



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE INDEPENDENCE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M234

PRINCIPAL: LISA RIPPERGER

EMAIL: LRIPPERGER@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
Lisa Ripperger	*Principal or Designee	
Francine Cornelius	*UFT Chapter Leader or Designee	
Wendy Prince	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Pat DeMarco	Member/Teacher	
Erica Davis	Member/Teacher	
Pat Carney	Member/Teacher	
Marnie Berk	Member/Parent	
Nelle Fortenberry	Member/Parent	
Melissa Berman	Member/Parent	
Andrew Zelter	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

Student persuasive writing will be strengthened, as evidenced on the 2011-2012 statewide English language arts examination, on which returning fourth and fifth graders will average 3.20 out of 4.00 possible points.

• Comprehensive needs assessment

- On the 2010-2011 statewide English language arts exam, fourth and fifth graders averaged 3.11 out of 4.00 on the extended response essay.
- An extensive review of student writing in the upper grades, identifying specific strengths and needs.

Instructional strategies/activities

In order to support progress in this area we will:

- *Enhance nonfiction classroom resources (i.e., periodicals, trade books, online resources) in order to increase the volume of nonfiction reading in literacy as well as in science and social studies*
- *Deploy literacy coach to support teachers in assessing and coaching into student writing strengths and needs*
- *Administer performance assessments to assist teachers in analyzing individual student strengths and needs*

Strategies to increase parental involvement

- Curriculum meetings for families on writing development.
- Meetings for upper grades families on test sophistication and test preparation, including the demands of extended response writing.
- Progress report narratives identify individual students' strengths and needs in writing.
- Twice-annual parent-teacher conferences to discuss individual student writing growth.

Strategies for attracting Highly Qualified Teachers (HQT)

- PS 234's teaching staff is currently 100% highly qualified.
- Administration and support staff build a rigorous culture of professional development that is differentiated based on teachers' needs, experience and interests. With the support of administration and fulltime mathematics and literacy coaches, teachers study in grade-level collaborative teams and after-school study groups. Administrators meet with individuals to set professional long- and short-term goals and objectives to strive toward, along with action plans to support them.

Service and program coordination

Because students' engagement in the outside world and their overall socio-emotional strengths to students' academic strength, PS 234 offers programs that support a variety of directly and indirectly academic programs:

- *Five teachers are training in Responsive Classroom initiatives;*
- *Four teachers are piloting the 4Rs conflict resolution curriculum;*
- *Reading tutoring program through Moody's Financial Program;*
- *Our SETSS/IEP teacher coordinates small-group intervention for at-risk upper grade students;*
- *Teachers of ICT classrooms consult with Kristen GoldMansour of GoldMansour and Rutherford on collaborative teaching practices and differentiated instructional methodology*

Budget and resources alignment

- Fair Student Funding to support a fulltime literacy coach to help teachers' knowledge of writing instruction and assessment.
- Title III Translation funding used to support families' understanding of their student's academic progress.
- NYSTL supports purchase of texts for classroom libraries for reading instruction.

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.

<p>Annual Goal #2</p> <p>Fourth grade students to show increased progress reading literary and informational text critically and with increasing complexity in order to write a position statement.</p>
<p>Comprehensive needs assessment</p> <p>Based on the 2010-2011 NY State ELA exam where 23 out of 125 fourth grade students scored 90% or above on the multiple choice but earned only 13 or less points out of a possible 18 on the constructed response.</p>
<p>Instructional strategies/activities</p> <p>In order to support progress in this area we will:</p> <ul style="list-style-type: none">• Enhance nonfiction classroom resources (i.e., periodicals, trade books, online resources) in order to increase the volume of nonfiction reading in literacy as well as in science and social studies• Deploy literacy coach to support teachers in assessing and coaching into student writing strengths and needs• Administer performance assessments to assist teachers in analyzing individual student strengths and needs
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none">• Curriculum meetings for families on writing development.• Meetings for upper grades families on test sophistication and test preparation, including the demands of extended response writing.• Progress report narratives identify individual students' strengths and needs in writing.• Twice-annual parent-teacher conferences to discuss individual student writing growth.
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none">• PS 234's teaching staff is currently 100% highly qualified.• Administration and support staff build a rigorous culture of professional development that is differentiated based on teachers' needs, experience and interests. With the support of administration and fulltime mathematics and literacy coaches, teachers study in grade-level collaborative teams and after-school study groups. Administrators meet with individuals to set professional long- and short-term goals and objectives to strive toward, along with action plans to support them.

Service and program coordination

Because students' engagement in the outside world and their overall socio-emotional strengths to students' academic strength, PS 234 offers programs that support a variety of directly and indirectly academic programs:

- Five teachers are training in Responsive Classroom initiatives;
- Four teachers are piloting the 4Rs conflict resolution curriculum;
- Our SETSS/IEP teacher coordinates small-group intervention for at-risk upper grade students;
- Teachers of ICT classrooms consult with Kristen GoldMansour of GoldMansour and Rutherford on collaborative teaching practices and differentiated instructional methodology

Budget and resources alignment

- Fair Student Funding to support a fulltime literacy coach to help teachers' knowledge of writing instruction and assessment.
- Title III Translation funding used to support families' understanding of their student's academic progress.
- NYSTL supports purchase of texts for classroom libraries for reading instruction.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

Fifth grade students will show increased ability to develop ideas about how societies create change by reading and thinking across several social studies text. Students will support their ideas about how change was created during the Revolutionary Era by citing accurate quotes during conversation and writing as per CCLS Reading Standards #1 and #10.

Comprehensive needs assessment

Based on the 2010-2011 NY State ELA where 17 out of 118 fifth graders scored a 0, 1 or 2 out of a possible 4 on the extended response section of the ELA.

Instructional strategies/activities

In order to support progress in this area we will:

- Staff gathered for a weekend retreat to plan performance task.
- Enhance nonfiction classroom resources (i.e., periodicals, trade books, online resources) in order to increase the volume of nonfiction reading in literacy as well as in science and social studies
- Deploy literacy coach to support teachers in assessing and coaching into student writing strengths and needs
- Administer performance assessments to assist teachers in analyzing individual student strengths and needs

Strategies to increase parental involvement

- Curriculum meetings for families on writing development.
- Meetings for upper grades families on test sophistication and test preparation, including the demands of extended response writing.
- Progress report narratives identify individual students' strengths and needs in writing.
- Twice-annual parent-teacher conferences to discuss individual student writing growth. .

Strategies for attracting Highly Qualified Teachers (HQT)

- PS 234's teaching staff is currently 100% highly qualified.
- Administration and support staff build a rigorous culture of professional development that is differentiated based on teachers' needs, experience and interests. With the support of administration and fulltime mathematics and literacy coaches, teachers study in grade-level collaborative teams and after-school study groups. Administrators meet with individuals to set professional long- and short-term goals and objectives to strive toward, along with action plans to support them.

Service and program coordination

Because students' engagement in the outside world and their overall socio-emotional strengths to students' academic strength, PS 234 offers programs that support a variety of directly and indirectly academic programs:

- Five teachers are training in Responsive Classroom initiatives;
- Four teachers are piloting the 4Rs conflict resolution curriculum;
- Our SETSS/IEP teacher coordinates small-group intervention for at-risk upper grade students;
- Teachers of ICT classrooms consult with Kristen GoldMansour of GoldMansour and Rutherford on collaborative teaching practices and differentiated instructional methodology

Budget and resources alignment

- Fair Student Funding to support a fulltime literacy coach to help teachers' knowledge of writing instruction and assessment.
- Title III Translation funding used to support families' understanding of their student's academic progress.
- NYSTL supports purchase of texts for classroom libraries for reading instruction.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	1	0	N/A	N/A	3	0	0	0
2	17	0	N/A	N/A	3	0	0	0
3	18	0	N/A	N/A	12	0	0	0
4	1	9	0	0	11	0	0	0
5	5	2	0	0	13	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Preventing Academic Failure, Sentence Mastery, Foundations, Diana Hanbury King Writing, Megawords in small groups during school.
Mathematics	Stern Math; Scholastics “Do the Math” in small groups.
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Services are provided during the school day in small groups and one-to-one. Social skills, friendship skills and behavioral issues are addressed using social thinking curriculum. Emotional support is provided with one-to-one sessions and banana splits groups.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A

At-risk Health-related Services	N/A
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**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Mundsén/Dan Feigelson	District 2	Borough Manhattan	School Number 234
School Name Independence School			

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

Principal Lisa Ripperger	Assistant Principal Amy Santucci, Daniel Kim
Coach Kara Pranikoff	Coach Nina Liu
ESL Teacher Marisa Moss	Guidance Counselor Alisha Bennett
Teacher/Subject Area Joanna Montemurro	Parent type here
Teacher/Subject Area	Parent Coordinator Magda Lenski
Related Service Provider Allison Gelman	Other type here
Network Leader Dan Feigelson	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	821	Total Number of ELLs	6	ELLs as share of total student population (%)	0.73%
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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. In order to identify whether a student is eligible for ELL services, the first thing we do at P.S. 234 is have the parent(s) fill out a home language identification survey at registration. A licensed pedagogue who is trained in the administration of the HLIS conducts the initial screening as well as the administration of the HLIS. The HLIS is offered in the native language if it is available. The parents are told what the form is for and if needed, a translator is provided for interpretation. The HLIS form is also offered in a variety of languages. If a family speaks one of the languages that is offered in the translated version, they may fill out one in their NL. The administration will conduct an informal interview at this point, with the parents, while they fill out the HLIS form, and provide translations if necessary. If a parent or guardian has selected another language for at least 1 of the first four questions, and two of the second four questions, that student is then eligible for LAB-R testing. The ELL Teacher is the pedagogue who is responsible for conducting the LAB-R testing and the initial assessment. The Lab-R testing takes place within the first 10 days of when the student is enrolled in the school. If students are identified as an ELL based on the LAB-R, and their home language is Spanish they are then administered the Spanish LAB. After the students are tested, students who scored at or below LAB-R cut scores will receive ELL services. If they scored higher than the cut score, they will not be entitled to ESL. Letters are sent home to parents of all students who are administered the Lab-R, explaining if their children are entitled to receive services or not.

Steps are taken to annually evaluate ELLs using the NYSESLAT. To ensure that all ELLs take the NYSESLAT, the ELL teacher generates the NYSESLAT eligibility report from ATS. The ELL teacher creates a schedule of when the 4 modalities of the NYSESLAT exam are administered.

2. A Parent Orientation is held at the beginning of the school year by the ELL teacher, Parent Coordinator and the Assistant Principal. During this parent orientation, parents are asked to sign in and are given 2 packets. One is the parent informational brochure for parents which is available in many different languages which are offered at the meeting along with English printed brochures. There's also a survey selection form they are given, but this is after they are shown the Parent Orientation DVD from Joel Klein. This DVD explains that as residents of NYC, they have 3 options: A freestanding ESL pull-out program, a Transitional Bilingual Education program, and also a Dual Language Program. We let the parents know that we offer the Freestanding ESL program after they have filled out the parent survey and program selection forms, and that if they should desire one of the other programs they should consult with our Parent Coordinator, and go ahead and tour other schools that offer programs they want. Parents are informed that if there are 15 or more students in one or two contiguous grades speaking the same home language and parents opt for a specific program, the school is then obligated to open such a program. Parents are also informed that they have the option of transferring to another school with the program of their desire if they wish. The school provides a lost of TBE and dual language programs offered in the district. Parents are also informed that if the do not choose a program, that the default program will be ESL, since we do not have a dual language or TBE program available in the school.

3. Parents are given a choice to fill out the parent survey and program selection form right after the orientation, or they may take it home to consult with others, and to bring it back exactly 1 week from the orientation meeting. If parents do not return the surveys and forms within one week, the ELL teacher calls home to remind parents to have the forms sent back. Copies of all program selection forms may be found in the ELL office. In the past few years, most if not all parents have selected the Freestanding ESL option on the program selection form. This makes it very easy to build alignment between parent choice and program offerings, since the program

that they always choose is already in effect. No additional steps have been taken at this time to change anything because the #1 choice is, and has been, Freestanding ESL. As noted before, The first ELL parent orientation is during September. The ELL teacher is also available to meet with parents of newly enrolled students throughout the year. Parents are able to learn about the school community, state assessments, and general program requirements. The ELL teacher joins the parent-teacher conferences for all ELL students in order to ensure appropriate support for the child.

4. The ELL teacher will distribute entitlement letters to parents of students who are eligible for ESL services based on the LAB-R and also non-entitlement letters are sent home for students who do not qualify for services. Students who are new to the school and who will qualify will receive a letter explaining entitlement services, while those who passed the LAB-R test will receive letters explaining that they passed the LAB-R, and therefore do not qualify for ELL services. Students who have passed out of ESL due to passing the NYSESLAT will receive letters of notification that they are no longer entitled to ESL accommodations. Finally, ESL students who had previously been in ESL and did not pass out of the NYSESLAT will receive letters explaining their continued entitlement for ESL services. The originals of the HLIS and PSS are kept in the cumulative folders and copies of all documents are retained in the ELL office. Copies of all entitlement, non entitlement, and transitional letters are also kept on file in the ELL office. Any and all letters sent home are sent home in the parent's preferred language if and when they are available.

5. The parents at P.S. 234 have all, in the past four years, always chosen freestanding ESL. All 5 of the surveys and forms we have received all show the same results. In previous years, the same pattern has been noted, where all parents opt for freestanding ESL.

6. The program models offered at P.S. 234 are aligned with parent requests. We have one option, freestanding ESL, and that is consistently their first choice.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11

This school offers (check all that apply):

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

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

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

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
Chinese														0
Russian						1								1
Bengali														0
Urdu														0
Arabic						1								1
Haitian														0
French					1									1

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1		1								2
TOTAL	0	0	0	2	1	3	0	6						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. At P.S. 234 we align all ELL programs with the comprehensive core curriculum. The ESL teacher works collaboratively with classroom teachers to ensure the students are getting the most out of their small groups. While one ESL group may focus on reading elements, the classroom teacher can help the ESL teacher pick out appropriate texts to tie into a thematic unit that the class is studying.

a. The ELL instruction is provided mostly through a “pull-out” model. The push-in model is also utilized a few of times per week for beginners. The ELL teacher, the Principal, and other staff members are continuously working to develop a schedule for ELL students in each grade and proficiency level that is compliant with the CR Part 154 regulations.

The ELL program is built around the four essential skills students must acquire: listening, speaking, reading and writing. The ELL instruction is content-based. The content, materials and lessons are adapted to meet each student’s needs and provide scaffolding for language. The ELL teacher utilizes differentiated teaching methods to ensure the success of each individual student at his or her level. There is a strong emphasis on literacy work, following a balanced language approach in the workshop model.

A. Programming and Scheduling Information

b. The program model that we have at P.S. 234 is a mix of Heterogeneous and Homogenous. We try to group by skill level as well as grade level. For example if there is a Fourth grader whose proficiency level is lower than that of the other 4th graders, but the same as the 3rd graders, that student would be placed with the Third grade group.

2. Students are served with the mandated number of minutes according to proficiency level in the ESL model. The advanced students are served with 4 periods of 45 minutes of ESL per week. In order to ensure the beginning and intermediate levels have 8 periods (or 360 minutes) a week, the push-in model is then utilized for the remaining minutes. The ELL teacher shares NYSESLAT data with classroom teachers to ensure that all ELLs are receiving the mandated number of ESL minutes.

a. ESL instruction is given to the students on two levels. On the beginning and intermediate level, PS 234 provides 360 minutes of explicit instruction per week. On the advanced level, explicit instruction is provided 180 minutes per week. This is complemented by a minimum of 400 minutes of explicit ELA reading and writing instruction provided in the regular classrooms.

3. The ELA and ESL content delivered is a mixture of heterogeneous and homogeneous levels, based on both the grade and proficiency level of the student. This is complemented by the balanced literacy model that is provided within the classrooms throughout PS 234. Each of the content areas is made comprehensible by differentiating instruction for each of our students, providing different levels of scaffolding based on language proficiency and literacy with the content areas. A variety of resources are utilized, such as native language books, content area books and manipulatives to support the comprehensible input provided to ELL students.

4. We ensure that ELLs are appropriately evaluated in their native languages when we feel it is necessary to do so. If we are referring an ELL student to have related services such as SETTS or speech, we request a bilingual evaluation for the student. If any of the standardized tests are available in a student's native language we make sure to make that language an option for the student. If any further investigation in the home or native language is needed, we have a translator come in to assist with whatever information we are trying to collect.

5. Instruction and intervention within the ELL subgroups is differentiated, depending on the fluency levels of the students. We try to pair the students with similar fluency students, but this is not always the case. In some cases, we may provide one student with enriched text, and another student with a controlled text, as in the Wilson Reading System, in the reading section. Other times worksheets may be adjusted according to skill level.

a. P.S. 234 does not currently have any SIFE students, which indicates there is currently no program model in effect for those students. If we were to receive a SIFE student, we would place the student in an appropriate age range and have them in the group that best suits their needs. Appropriate scaffolding techniques would be applied.

b. Our plan for ELLs in the US less than 3 years involves a lot of vocabulary-based lessons, as well as grammatically-enriched lessons. With the newcomers, generally the vocabulary range is our strongest focus, paired with picture books. With the intermediate newcomers, we usually work on sentence syntax and the grammar rules, as well as reading comprehension. For the ELLs who have been in the US for over 4 years, the lessons are very different than the ones for newcomers. These ELLs work mostly on reading and reading comprehension as well as essay writing and general writing and editing. However, we support these learners in a variety of content areas, including social studies and mathematics, scaffolding their learning through previewing, explaining concepts and ideas to peers and teachers, as well as manipulatives and other hands-on materials.

c, d. At P.S. 234 we do not currently have any students who have been here for over 6 years, so there is no program in place. However if we did have such students, the program would be based upon an intensive study created using the NYSESLAT score reflecting areas of weakness. If one student keeps getting low scores in writing, they would be placed in a writing-intensive ESL class. For ELLs who have special needs, lessons are tailored according to the individual's specific needs.

e. ELLs at times need to be screened further to determine whether or not they have special needs, like help in reading or math outside of their time in ESL class. The math coach will assess students who are struggling with the math concepts, and the reading and literacy coaches will assess ELLs to determine if they should be receiving additional services in these areas as well as ESL. If they are deemed eligible by the interventionists, then they will have AIS to serve their needs in either, or in some cases both areas.

A. Programming and Scheduling Information

6. Instructional strategies and grade level materials that teachers use with ELL-SWD's provide access to academic content areas and accelerate English language development. The ELL teacher works collaboratively with the classroom teacher to ensure appropriate and relevant context related texts are used in the ELL classroom. For example, if the class is doing a unit on the American Revolution, the ELL teacher picks out texts that talk about the same things as the classroom texts, but in a clearer, simpler way. By utilizing non-controlled, simpler texts the ELL teacher helps to ensure that the students understand what the regular classroom students are learning but on a level which they can understand.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
	Dual Language		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
	Freestanding ESL		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

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

8. All the ELL students are continually assessed to examine the effectiveness of the instruction and the intervention program for all content areas. Additional at-risk intervention is available for instruction in Spanish for those who qualify.

There are targeted intervention programs available for ELLs who need the assistance in both math and ELA prep. Intervention teachers evaluate and assess what each ELL student may need for the year, and depending on scores the interventionists work with students who may benefit from additional support outside of the ESL class and the general classroom. Various curriculums are then started and an ongoing monthly assessment is provided for each student who has intervention services.

9. The ELL students who have passed out of ESL within the last 2 years do receive additional support from the ESL teacher. In a few

B. Programming and Scheduling Information--Continued

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10. No new programs are currently forecasted, as the needs of our students currently are being met by the above outlined program. However, we will be conducting a year-end program assessment to determine if a new curricular or new instructional approaches are needed based on projected needs of students in the next calendar year.

11. Also to note, we will be examining whether or not we will discontinue the use of the Wilson Foundations program that is currently weaved into the ESL program, as the program is currently being implemented across the board by all the classrooms. This will eliminate redundancy, while freeing up additional instructional time to focus more on the specific needs of the ELL students.

12. ELL students are afforded full access to all school programs, including the after school program, which is held next door at the Manhattan Youth building, the French Club, the track team, which is for the 4th and 5th grade students, and also Lunch Leagues, offered during lunchtime. There are also enrichment programs offered during Extended Day, as well as with outside community based organizations like Gill Sports which offers baseball and ice-skating every Thursday. All ESL students participate in school trips.

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13. A variety of differentiated instructional materials are utilized within the ESL program. The students have access to a wide variety of reading materials, from classroom libraries (most of them have over 1,000 titles), the school library (with over 100,000 titles) as well as the ESL library, which has over 500 titles, geared towards specific languages and cultures). In addition, specific programmatic texts tailored to the ELL population are used. For example, the school word study curriculum, Words Their Way, is modified to fit the specific learning needs of the students. Classrooms use Smartboards to further enhance student learning. Boardmaker is also utilized in the classroom and also in the ESL classroom.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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9. The ELL students who have passed out of ESL within the last 2 years do receive additional support from the ESL teacher. In a few cases, the ESL teacher will continue to see the student, either during extended day or during another time that does not interfere with the current ESL students. These students are also provided with extended time on all standardized statewide tests, as well as the opportunity to take the test in a separate location. In some cases, glossaries or bilingual dictionaries may be used. The ESL teacher and the classroom teachers have an ongoing dialogue throughout the year to monitor students progress. If needed, they will be provided with ESL services.

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11. Also to note, we will be examining whether or not we will discontinue the use of the Wilson Foundations program that is currently weaved into the ESL program, as the program is currently being implemented across the board by all the classrooms. This will eliminate redundancy, while freeing up additional instructional time to focus more on the specific needs of the ELL students.

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13. A variety of differentiated instructional materials are utilized within the ESL program. The students have access to a wide variety of reading materials, from classroom libraries (most of them have over 1,000 titles), the school library (with over 100,000 titles) as well as the ESL library, which has over 500 titles, geared towards specific languages and cultures). In addition, specific programmatic texts tailored to the ELL population are used. For example, the school word study curriculum, Words Their Way, is modified to fit the specific learning needs of the students. Classrooms use Smartboards to further enhance student learning. Boardmaker is also utilized in the classroom and also in the ESL classroom.

14. In addition, the students are supported in helping them bridge their prior knowledge from a variety of cultures, by utilizing math and

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

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

1. Staff development is very useful and important for P.S. 234. Our ELL teacher and any other teacher who would like to participate, take advantage of opportunities like the NYS TESOL conferences, small ELL study groups offered within the network and other related workshops. The ELL teacher can stay informed about successful techniques and assessments. It is also a great way to become familiar with new publications and professional development resources. This past summer, our ESL teacher attended a professional development workshops focused on supporting ELLs in various content areas.

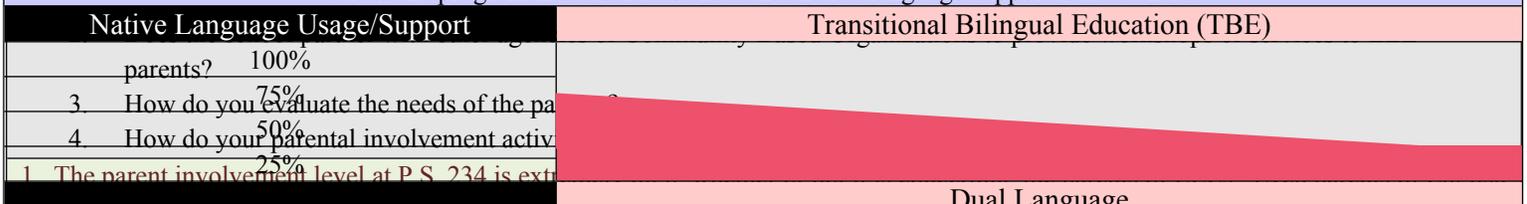
There is an amount of professional development for all personnel who work with ELLs. Articles selected by the ESL teacher and the administration are handed out periodically from various reputable research sources on awareness of ELLs, methods and strategies for dealing with having an ELL in your classroom and other related topics. At staff meetings readings will be discussed and analyzed. Included in the staff meetings are APs, classroom teachers, cluster teachers, paraprofessionals, at-risk teachers, speech and language teachers, OT/PTs, school secretaries and other admin, the Parent Coordinator, guidance counselors, the special ed and CTT teachers, the psychologists and also all coordinators. Aside from the staff meetings that are held, the ESL teacher is consistently collaborating with all classroom teachers, special education teachers, speech and language teachers and also the guidance counselor in order to keep up communications about the various ELLs in the school. In these meetings updates are revealed and strategies and methods are implemented to improve student achievements. The classroom teachers attend TC calendar days on the topic of ELLs.

2. Support is provided to staff to assist ELLs as they transition from one school level to another. The previous teacher and the new teacher discuss the student at length, and the old teacher as well as the ESL teacher help to give the new teacher insightful strategies and methods that helped the student progress in the years past. Teachers old and new are especially collaborative in this way, constantly speaking to one another about ways to help scaffold the students.

3. There is a minimum of 7.5 hours of ELL training for all staff. We have records to maintain these requirements which have been met. During the professional development days, when students are not in attendance, there is a certain amount of time allotted for ESL information and training. This can last between one to two hours, depending on the session. By the end of the school year, we have met or have exceeded the 7.5 hours assigned to ELL training. Some of the training may come from the ELL teacher from her network meetings, and some of it may come from APs. Teachers are given important information, including testing accommodations, ways to provide scaffolding and differentiated instruction to ELL students in the classroom, math word problems, etc. Some examples of topics include how to work with newcomers in the classroom, supporting different content areas with newcomers and also ELLs with special needs.

Native Language Usage and Supports

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



E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. The parent involvement level at P.S. 234 is extremely high, whether or not it is concerning the parents of ELLs. Even parents of English speaking children contribute to ELL students needs. For example, they will donate books that the ESL teacher might have asked for, or put educational material or books into her room for her to see if it might be useful for the students. Parents of ELLs are also highly active. There are a few who are a part of the PTA and a few who volunteer their time occasionally to help at school. At the ESL Orientation meeting at the beginning of the year, many parents had conversations and exchanged numbers so they may be in contact with each other as well. All parents, whether ELL parents or not, dedicate time, energy, books and money to the school.

2. At this time P.S. 234 does not have Title III money, which is used to create workshops for students and parents after the school hours. In order to receive such monies, the ELL population must reach 30. We do encourage all students to participate in one of many after school programs (i.e. after school programs, Gill Sports, Manhattan Youth, etc) (mention PTA, CBOs and add parent coordinator and elizabeth)

3. In order to evaluate the needs of the parents, the classroom teachers as well as the ESL teacher are in constant contact with these parents. The parents have all of the teachers' phone numbers and email addresses in case they should ever need to get in touch to talk about a concern or to ask a question. Parent-teacher conferences are held, and in many cases, follow-up meetings are held with parents a month or so after each parent teacher conference to check up on student progress and parent thoughts. Evaluations are also given by handing out surveys at the beginning of the year to parents. Workshops are also provided.

4. P.S. 234 has parental involvement activities, which address the needs of the parents as well as the children. We have several occasions when the parents are invited into the school to partake in various activities. We have the semi-annual dance and music performances, grade plays and sidewalk singers, special classroom events and celebrations, like publishing parties, when the parents come in and review student work and celebrate the hard work their children did. Parents needs include wanting to be involved in the students education, wanting to be in the know about what's happening with their child at school, and they want outside support. We provide every type of support a parent could want, with the exception of the after school workshops with Title III funding.

B. Programming and Scheduling Information--Continued

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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. All the ELL students are continually assessed to examine the effectiveness of the instruction and the intervention program for all content areas. Additional at-risk intervention is available for instruction in Spanish for those who qualify.

There are targeted intervention programs available for ELLs who need the assistance in both math and ELA prep. Intervention teachers evaluate and assess what each ELL student may need for the year, and depending on scores the interventionists work with students who may benefit from additional support outside of the ESL class and the general classroom. Various curriculums are then started and an ongoing monthly assessment is provided for each student who has intervention services.

9. The ELL students who have passed out of ESL within the last 2 years do receive additional support from the ESL teacher. In a few cases, the ESL teacher will continue to see the student, either during extended day or during another time that does not interfere with the current ESL students. These students are also provided with extended time on all standardized statewide tests, as well as the opportunity to take the test in a separate location. In some cases, glossaries or bilingual dictionaries may be used. The ESL teacher and the classroom teachers have an ongoing dialogue throughout the year to monitor students progress. If needed, they will be provided with ESL services.

10. No new programs are currently forecasted, as the needs of our students currently are being met by the above outlined program. However, we will be conducting a year-end program assessment to determine if a new curricular or new instructional approaches are needed based on projected needs of students in the next calendar year.

11. Also to note, we will be examining whether or not we will discontinue the use of the Wilson Foundations program that is currently weaved into the ESL program, as the program is currently being implemented across the board by all the classrooms. This will eliminate redundancy, while freeing up additional instructional time to focus more on the specific needs of the ELL students.

12. ELL students are afforded full access to all school programs, including the after school program, which is held next door at the Manhattan Youth building, the French Club, the track team, which is for the 4th and 5th grade students, and also Lunch Leagues, offered during lunchtime. There are also enrichment programs offered during Extended Day, as well as with outside community based organizations like Gill Sports which offers baseball and ice-skating every Thursday. All ESL students participate in school trips.

The Extended Day program serves many of our ELL students, by utilizing small-group instruction for two days for an additional 100+ minutes per week. During this time, the students are provided with additional support in the content areas, and specific areas that the students are having difficulty. For example, the current ELL students who attend the extended day program have been focusing on phonemic work, oral skills and reading comprehension to support their increased literacy for all content areas that they are working on in their classrooms.

13. A variety of differentiated instructional materials are utilized within the ESL program. The students have access to a wide variety of reading materials, from classroom libraries (most of them have over 1,000 titles), the school library (with over 100,000 titles) as well as the ESL library, which has over 500 titles, geared towards specific languages and cultures). In addition, specific programmatic texts tailored to the ELL population are used. For example, the school word study curriculum, Words Their Way, is modified to fit the specific learning needs of the students. Classrooms use Smartboards to further enhance student learning. Boardmaker is also utilized in the classroom and also in the ESL classroom.

14. In addition, the students are supported in helping them bridge their prior knowledge from a variety of cultures, by utilizing math and

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.

Use of Native Languages and Cultures

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Instruction of ELLs

The NYSESLAT, LAB-R, and ELL interim assessments can all be used as a guideline for instruction, and also for student progress. Results from the interim assessments will reveal the areas of strength and weakness for each English Language Learner.

We will allow certain beginning newcomers the opportunity to write in their native languages. This will help them to begin expressing ideas, while they learn more and more and eventually begin participating in solely English.

A wide variety of materials are used to support ELLs in the classroom, including 1 pocket chart, magnetic journals, classroom, resource room and school libraries for both fictional and non-fictional books, leveled readers, a listening library, picture dictionaries of all levels and sizes, big books for the younger students, graphic organizers, word walls, Wilson Readers and additional materials, Words Their Way materials, and also computer programs.

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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Staff development is very useful and important for P.S. 234. Our ELL teacher and any other teacher who would like to participate, take advantage of opportunities like the NYS TESOL conferences, small ELL study groups offered within the network and other related workshops. The ELL teacher can stay informed about successful techniques and assessments. It is also a great way to become familiar with new publications and professional development resources. This past summer, our ESL teacher attended a professional development workshops focused on supporting ELLs in various content areas.

There is an amount of professional development for all personnel who work with ELLs. Articles selected by the ESL teacher and the administration are handed out periodically from various reputable research sources on awareness of ELLs, methods and strategies for dealing with having an ELL in your classroom and other related topics. At staff meetings readings will be discussed and analyzed. Included in the staff meetings are APs, classroom teachers, cluster teachers, paraprofessionals, at-risk teachers, speech and language teachers, OT/PTs, school secretaries and other admin, the Parent Coordinator, guidance counselors, the special ed and CTT teachers, the psychologists and also all coordinators. Aside from the staff meetings that are held, the ESL teacher is consistently collaborating with all

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2. Support is provided to staff to assist ELLs as they transition from one school level to another. The previous teacher and the new teacher discuss the student at length, and the old teacher as well as the ESL teacher help to give the new teacher insightful strategies and methods that helped the student progress in the years past. Teachers old and new are especially collaborative in this way, constantly speaking to one another about ways to help scaffold the students.

3. There is a minimum of 7.5 hours of ELL training for all staff. We have records to maintain these requirements which have been met. During the professional development days, when students are not in attendance, there is a certain amount of time allotted for ESL information and training. This can last between one to two hours, depending on the session. By the end of the school year, we have met or have exceeded the 7.5 hours assigned to ELL training. Some of the training may come from the ELL teacher from her network meetings, and some of it may come from APs. Teachers are given important information, including testing accommodations, ways to provide scaffolding and differentiated instruction to ELL students in the classroom, math word problems, etc. Some examples of topics include how to work with newcomers in the classroom, supporting different content areas with newcomers and also ELLs with special needs.

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. The parent involvement level at P.S. 234 is extremely high, whether or not it is concerning the parents of ELLs. Even parents of English speaking children contribute to ELL students needs. For example, they will donate books that the ESL teacher might have asked for, or put educational material or books into her room for her to see if it might be useful for the students. Parents of ELLs are also highly active. There are a few who are a part of the PTA and a few who volunteer their time occasionally to help at school. At the ESL Orientation meeting at the beginning of the year, many parents had conversations and exchanged numbers so they may be in contact with each other as well. All parents, whether ELL parents or not, dedicate time, energy, books and money to the school.

2. At this time P.S. 234 does not have Title III money, which is used to create workshops for students and parents after the school hours. In order to receive such monies, the ELL population must reach 30. We do encourage all students to participate in one of many after school programs (i.e. after school programs, Gill Sports, Manhattan Youth, etc) (mention PTA, CBOs and add parent coordinator and elizabeth)

3. In order to evaluate the needs of the parents, the classroom teachers as well as the ESL teacher are in constant contact with these parents. The parents have all of the teachers' phone numbers and email addresses in case they should ever need to get in touch to talk about a concern or to ask a question. Parent-teacher conferences are held, and in many cases, follow-up meetings are held with parents a month or so after each parent teacher conference to check up on student progress and parent thoughts. Evaluations are also given by handing out surveys at the beginning of the year to parents. Workshops are also provided.

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4. P.S. 234 has parental involvement activities, which address the needs of the parents as well as the children. We have several occasions when the parents are invited into the school to partake in various activities. We have the semi-annual dance and music performances, grade plays and sidewalk singers, special classroom events and celebrations, like publishing parties, when the parents come in and review student work and celebrate the hard work their children did. Parents needs include wanting to be involved in the students education, wanting to be in the know about what's happening with their child at school, and they want outside support. We provide every type of support a parent could want, with the exception of the after school workshops with Title III funding.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

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

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

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

Native Language Tests

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

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

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

1. The ELL teacher can access students’ scores through ATS to determine the breakdown of test results. By analyzing the “Exam History Report,” we can also see patterns of student performance. This is very helpful when it comes time to group the classes and also to see what

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11

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Ripperger	Principal		11/1/11
Elizabeth Sweeney	Assistant Principal		11/1/11
Magda Lenski	Parent Coordinator		11/1/11
Marisa Moss	ESL Teacher		11/1/11
	Parent		11/1/11
Joanna Montemurro/Special Ed	Teacher/Subject Area		11/1/11
Nina Liu/Gen Ed	Teacher/Subject Area		11/1/11
Kara Pranikoff	Coach		11/1/11

School Name: _____

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Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		11/1/11
Alisha Bennett	Guidance Counselor		11/1/11
Dan Feigelson	Network Leader		11/1/11
	Other		11/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M234 **School Name:** Independence School

Cluster: 203 **Network:** CFN

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

Part A: Needs Assessment Findings

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

The language needs of the parents at P.S. 234 were identified using a variety of methods and in various ways during interactions and contact with parents. First we manually go through the HLIS of all new registrants to determine which new admits speak another language. Additionally ATS and CAP were consulted for initial identification of home languages other-than-English spoken by parents of our students. Teachers and administration notify ELL teachers if there is a need for translation services. Appointments are made for translators if they are needed. The parent coordinator at P.S. 234 also has a running file on all present and previous P.S. 234 parents and contacts that speak other languages, and their contact information as it is needed. These volunteers are useful with both written translation as well as oral interpretation. In addition, we utilize the NYCDOE phone translation service and conduct a parent-teacher conference utilizing this method, when low-incidence languages are involved.

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.

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we utilize the NYCDOE phone translation service and conduct a parent-teacher conference utilizing this method, when low-incidence languages are involved.

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.

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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.

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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>.

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