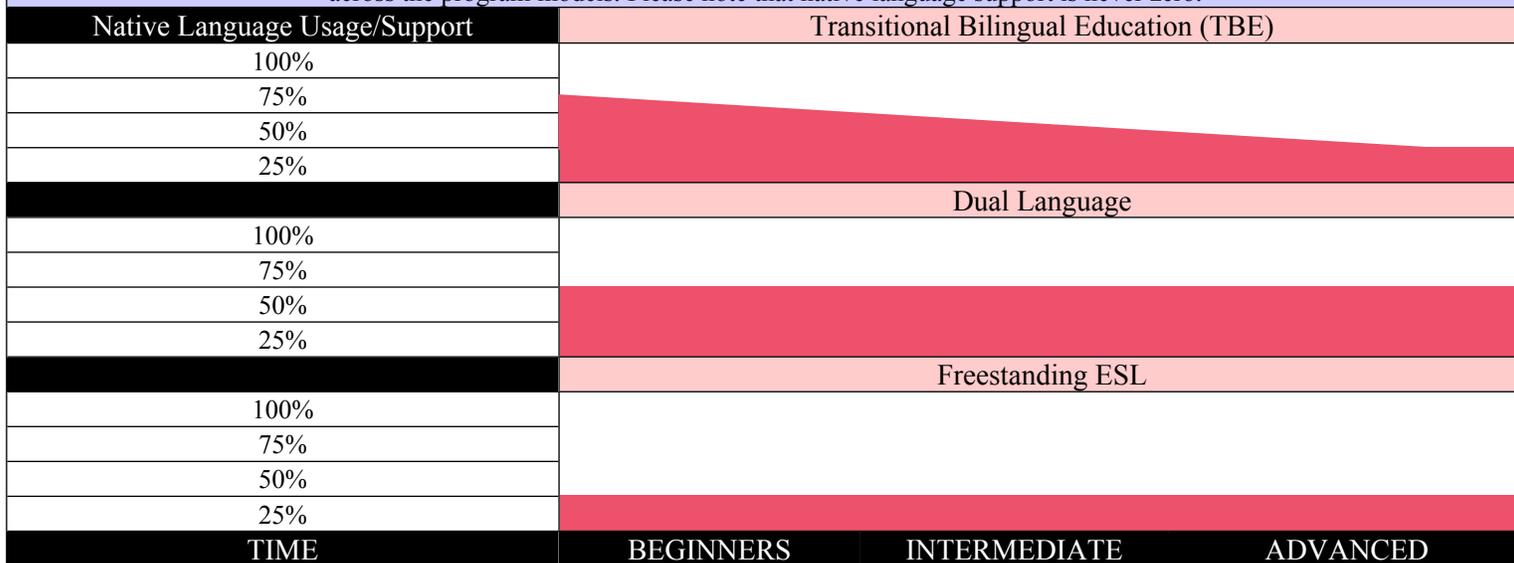
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

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## 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.

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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.

1. The ESL teachers attend various workshops and professional development meetings throughout the year in order to remain abreast of the latest in ESL pedagogy. We are in the process of determining which workshops to attend for this year. The ESL teachers also have a common planning time to work closely together in order to share ideas, materials, as well as study research and texts in Second Language Acquisition.

2. In order to assist staff so they can help ELLs who are transitioning, the mainstream teachers and ESL teachers meet to discuss different ELLs who will be going into the sixth grade to provide observation notes, student work, report cards, and conference notes to discuss various aspects of the ELLs. The ESL teachers also work closely with the mainstream teachers for Push-In classes so if there are any questions, they can easily cooperate and share ESL strategies. ESL teachers sometimes co-teach with the mainstream class teacher, so the teachers can benefit from each other's teaching strategies.

3. Most staff at this school have already been trained by a previous ESL teacher on various ESL methodologies and thus are well on their way to fulfilling the 7.5 hours requirement.

## 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. Parent involvement at P.S. 126/MAT ranges from chaperoning dances to fundraising activities including pancake dinners and gardening days, as well as the traditional regularly scheduled PTA meetings.

Parents are encouraged to attend after-school functions and activities as chaperones and participants, to become more involved in the community of PS 126/MAT. For the parents of our ELLs, information is sent home in the students' home language, and translators are readily available at after-school functions. "Sit in Your Child's Seat" Day is a day in September for parents of students in all grades to spend the morning learning about what their child will be learning in school that year. To meet the teachers, guidance counselors

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The bilingual staff has assembled accurate translations of important materials and is available to interpret to ensure that all parents are provided with appropriate and timely information in their native language. If additional language support services are required, Language Translation Unit services are available. Parents of newly registered children need to fill out a variety of forms including a Home Language Identification Survey and a Student Ethnic Identification form from the parent/guardian of a newly registered child. All information is then entered into ATS for future reference. At the time of registration, school administration obtains emergency contact information, which is retained in the office accessible to instructional and administrative staff. The school has examined its need for translation of important verbal and written information, and staff members practice language appropriate for communication with student families. At this point, all written notices and communications to parents are available in English, Chinese, and Spanish. The Language Translation Unit can provide translations in other languages as well.

During parent/teacher conferences, one-on-one meetings, and annual reviews for IEPs, bilingual staff members are available to interpret in three languages for parents. For language support during parent teacher conferences, parents sign up for a time slot, and then the teacher schedules the appropriate translator to facilitate the conference. If the parent should be late for the conference, there are secondary translators who are parent volunteers available to assist. On occasions when more interpreters are deemed necessary, the school contracts the service of a translation service to assist. All school signs and forms are available by request in the required language. Translation requests are completed within two days of the request.

Additionally, parents are informed that DOE policies and Chancellors' Regulations can be accessed in their native language on the DOE website.

2. The school partners with both YMCA and ISS. These are two Community Based Organizations that provide after school programs to students, as well as periodic workshops for parents and students. Students benefit from the extra help in English instruction, homework help, and acquisition of social skills. Parents are also invited to participate in workshops throughout the year to connect with their students and learn about various topics from these CBOs. Many of our ELLs and the parents of ELLs participate in these two programs, and benefit from the partnership with Community Based Organizations.

3. The majority of new ELL parents meet with ESL pedagogues during the parent orientation. During this time, parents are surveyed and interviewed to get a sense of their needs. This year, several parents were interested in after school English language programs for their students. These parents were directed to the after-school programs offered through Community Based Organizations, which include ISS and YMCA. They were also introduced to the parent coordinator. Parents also have been introduced to the office staff and the ESL pedagogues and they reach out to school support when they are in a time of need.

The Parent Coordinator at P.S. 126 serves as a liaison between the school and parents. Often parent's have questions, need information, confirmation, clarification, direction or a quick answer to their many inquires pertaining to their child's school. The parent coordinator is available to answer or direct parents to the right person for their inquiry. The parent coordinator is available at all times during the school day and updates a blog on our school website, with her contact information so that parents can feel free to contact her for any matters concerning their children in their school environment. The parent coordinator also handles scheduling of lower school and middle school tours, and other school matters that require scheduling needs.

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4. Many ELL parents inquire about how they can support their children at home in a way that will benefit them in their classrooms. In

# 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)	18	13	4		4	1		3	1					44
Intermediate(I)	6	17	7	4	2	2								38
Advanced (A)	9	1	13	11	13	9	9	5	4					74
Total	33	31	24	15	19	12	9	8	5	0	0	0	0	156

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	18	9	2		3			1					
	I	6	12	5	1	2	2		1	1				
	A	9	8	13	6	4	9	8	5	1				
	P		2	4	8	10	1	1	1	3				
READING/ WRITING	B	18	13	3		4	1		3	1				
	I	6	15	7	4	2	2							
	A	9		13	11	13	9	6	5	4				
	P		3	1				3						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	7	7	0	18
4	2	7	4	0	13
5	0	7	4	0	11
6	4	3	1	0	8
7	2	3	0	0	5
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		2		14		1		18
4	1		2		7		3		13

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0		2		5		4		11
6	0		1		2		5		8
7	0		2		0		3		5
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		2		9		2		13
8									0
NYSAA Bilingual Spe Ed									0

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

**Native Language Tests**

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

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

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

1. P.S. 126/MAT uses Fountas and Pinnell as an assessment tool for our ELLs. Diagnostic assessments are given in September and October of each year, and the complete data is not available at this time for this school year. However, the data so far suggests that the ELLs reading levels are congruent with the NYSESLAT results from the previous year. The data provides insight into the appropriate level of book for each student's instructional, guided, and independent reading, as well as the fluency level, and comprehension and/or processing strategies students are confident using. This data is then used by ESL and content-area teachers to provide direction for whole-class instruction, groupings (homogenous and heterogenous) for small-group instruction, and individual reading conferences. Fountas and Pinnell is used periodically throughout the school year to track student progress in reading as well as evaluate the effectiveness of reading instruction for our ELLs. P.S. 126/MAT is very transparent with each student about their reading level and progress, which aids each student in becoming responsible for their own learning, and to become more metacognitive about their own reading process.

2. Spring 2011 NYSESLAT data states that 47% of the students scored at the Advanced level. 24% placed at the Intermediate level and 28% at the Beginner level. There is an influx of newcomers registering into Kindergarten, which explains the high number of beginning level of LAB-R scores. Significant gains in reading and writing were made by 36% of the ELL students, according to NYSESLAT data from 2010 and 2011, and 39% of ELLs made significant gains in listening and speaking. According to the data from the NYSESLAT from 2009, 2010, and 2011, 42% of ELLs have made significant gains in Reading and Writing, and 52% of ELLs have made significant gains in the Listening and Speaking modalities.

3. According to NYSESLAT 2011 data, in the Reading and Writing modalities, 26% of ELLs scored at the Beginner level, 24% scored at the Intermediate level, 45% scored at the Advanced level, and 5% scored at the Proficient level. On the other hand, in the Listening and Speaking modalities, 21% scored at the Beginner level, 20% scored at the Intermediate level, 41% scored at the Advanced level, and 19% scored at the Proficient level.

ESL instruction needs to be driven by a greater focus on reading and writing for all ELLs. For the advanced level students, read aloud, dictation, and pair/group discussions that are accurate and relevant to the text being studied, need to be emphasized. The exchange and cooperative work, and particularly accountable talk between the ELLs and non-ELLs will promote learning. Writing is one modality that will be focused upon for our Advanced learners in particular, through writing portfolio conferences during push-in services. Groups will be formed according to achievement learning profiles, interests, language proficiency, and academic abilities depending on instructional purposes. The beginning level ELLs will be encouraged to use appropriate language structures while participating in pull-out lessons, classroom reading and writing shares. We hope to raise student confidence levels by pulling out groups from the mainstream rooms for guided reading, choral reading, and guided writing sessions. Interactive writing and shared reading will continue in ESL class as well, to promote reading and writing improvement for students in the lower percentile. The ESL department will continue to aggressively address the variety of literary works, forms, techniques, and content represented across the genres. Genres discussed may include memoir, poetry,

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 02M126 School Name: P.S. 126 Jacob Riis/MAT**

**Cluster: 1 Network: 102**

**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**

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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 school's written translation and oral interpretation needs are determined through ATS, emergency cards as well as Home Language Identification Survey. During enrollment, one of the school's aides, along with a pedagogue, will assist and guide parents in completing all the necessary documents. Similarly, if a child is transferring from a different school, the office staff will look through the student's cumulative folder to ensure all documentations are present. In addition, most of our school's aides are bilingual speakers who can provide assistance in written translation and oral interpretation for non-English speaking parents.

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.

According to the Home Language Aggregate Report (RHLA) obtained through ATS, 4.6% of the parents speak Amoy (aka Fukienese), 12.1% speak Cantonese, 30.2% speak Mandarin and 4.2% speak Spanish. In other words, there are about 51% parents who speak a language other than English at home. Other than English, the two major languages spoken are Chinese and Spanish. The findings were shared with the school community through the School's Leadership Team meeting. All forms, notices and signage for parents are translated into the three main languages; English, Spanish and Chinese.

## 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.

The school provides written translation through a combination of hiring an outside vendor recommended by Department of Education as well as in-house services by school staff. Depending on the quantity and the amount of time given, school staff are usually the ones to provide written translation services for necessary admission paperwork, notices and forms.

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.

Similar to written translation services, oral interpretation services are provided through outside vendor and in-house by school staff. In-house services by school staff are frequently used to assist with day to day procedures such as contacting parents and admission process. Larger events that require more assistance, such as parent orientation or parent teacher conferences, the school may use both outside vendor and in-house services.

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>.

Our school provides language services to non-English speaking parents in an appropriate and timely manner. The school has allocated a budget where we can provide language services from outside vendor if needed. With majority of the school staffs as bilingual speakers, we are able to provide timely information to parents through various methods. Additionally, all forms, notices and signage are presented to parents in English, Spanish and Chinese.



## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

### Activity 1: MAT Life Exploration (Grades 6-8)

Program start date is December 2nd, 2011 and the end date is June 22nd, 2012. All ESL students in grades 6th-8th will be asked to participate in the program to be served. There are 27 students in grades 6-8.4 Beginner ELLs, 1 Intermediate ELL, and 22 Advanced ELLs. The proposed instructional activity is exposure to culture, social sciences, and the city around them through exploration and building their experiential knowledge so they can become more active participants in our school community and in society overall.

Students will meet every other Friday from 2.45-5.45pm. There will be an estimated 12 classes and a total of 6 field trips. The language of instruction will be English. Getting to explore our city's museums and cultures is important for students. We would review different types of art work one week, debate artist's motivations another week, and discuss the history and mission statement of the museum the third week. Each session would include reading, writing, and critical analysis in partnerships, small groups and whole class. Students will learn about NYC through books/books on tape, magazines, and conduct research with technology (that will be ordered with the title III funds). Finally, we would attend the museum on the fourth week. The whole field trip will be led by students to increase their agency, responsibility, and independence. For example, the Japanese Mangas are what will motivate students to what to go to the Japanese society to find out about artists and their work and to learn about the cultural history. Kids' magazines such as Ask, Click, National Geographic, New York Times UpFront, Sports Illustrated, Kids Scholastic News, Science World all help students with reading and writing up proposals for their fieldtrips. We will use computers for mapping out the route on the subway, ascertaining costs of entry to various museums/activities, and responding to each field trip upon returning. Books and iPads will be used for research and data collection. The field trips will be to:

- Central Park Day: Wollman Rink: Ice-Skating: \$15 x 27 students: \$405
- The Tenement Museum: \$7x15students: \$105
- Central Business District: Discover Midtown and Sony Wonder Technology Lab: Free
- Wonders of Times Square: AMC Movie Theater: \$10 x 27 students: \$270
- Japanese Society: Free
- Metropolitan Museum of Art: Free

## Part B: Direct Instruction Supplemental Program Information

- Neighborhood exploration Days: Harlem Heritage, The Wall Street Experience, World Trade Center, John Lennon Memorial, South Street Seaport, Little Italy, Belvedere Castle: Free
- Nature Day: Central Park Walking Trail: Free

There is a need for students, school-wide, to become more independent and autonomous. Without detailed directions given by the teacher, observations showed students' inability to be agents of their own learning. Another data source of rationale is the NYSESLAT scores and student need for building schema. Going on these various field trips will provide necessary prior knowledge for students when answering on the NYSESLAT (certain topics such as ice-skating and roller skating). Questions that pertain to genres, such as permission slips, require students to learn not only academics, but also assimilation into their second culture.

There are numerous benefits to this program. First, students will be exposed to a wide variety of culture. They will be able to talk, write, read and think about the world around them. There will be many shared learning opportunities as well as many opportunities to think on their own for themselves. Not only will this help students to build their confidence to speak in class, but they will also learn new ways of thinking and looking at the world that will help them throughout their lives as they mature into an adult. They will use these skills in interviews, presentations, and even on a daily basis in conversations with their peers—both academic language and social language will be promoted. The ELLs will use technology to share their pieces together and show processes of clarifying meaning for their intended audience. This will help them in the classroom by being able to run ideas by a small group of students. This can help them recognize that they have a voice and that their opinions matter. Too often in schools ELLs are pushed aside and behind for their reluctance to find their voice. Through covering a wide range of current social and cultural topics, we can better enable the students to take a more active role in their education. The skills they learn in this after school program will be a vital component to their growth as students and human beings.

The two main focuses of this program are 1) exposure and exploration of this city 2) giving ELLs more confidence by sharpening their listening, speaking, reading and writing skills 3) integration of technology into learning. In order to attend the trips across the city, students will have to read a variety of mediums including but not limited to: newspapers, magazines, books, works of art, maps, reviews, websites, databases, excel worksheets, powerpoint presentations, picture collages with oral presentations and captions, documentaries of fieldtrips etc. All documents created and used will be scanned into the computer and projected for shared reading. And in return, they will gain more confidence because they will have a deeper understanding of the world and a stronger command over these genres.

This type of learning is an integral part of every class that the ELLs have. In school, students are constantly required to share their opinion and to show their thinking. This instructional activity encourages students to speak creatively and expressively, as well as fine tune their skills and practice their public speaking abilities and develop their understanding of the world. They are also learning about their community and other communities that NYC has to offer. They are learning to use the subway, the

## Part B: Direct Instruction Supplemental Program Information

city demographics, and how to navigate the urban world.

The MAT Life Exploration class is different from the core program in that it offers many opportunities to analyze, debate, think and rethink their ideas in a safe environment where there will be less fear to speak and many older models to learn from because of the combination of grades.

The targeted population for this activity will be all ELLs in grades 6-8. Parents will also be invited to attend trips as chaperones, and to a celebratory dinner at the end of the year at which a presentation of the students' explorations will be coordinated through use of technology.

After every field trip we will have discussions led by group leaders about how the field trip was organized, the group process, give feedback, and then make changes that need to be made. Each student will independently assess themselves as well as learn to set goals and have decision making power when it comes to their learning. The students will be assessed formally by their teachers over the course of the program. Their progress in the classrooms will be monitored through reading and writing conferences. These records will be organized for easy perusal, so that student support can be quickly changed and met. Each student will also be assessed by their peers on a regular basis. These assessments will be through shares, feedback, and classroom responses. One certified ESL teacher and one teacher certified in education and literacy will be servicing this group bi-weekly, through conducting the meetings and chaperoning fieldtrips.

The material needed for this program are extra toners to print out maps, schedules, guides, plans, etc., for each field trip we attend.

### Activity 2: Musical Bunnies (Grades 4-5)

The target population for this music program is 32 4th and 5th grade ELLs who have not scored at the proficient level on the written English portion of the NYSESLAT (according to data from 2011). Teacher observations of student in-class performance will also be taken into account when selecting children to participate in this program. The language of instruction will be English, though bi-literate students may scaffold for other ELL's using the native language. The group will meet for a total of 35 sessions throughout the year; sessions will commence October 20th, and run through June 21st, 2012. Meeting time will be Thursdays, from 3:00 to 4:30 p.m., and there will be 3-4 Performances throughout the year.

This music instructional program is intended to strengthen the children's capacity for communication in all modes; written, verbal and artistic. Working alongside two teachers, the children will be led in utilizing creative writing and lyrical strategies and techniques toward the aim of gaining tools for greater self-expression. All students participate in each aspect of the program. The group nature of the performance teaches students to depend on and support one another.

Students will choose concepts and ideas that they would like to create lyrics and sing about. The students discuss these ideas in small groups and write about them in personal journals. As a whole class, students' ideas are then charted, and lyrics are written based off of those ideas. Each session will be spent practicing the songs through games, daily routines, and repetition drills. Children will also choose dance moves to accompany the songs as well as write skits that precede the performance of the songs.

## Part B: Direct Instruction Supplemental Program Information

In this way, students work in a group to produce writing as well as song, improving in all modalities of English in a fun and authentic way. There will be three performances throughout the school year, at which parents, students, and community-based organizations will have the opportunity to see and enjoy the hard work of the students.

Musical Bunnies will aid students in language acquisition by using different learning modalities. The students will be learning lyrics to several songs that they write. This will offer the opportunity to practice the English language musically. Students will also dance and perform according to the lyrics, allowing children to experience language kinesthetically. They will also be reading the lyrics throughout practice, which allows them to experience the language visually at the same time.

Vocabulary acquisition will be supported through individual student song notebooks. Prior to the full class writing of lyrics, students will have the opportunity to write and express ideas concerning the concept, as well as share ideas in small, heterogeneous groups. This will allow the ELLs the opportunity to build background knowledge and to gain key vocabulary prior to practicing the songs. The repetitious nature of practicing songs and skits is extremely valuable to language acquisition.

In addition, the children are the opportunity to practice language in an authentic and social setting. Academic language is supported, as well as social language. Children constantly interact with one another through the writing of songs, playing of games, and daily share performances. The Musical Bunnies program encourages and grows self-confidence among its participants. Performances throughout the year bolster student self-confidence through allowing parents, students, and teachers to celebrate the work of the group.

One certified 4th grade teacher and one certified ESL teacher will conduct this program weekly throughout the school year.

### Activity 3: Chess and Literacy

While analyzing a school-wide survey of student extra-curricular interests, we noticed that a number of our ELLs were highly interested in improving their chess skills and competing in competitive chess tournaments. We looked at the NYSESLAT and ELA assessment data for the ELLs who expressed an interest in chess and found that many of them had still not reached full proficiency on the NYSESLAT Reading and Writing subtests and most had yet to meet NYS standards in English Language Arts. Research shows that children are more likely to be successful readers and writers when the subject matter is of great personal interest and the students are intrinsically motivated to learn new information and acquire new skills (see Brown, H. D., 1994: Principles of Language Learning and Teaching and Krashen, S., 1981: Second Language Acquisition and Second Language Learning). We believe that for this particular group of ELLs, their high level of interest in chess and their intrinsic motivation to be successful chess players will enable them to participate in chess-themed literacy projects with the level of academic rigor that is required by NYS ESL and ELA Standards.

We propose an after-school, literacy-based chess program for a group of 20 ELLs in grades 2-7. The

## Part B: Direct Instruction Supplemental Program Information

program will meet on Tuesday afternoons from 3:45- 5:30 for a total of 21 sessions, beginning on November 29th, 2011. We will also be participating in three tournaments. All instruction will be provided in English by a chess master from the Chess in the Schools program along with a licensed ESL pedagogue. The students' native languages will be used as needed in order to scaffold instruction and facilitate learning.

The ESL pedagogue will guide the students through a project-based inquiry into chess terminology, chess history, famous chess masters, and classic strategies, using web-based resources such as [www.chessguru.net](http://www.chessguru.net) and [www.chesskids.com](http://www.chesskids.com). Participating students will keep a journal to record a self-assessment of their own play after each game, will present a research report on a chess master whom they admire, and end the year with a Power-Point presentation which will display the knowledge that they've acquired and give each child a chance to express themselves and share their experiences before an audience of parents and peers. The ESL teacher will differentiate instruction to ensure that children at all grade levels and proficiency levels will be working at an appropriate level of academic rigor. We believe that the mixed-age and mixed-level nature of the group will enable the younger children to benefit from the support of older, more experienced peers, while the older students will benefit from the experience of serving as mentor-figures and tutors to their younger friends and teammates. We expect that this interaction across grade levels will result in improved communication skills and increased language proficiency for all students involved.

### Activity 4: Math Enrichment (6-8)

In this Math Enrichment Program, students will work collaboratively on non-traditional Mathematical tasks, projects and riddles, (EX: recording guided Mathematics lessons for the school website, taught by students). ELL students will explore Mathematical ideas in a casual and friendly environment. ELL students will have the opportunity to decode Mathematical language and word problems using various ESL strategies to improve their Mathematical vocabulary through problem solving and debates. Students will also have the opportunity to participate in a City wide competition in March. The Math Enrichment will meet for an hour on Fridays from 3PM - 4PM for the next 22 weeks beginning December 2, 2011. One certified middle school Math teacher and an ESL teacher will conduct this program.

## Part C: Professional Development

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

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

Begin description here:

The two ESL teachers and four content area teachers will meet every other Thursday from 3PM - 4PM

### Part C: Professional Development

from December to February to discuss ELL pedagogy by studying two books recommended by our school's staff developer Carl Anderson, "Talking, Drawing, Writing: Lessons for Our Youngest Writers" and "Writing Between Languages: How English Language Learners Make the Transition to Fluency, Grades 4-12." These two books will serve as mentoring texts for this PD. This study group will involve teachers who have large ELL population in their classroom to discuss the ideas found within the books and how it will look in our classrooms. This on-going study group will provide a great opportunity to sit down to read the best ELL pedagogical practice and brainstorm applications from the books together.

### Part D: Parental Engagement Activities

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

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

Begin description here:

#### Activity 1: Musical Bunnies

Parents will be invited to all of the three performances, as well as the students and parents of the Community-Based Organization that we partner with, YMCA. The performances will take place in February, April, and the last one in June. Parents will be the target audience for the Musical Bunnies performances, and will be asked to assist with various set-up and preparation tasks for each performance. The three performances will take place during the school talent show, and in after school shows, and each will last approximately 2 hours. This will encourage parents of ELLs to become more a part of the school community by inviting them into the school, and will foster community-school partnerships. The topic to be covered will be student-created lyrics, songs, and skits that will be constructed during the Musical Bunnies after school program.

Parents will be given the opportunity to see what students are learning, as well as discuss the performance with their students. This will provide invaluable shared experiences.

The two teachers running the Musical Bunnies program will communicate with parents via letters in the home language and phone calls using a translator to encourage attendance and ask for assistance in preparation.

#### Activity 2: MAT Life Explorers

Parents will be invited to attend various field trips as chaperones and explorers of the city. Parents will also be invited to attend our meetings for planning the trips and will be used as a resource for students when gathering information regarding an upcoming trip through interviews, and parents will be invited on fieldtrips through letters sent home. In addition, a final celebratory meeting will be held and parents will be invited to attend and view a presentation on the different trips, cultures, and neighborhoods

**Part D: Parental Engagement Activities**

students learned about throughout the program. All notifications will be sent via letters in the students' home languages. This program will foster relationships between parents and the school by giving parents ownership over their child's education through participation in the exploration of the city, and in creating meaningful trips that will become shared experiences and knowledge.

The two teachers in charge of the MAT Life Explorers will be the ones to communicate with parents and coordinate the final presentation. In this way, communication among the school, the students, and the parents will be encouraged. Cross-cultural experiences will be shared by all.

Activity 4: Math Enrichment

Parents will be invited to the City Wide Math competition in March, 2012.

**Part E: Budget**

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

Allocation Amount: \$16188

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$16,068.57	Musical Bunnies  $\$49.98 \times 1.5 \text{ hrs} \times 2 \text{ teachers} \times 35 \text{ classes} = \$5247.90$  MatLife Exploration  $\$49.98 \times 2 \text{ hrs} \times 2 \text{ teachers} \times 12 \text{ classes} = \$2399.04$  MatLife Exploration Fieldtrips  $\$49.98 \times 3 \text{ hrs} \times 2 \text{ teachers} \times 6 \text{ classes} = \$1799.28$  Chess and Literacy  $\$49.98 \times 1.75 \text{ hrs} \times 2 \text{ teachers} \times 21 \text{ classes} = \$3673.53$

**Part E: Budget**

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

Allocation Amount: \$16188

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>Chess and Literacy Tournaments  <math>\\$49.98 \times 2.5 \text{ hrs} \times 2 \text{ teachers} \times 3 \text{ tournaments} = \\$749.70</math></p> <p>Math Club  <math>\\$49.98 \times 1 \text{ hr} \times 2 \text{ teachers} \times 22 \text{ classes} = \\$2,199.12</math></p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<p>\$1,899.40</p>	<p>Translation Funds: \$400</p> <p>School-based study group:  <math>\\$49.98 \times 1 \text{ hr} \times 4 \text{ teachers} \times 7 \text{ sessions} = \\$1,399.44</math></p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<p>\$930</p>	<p>2 Toners for Canon MF4570dn: \$200</p> <p>2 Toners for HP Deskjet 930C: \$50</p> <p>Books/Books on tape: \$400</p> <p>General Classroom Supplies : \$200</p> <p>ELL PD mentor texts : \$80</p>
<p>Educational Software (Object Code 199)</p>		
<p>Travel</p>	<p>\$1,058</p>	<p>MAT Life Explorers Trips (Admission Fees and other expenses):</p> <ul style="list-style-type: none"> <li>Central Park Day: Wollman Rink: Ice-Skating: <math>\\$15 \times 27 \text{ students} = \\$405</math></li> <li>The Tenement Museum: <math>\\$7 \times 15 \text{ students} + 2 \text{ teachers} \times \\$11 = \\$137.80</math></li> <li>Central Business District: Discover Midtown and Sony Wonder</li> </ul>

**Part E: Budget**

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

Allocation Amount: \$16188

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>Technology Lab: Free</p> <ul style="list-style-type: none"> <li>• Wonders of Times Square: AMC Movie Theater: \$10 x 27 students: \$270</li> <li>• Japanese Society: Free</li> <li>• Metropolitan Museum of Art: Free</li> <li>• Neighborhood exploration Days: Harlem Heritage, The Wall Street Experience, World Trade Center, John Lennon Memorial, South Street Seaport, Little Italy, Belvedere Castle: Free</li> <li>• Nature Day: Central Park Walking Trail: Free</li> </ul> <p>Various Trips with Parent Invitation Admission Fees: \$150</p>
Other	\$100	End of Year "Experience the Italian Culture" Dinner Celebration with Parents for MAT Life : \$100
<b>TOTAL</b>	<b>\$19,956.01</b>	