



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BATTERY PARK CITY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M276

PRINCIPAL: TERRI RUYTER EMAIL: TRUYTER@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
Terri Ruyter	*Principal or Designee	
Kristal Aliyas	*UFT Chapter Leader or Designee	
Gabriela Newman	*PA/PTA President or Designated Co-President	
Haiva Albuliwi	Teacher	
Dawn Schafer	Teacher	
Emily Schottland	Teacher	
Maddy Wyman	Teacher	
Ranjit Arpels-Josiah	Parent	
Deb Somerville	Parent	
Matt Schneider	Parent	
Julie Brown	Parent	
Howard Sadowsky	Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, 90% of our K-3 and 6th and 7th grade students will be at or above grade level in reading fiction and non-fiction. K-3 will be assessed via Fountas and Pinnell Benchmarks and 6th and 7th grade students will be assessed via Scantron. As students go through the grades, reading gets more and more complicated and students are expected to read texts in all content areas. We want to make sure that we are challenging all of our students to read with rich comprehension in a variety of content areas to build a breadth of knowledge about the world.

Comprehensive needs assessment

Our students demonstrated considerable growth in reading in the 2010-2011 school year. In January 2010, reading assessments showed that 35% of kindergarteners were reading independently at a level B or higher. (We follow the benchmark for reading proficiencies at the end of each grade that are recommended by Irene Fountas and Gay Su Pinnell.) End-of-year assessments indicated that 91% of K-2 students were achieving the recommended level of proficiency with 23% of the students exceeding this standard. 0.9% of our K-2 students were assessed On the 6th grade NYS tests, 80% of our students scored at levels 3 and 8.3% scored at a level 4. We had no students scoring at a level 1 in ELA. To ensure that our students continue to grow as readers, we remain committed to working on balancing basic reading skills with the more critical skill of comprehension as this is really the foundation of life-long learning. At the semi-annual review in February 2011 of our progress towards achieving our CEP goals, we identified a need for additional support in reading for lower grade students. A serendipitous series of events allowed us to hire an additional, part-time reading teacher to support students and teachers in developing needed reading skills. This position will continue to be funded in the 2011-2012 school year.

Instructional strategies/activities

Our school uses a collaborative approach to decision making. Our teachers are all highly dedicated, reflective on their own practice, and eager to grow in their professional practice through professional development that is accomplished independently, in small groups and led by expert peers, or in larger group sessions. Each grade has weekly grade team meetings and a team leader. The team leaders meet with administration biweekly to discuss issues, set goals, and plan for professional learning. We also agreed to use extended day time to support struggling readers in the lower grades through small guided reading groups.

A kindergarten teacher who is a Reading Recovery trained teacher, led PD for all lower grade teachers on guided reading so that our approach to guided reading is standardized and of high quality. This teacher and the literacy consultant also helped to evaluate our guided reading resources and helped order additional resources needed. These materials were ordered. The Reading Recovery teacher and a literacy specialist returning as f-status from maternity leave will coach teachers around effective guided reading during this extended day time.

Our reading goal came from study of data, reflection on practice by teachers, and discussion with the SLT. As a new school, we have limited

resources. We evaluated our resources (both material and financial) and devised a plan that we feel will help us achieve the goal.

Our LitLife consultants worked with teachers at the beginning of the year to review reading assessments in the lower grades and to standardize how we assess and use these assessments. Teachers collect data on reading in September, January, and May. This data will be collated on a spreadsheet and will be collected in student portfolios. This data will measure student progress and will be used to plan for grouping. In conducting the needs assessment, student achievement may vary within individual classrooms based on the percentage of students with acknowledged learning disability. This may skew the data on percentage achieving desired goal.

As a new school, we are also working on polishing curriculum maps in literacy and refining our approach to teaching literacy. Our curriculum consultant from LitLife works with us on these tasks. Teachers also meet weekly on grade level teams to discuss and plan for curriculum. Curriculum documentation will include lessons, supports, and resources for diverse learners and special populations.

Strategies to increase parental involvement

Family Newsletter.
Website updates.
Open SLT meetings to review data and what the data means.
Family Fridays to share student work.

Strategies for attracting Highly Qualified Teachers (HQT)

Our staff is highly qualified as defined by NCLB.
We have a hiring committee of teachers and parents who help with hiring the new staff we hire each year to fill vacancies as our school grows.
Staff development is designed to support teachers in learning new skills, refining old skills, and learning about the Common Core Learning Standards.
We work with LitLife consultants to provide focused, teacher centered professional learning around the ELA curriculum and teaching methodologies.

Service and program coordination

Common Core Learning Standards are driving this work. We recognize that the CCLS emphasize non-fiction and agree with the need to teach children how to read non-fiction and to build their store of knowledge about the world.

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.
- Weekly after school Teacher Inquiry Team meetings. (We use 1 afternoon of extended day for this work).

- Scheduled grade level planning meetings. (All teachers have a professional period once a week that is used for grade team planning).
- Professional learning opportunities through LitLife consultant and teacher teams, teacher leaders (funded through PTA)
- Providing subs for teachers to engage in PD (per diem subs ARRA RTTT Citywide Inst).
- Providing professional texts to support teacher learning (FSF/TL).
- Provide appropriate student resources to support learning based on needs assessment. (FSF/TL)
- Reading teacher to work with students who are at risk of not meeting benchmark levels. (FSF/TL)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, 90% of K-3 and 6th and 7th grade students will achieve on grade level in mathematics as determined by curriculum and teacher designed assessments. Achievement in mathematics is an important indicator of success in school and in adult life. We want to make sure that all students are achieving on grade level or above in mathematical content and process.

Comprehensive needs assessment

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

Our students demonstrated growth in mathematics in the 2010-2011 school year. Through an end of year assessment of student learning, we identified that 96% of students are achieving benchmarks for kindergarten through grade 2. NYS testing data for our current 7th graders (based on 6th grade testing results) show that 85% of our students are achieving a level 3 or 4 in math. Only 1 student scored at a level 1 in mathematics. A teacher inquiry team was formed to study student achievement in mathematics and to begin to assess the curriculum and instruction in light of the Common Core Learning Standards in mathematics in order to determine how to best support the learning needs of our students.

Instructional strategies/activities

Our school uses a collaborative approach to decision making. Our teachers are all highly dedicated, reflective on their own practice, and eager to grow in their professional practice through professional development that is accomplished independently, in small groups and led by expert peers, or in larger group sessions. Each grade has weekly grade team meetings and a team leader. The team leaders meet with administration biweekly to discuss issues, set goals, and plan for professional learning. Our math goal came from study of data, reflection on practice by teachers, and discussion with the SLT. We realize that many of our students are high achieving in mathematics while others struggle. We want to support all students in their learning in math.

Because of scheduling and staffing, our middle school math specialist who is nationally certified in adolescent mathematics, teaches part time and

coaches part time. She works with lower grade and the sixth grade teacher in planning curricula and assessments. Her knowledge of mathematics pedagogy, resources, and standards help the teachers to differentiate curriculum. We also work with our network math specialist in thinking about the performance assessments in math. Additionally, the PTA is paying for a national math consultant to work in the school to align our math curriculum in k-3 with Common Core Learning Standards. Since there is not a strong assessment tool for grades k-2, and only state tests in math at the end of third grade, the math team is working together to devise on-going, standards-based assessments of student achievement. These assessments are being piloted this year. In the upper grades, students are asked to complete standards-based portfolios and also participate in Scantron and customized Acuity math assessments to monitor student learning.

This data will be collated on a spreadsheet and stored on a server and will be collected in student portfolios. This data will measure student progress and will be used to plan for grouping and to plan for enrichment of mathematics curriculum for those students who are ready and remediation for students who need additional support. In conducting the needs assessment, student achievement may vary within individual classrooms based on the percentage of students with acknowledged learning disability. This may skew the data on percentage achieving desired goal.

Grade level teams meet regularly with the math coach to analyze data and plan curriculum through collaboration and reflective practice. Curriculum documentation will include lessons, supports, and resources for diverse learners and special populations (differentiated instruction).

Strategies to increase parental involvement

Family Newsletter.
Website updates.
Open SLT meetings to review data and what the data means.
Family Fridays to share student work.

Strategies for attracting Highly Qualified Teachers (HQT)

Our staff is highly qualified as defined by NCLB.
We have a hiring committee of teachers and parents who help with hiring the new staff we hire each year to fill vacancies as our school grows.
Staff development is designed to support teachers in learning new skills, refining old skills, and learning about the Common Core Learning Standards.
We work with a math consultant, our math coach, and our network math specialist to provide focused, teacher centered professional learning around the ELA curriculum and teaching methodologies.

Service and program coordination

Common Core Learning Standards are driving this work. We recognize that the CCLS emphasis on fluency, problem solving and communication are important for our students to master. We also appreciate the more challenging standards in the CCLS that will help our students achieve at high levels in mathematics.

Budget and resources alignment

- Weekly after school Teacher Inquiry Team meetings. (We use 1 afternoon of extended day for this work).
Scheduled grade level planning meetings. (All teachers have a professional period once a week that is used for grade team planning).
Professional learning opportunities with math coach and math consultant , teacher teams and teacher leaders (Inquiry team funding/ PTA funding, FSF/TL).
Provide subs for teachers to engage in PD (ARRA RTTT Citywide Inst).
Provide professional texts to support teacher learning as needed (FSF/TL).
Provide appropriate student resources to support learning based on needs assessment. These curriculum and instruction resources will be added to throughout the year. (PTA, FSF/TL)

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012, 90% of students will demonstrate progress on teacher created writing assessments that are aligned with Common Core Learning Standards. These assessments will be given “on demand” (students independently write in response to a prompt over 2-3 days) in late winter and late spring and will be scored using a standards-based rubric. We recognize that effective written communication about information and ideas is an important academic skill for life-long success.

Comprehensive needs assessment

Our students demonstrated considerable growth in reading in the 2010-2011 school year and we have a strong emphasis on writing in our school. On the sixth grade ELA test, 25% of our students scored at a level 2 and 3% scored a level 1. We have been looking for tools to assess writing in formal ways that can be used to assess instruction and help us plan for future instruction but have been dissatisfied by what we have found. In conversations with teachers and the SLT, it was determined that we should evaluate that which we feel is important (math, reading, and writing) and then use this data to assess our program’s effectiveness. In combination with the new initiative on performance assessments in writing, we decided that this is an opportune moment to begin this important assessment work.

Instructional strategies/activities

Our school uses a collaborative approach to decision making. Our teachers are all highly dedicated, reflective on their own practice, and eager to grow in their professional practice through professional development that is accomplished independently, in small groups and led by expert peers, or in larger group sessions. Each grade has weekly grade team meetings and a team leader. The team leaders meet with administration biweekly to discuss issues, set goals, and plan for professional learning. Our writing goal came from study of data, reflection on practice and our curriculum by teachers, and discussion with the SLT. Our students engage in lots of process writing in literacy, science and social studies. In conversations with teachers and SLT members, we determined that we would like to understand better how our students are progressing in writing.

Teachers are creating performance assessments in writing to be given in winter and late spring. We spent Election Day studying the exemplars of ELA performance tasks available on the DOE website and then began to plan performance tasks that are aligned with the Common Core Learning Standards for non-fiction writing and our non-fiction units of study in ELA or social studies. Teachers will be designed to be end-of-unit “on demand” writing assessments Teachers will provide instruction that models the targeted standards, allows students guided practice with the targeted standards and provides opportunities for independent student practice directly aligned with targeted common core standards and that follow on curriculum units that were taught to enable students to achieve proficiency.

Performance assessments will be given and evaluated in February and May. Teachers will work with staff developers to evaluate student achievement on the task against teacher-created rubrics.

Strategies to increase parental involvement

Family Newsletter.
Website updates.
Open SLT meetings to review data and what the data means.
Family Fridays to share student work.

Strategies for attracting Highly Qualified Teachers (HQT)

Our staff is highly qualified as defined by NCLB.
We have a hiring committee of teachers and parents who help with hiring the new staff we hire each year to fill vacancies as our school grows.
Staff development is designed to support teachers in learning new skills, refining old skills, and learning about the Common Core Learning Standards.

Service and program coordination

Common Core Learning Standards are driving this work. We recognize that the CCLS emphasize non-fiction and persuasive and informational writing. We are using these lenses and integrating the task design work into our non-fiction units of study in literacy and will use this work to craft informational writing on demand tasks to assess student writing.

Budget and resources alignment

Weekly after school Teacher Inquiry Team meetings. (We use 1 afternoon of extended day for this work).
Scheduled grade level planning meetings. (All teachers have a professional period once a week that is used for grade team planning).
Professional learning opportunities with literacy consultants, teacher teams and teacher leaders (Inquiry team funding/ PTA funding, FSF/TL).
Provide subs for teachers to engage in PD (ARRA RTTT Citywide Inst).
Provide professional texts to support teacher learning as needed (FSF/TL).
Provide appropriate student resources to support learning based on needs assessment. These curriculum and instruction resources will be added to throughout the year. (PTA, FSF/TL)
Provide teachers time and resources to plan for curriculum and the performance assessments and rubrics (FSF/TL)
Acquire texts to support the content of the curriculum units. (FSF/TL, PTA, school book fairs)

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	21	0	N/A	N/A	2	0	0	0
1	30	0	N/A	N/A	10	0	0	0
2	12	0	N/A	N/A	15	0	0	0
3	7	5	N/A	N/A	8	0	0	0
4								
5								
6	19	5	0	0	10	0	0	0
7	10	6	0	0	7	0	0	0
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	Fundations, Comprehension ToolKits, small group strategy instruction, guided reading,
Mathematics	Marilyn Burns Math Solutions materials, Khan Academy, Japanese Lesson Study. Done in small group and on-line independent study.
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	Small group and individual counseling in bullying, friendship, problem solving, separation and loss and community building. Additionally, the guidance counselor works with classes and teachers to support the integration of counseling work in the classroom.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

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

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

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

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;

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;
- 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;

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

- 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);
- 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;
- 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;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 C. Amundson 203	District 02	Borough Manhattan	School Number 276
School Name Battery Park City School			

B. Language Allocation Policy Team Composition

Principal Terri Ruyter	Assistant Principal N/A
Coach Jaime Margolies, Literacy	Coach Dawn Schafer, Math
ESL Teacher Juliana Germak	Guidance Counselor Rachel Goodman
Teacher/Subject Area Madeline Wyman, Kindergarten	Parent Gabriela Teran
Teacher/Subject Area Stephanie Schneider, 1st Grade	Parent Coordinator Erica Weldon
Related Service Provider type here	Other Dawn Panebianco, 2nd Grade
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	553	Total Number of ELLs	23	ELLs as share of total student population (%)	4.16%
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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. 

During registration, the parents of all students who are new to the NYC public school system will complete the Home Language Identification Survey. Completion of this survey includes an informal interview between the parents and a school pedagogue and, if necessary, written and oral translation in the parents' home language. The HLIS is available in 11 different languages. The qualified persons responsible for conducting the interview are Juliana Germak, ELL coordinator and Terri Ruyter, principal. The ESL teacher speaks Spanish, Portuguese, Italian, and the principal speaks French and German. These languages are used to translate as appropriate. Both individuals have been trained on the proper way to conduct and interview and fill out the HLIS. A copy of the HLIS for each student is kept in the student's cumulative record folder and also in the ELL coordinator's records. If the student meets the requirements for LAB-R testing, as indicated on the HLIS, the ELL teacher will administer the LAB-R within ten school days of the registration. The ESL teacher will administer the LAB-R to those students in a separate location either individually or in a small group as appropriate. Students who score below the cut-off point on the LAB-R will be identified as English Language Learners and be placed in a program that supports their linguistic needs. Each spring, all ELLs will take the NYSESLAT to assess their progress and proficiency in English. ATS reports, including RLER, are run to ensure that all ELLs are tested. The four components of the NYSESLAT are administered by the ELL coordinator. ELLs will continue to be classified as such until they pass out of the program as determined by their score on the NYSESLAT.

The ELL coordinator, whose certifications include TESOL, and the Parent Coordinator hold a parent orientation within the first ten days of the school year for parents of newly identified ELLs. The objective of this meeting is to inform parents of the program options that are available to ELLs in New York City. The three programs (English as a Second Language, Dual Language, and Transitional Bilingual Education) are explained in detail. Parents are shown the DVD from the EPIC kit. Parents have the right to choose which program they think is most appropriate for their children. Parents indicate their choices on the Parent Selection Form, copies of which are kept on file in the student's cumulative record folder and in the ELL coordinator's records. At this orientation, parents are provided with written and oral translation as necessary. Parents are given the contact information of the ELL coordinator and the Parent Coordinator and are encouraged to email or call with any concerns or questions. Surveys and Parent Selection Forms are distributed at this meeting, and parents are given time to fill them out. The ESL teacher collects all forms at the meeting.

The ELL Coordinator assumes the responsibility for distributing and collecting all entitlement letters and Parent Survey and Selection forms. Parents are informed that if the selection form is not returned, the default program option is TBE (as per CR Part 154). Parents fill out the selection form at the Parent Orientation. Those who cannot attend the orientation are asked to make an appointment with the ELL coordinator to get program information and fill out the paperwork. Placement letters are distributed once information from the Parent Selection form is received. Copies of these letters are kept on file in the ELL office. Continued Entitlement letters are distributed in the fall to parents of students who will remain in the ELL program. Copies of these letters are kept in the ELL office.

At the Parent Orientation, parents are provided with information on the three ELL program options. Parents are provided information in their home language as necessary. We also provide interpreters when needed. Since we only have an ESL program at PS 276, parents

who select TBE or Dual Language for their children are given the option of moving their children to a school that offers the particular program. Despite program preference, all parents, this year, have chosen to keep their students enrolled at PS 276 in the ESL program for reasons of convenience and consistency.

Over the past two school years, 29 parents have filled out the program selection form for newly admitted ELLs. Nine out of 29 parents selected Dual Language as their first choice. One parent selected TBE, and 14 parents chose ESL as their first choice. The parents who selected Dual Language and TBE came from various linguistic backgrounds, including German, French, Arabic, Portuguese, Japanese, Spanish, and Cantonese. Those parents preferred to keep their children at our school rather than transfer them to a school with an available Dual Language or TBE program.

At this point we do not have enough students to form any bilingual or dual language classes.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	1	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	19	0	0	2	0	0	2	0	0	23
Total	19	0	0	2	0	0	2	0	0	23

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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	1											3
Chinese	2	1					2	2						7
Russian	1	1	1	2			1							6
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian			1											1
Other	2	2		1										5
TOTAL	6	6	3	3	0	0	3	2	0	0	0	0	0	23

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?

PS/IS 276 only offers a Free Standing ESL program for its 23 English Language Learners. There are no SIFE students. There is one special education student in the ESL program. Nineteen of the ESL students are beginners, two are long term ELLs, and two have been in the program for 4-6 years. Students in the ESL program come from the following linguistic backgrounds: Spanish, Portuguese, French, Russian, Japanese, Serbian, Dutch, Albanian, Mandarin and Cantonese. The ESL teacher works 6 periods a day with ESL students using a combination of push-in/co-teaching and a pull-out models.

Programming and Scheduling Information

The ESL teacher and classroom teacher co-teach within the workshop model, which provides maximum support and flexibility for all children. All students participate in whole class, small group, and individualized instruction. Grouping is both heterogeneous and homogeneous according to proficiency level or the strategy/skill being taught. Several pull-out classes are also taught by the ESL teacher in order to fulfill the mandated number of minutes of instruction for Beginner and Intermediate ELLs in grades K-3 and 6-7.

We are doing our best to provide ELLs with the mandated number of minutes of instruction as required by CR Part 154. We recently welcomed new students into our school and are looking at ways we can rearrange the schedule to accommodate their needs. Due to staffing restrictions, we are not currently able to provide one of the new students with the required minutes of instruction each week. Other than that, all beginner and intermediate ELLs receive 360 minutes of instruction per week through a combination of push-in and pull-out periods, while advanced students receive a minimum of 180 minutes per week of push-in or pull-out ESL instruction. The advanced students also received 180 minutes per week of ELA instruction. We do not offer NLA instruction at our school. The ESL teacher also works with the middle school students during extended day time to provide additional academic support across various subject areas. Native language support is provided within the push-in/pull-out periods through books, dictionaries and glossaries, translation, interpretation, and partner work.

We are using the same best practices for all children inclusive of ELLs in all content areas. Use of a push-in model ensures that students

A. Programming and Scheduling Information

receive linguistic support in a variety of content areas, including literacy, math, science and social studies. The ESL teacher pushes-in to literacy, math, and social studies periods in the lower grades and supports work across various subject areas in middle school. The ESL teacher provides materials and supports for the classroom teachers to use throughout the units in all content areas. Content areas are also integrated so that all classes support literacy, math, science, and social science concepts. Content area instruction is delivered in English with appropriate native language supports. We use a hands-on, inquiry-based approach to learning across all content areas with instructional supports for language learners. Scaffolds for ELLs include:

- Clear oral language models for students
- Realia
- Visual supports that remain consistent throughout the school community (ex. Picture world walls)
- Technology (Smartboards, photos, videos)
- Total Physical Response
- Dramatization
- Gestures
- Music
- Language games and speaking practice
- Clear modeling by the teacher and other students.
- Materials in the students' native languages
- Explicit vocabulary and grammar instruction
- Student interaction and various groupings
- Integration of all language skills (reading, writing, speaking, and listening)

Student participation in center time and group work gives ELLs the opportunity for peer interaction and social language development. The ESL teacher also provides support for those students who speak a language other than English at home but do not require services as an English Language Learner. Beginner and Intermediate ELLs also receive pull-out ESL instruction which specifically targets their linguistic needs. Pull-outs are conducted in small groups of 3-6 students and focus on small group work and individualized instruction.

We have 19 students who are considered Newcomers; they have been in school in the US for less than three years. As appropriate, we are transitioning students into standard grade-level assessments with the necessary scaffolds and modifications. The ESL teacher works closely with classroom and content teachers to scaffold lessons and provide supports to ensure understanding for ELLs. The 3rd grade and middle school newcomers who will take the state exams this year meet with the ESL teacher on a regular basis for vocabulary support, language instruction and homework help. They will receive the state exams in their native language as appropriate.

We have two students who are Long-Term ELLs. One of them has an IEP. The ESL teacher and general education teachers are collaborating to provide the students and other students in that class with extra strategy and skill instruction as well as language support. The students is also offered the opportunity to meet with the ESL teacher for extra instruction and language support either before or after school or during lunch. This flexible programming is used to ensure that maximized time is spent with non-disabled peers.

Courses Taught in Languages Other than English ⓘ

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

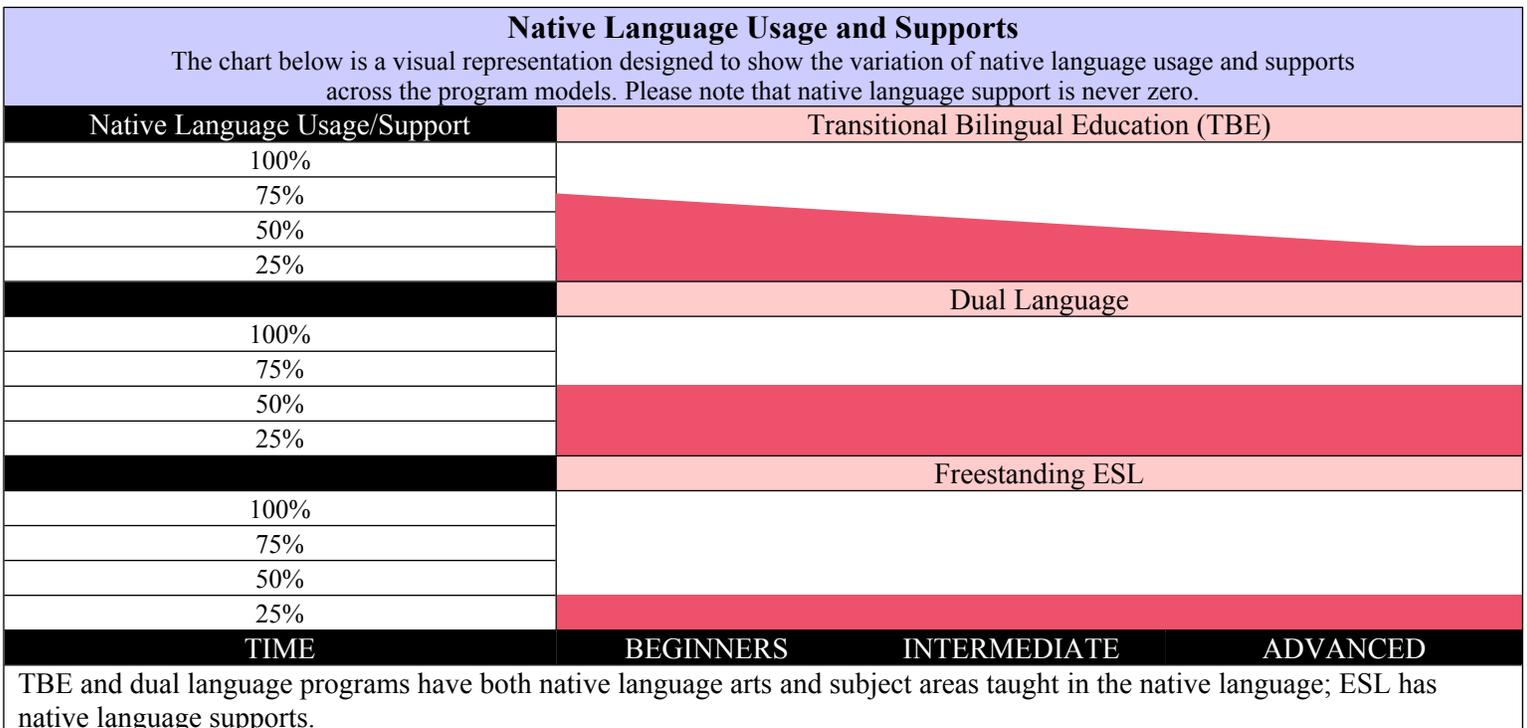
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			

Math:	0
Science:	0

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

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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL 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?

Our middle school ELLs who have taken state exams in Math, ELA and Social Studies have performed well on those exams, receiving scores of 3s and 4s. The exception is one student who has an IEP. That particular student has individualized instruction goals and is working with several staff members, including the special education teachers to help her reach those goals. That student receives additional services and support in content areas through SETTS and ICT programming. Data used to identify students for targeted intervention programs include: NYSESLAT data, state testing data in ELA and Math, and student performance on curriculum-based in-class assessments. General interventions for all ELLs include: small group instruction, one-on-one support, glossaries and direct vocabulary instruction, organizational supports such as checklists and reminders in a prominent and consistent location in the classroom, homework help, alternate assessments and assignments, graphic organizers, and specific lessons on skills and strategies. These interventions are used across all content areas for all ELL students. When necessary, students who need extra support in reading and writing are assigned to work with a reading intervention teacher. ELLs who need additional support are also placed in the extended day program. All instruction is in English.

Former ELLs and bilingual students who do not require ESL services as indicated by their LAB-R score, will continue to receive language support through push-in and co-teaching instruction by the ESL teacher. The ESL teacher is also in constant communication with the classroom teachers to provide supports and scaffolds for FELLs and bilingual students who are not identified as ELLs. These supports include modifications for assignments, resources in the child's native language, and small group work with the ELL teacher when she meets with other students at a similar proficiency level in terms of literacy skills and language acquisition.

Since we are a new school, we continue to modify and build our ESL program based on experiences and feedback from teachers, parents, and students. This year, we have concentrated the ELLs into one or two classes on each grade level so that the ESL teacher can spend more time with each class in a push-in setting and work more closely with each classroom teacher. We are continuing to improve our co-planning, co-teaching, and communication strategies so that ESL methodology is incorporated into all lessons even when the ESL teacher is not present. Towards the end of the school year we will be looking at student data to make appropriate programmatic and staffing decisions for next year. We will seek out dual licensed (ESL/General Ed, Special Ed) and AIS teachers as necessary.

As a new school, at this point, we do not know of any ELL programs that will be discontinued in the following school year. We are constantly reflecting on our practice. We are solution oriented based on formal and informal assessments.

ELLs are an integral part of the school. The push-in model affords ELLs the opportunity to experience all aspects of classroom instruction. When we placed students in classes, we made a collaborative decision to place ELLs in inclusive classrooms based on anticipated English proficiency to ensure an inclusive school environment. As a result, ELLs are afforded the same opportunities as all students in the school, including participation in the after school program run by Manhattan Youth. The pull-out class is scheduled during a time of the day when students do similar work in their classroom such as word study and literacy activities. The students who are pulled out are receiving instruction similar to what they would receive in the classroom in a smaller, more focused setting. The ESL teacher coordinates pull-out lessons with the classroom curriculum. The students are not missing special activities or other content classes.

We have purchased bilingual books and materials for our classrooms that reflect the multilingualism and multiculturalism of our school

B. Programming and Scheduling Information--Continued

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Former ELLs and bilingual students who do not require ESL services as indicated by their LAB-R score, will continue to receive language support through push-in and co-teaching instruction by the ESL teacher. The ESL teacher is also in constant communication with the classroom teachers to provide supports and scaffolds for FELLs and bilingual students who are not identified as ELLs. These supports include modifications for assignments, resources in the child's native language, and small group work with the ELL teacher when she meets with other students at a similar proficiency level in terms of literacy skills and language acquisition.

Since we are a new school, we continue to modify and build our ESL program based on experiences and feedback from teachers, parents, and students. This year, we have concentrated the ELLs into one or two classes on each grade level so that the ESL teacher can spend more time with each class in a push-in setting and work more closely with each classroom teacher. We are continuing to improve our co-planning, co-teaching, and communication strategies so that ESL methodology is incorporated into all lessons even when the ESL teacher is not present. Towards the end of the school year we will be looking at student data to make appropriate programmatic and staffing decisions for next year. We will seek out dual licensed (ESL/General Ed, Special Ed) and AIS teachers as necessary.

As a new school, at this point, we do not know of any ELL programs that will be discontinued in the following school year. We are constantly reflecting on our practice. We are solution oriented based on formal and informal assessments.

ELLs are an integral part of the school. The push-in model affords ELLs the opportunity to experience all aspects of classroom instruction. When we placed students in classes, we made a collaborative decision to place ELLs in inclusive classrooms based on anticipated English proficiency to ensure an inclusive school environment. As a result, ELLs are afforded the same opportunities as all students in the school, including participation in the after school program run by Manhattan Youth. The pull-out class is scheduled during a time of the day when students do similar work in their classroom such as word study and literacy activities. The students who are pulled out are receiving instruction similar to what they would receive in the classroom in a smaller, more focused setting. The ESL teacher coordinates pull-out lessons with the classroom curriculum. The students are not missing special activities or other content classes.

We have purchased bilingual books and materials for our classrooms that reflect the multilingualism and multiculturalism of our school community. Classroom books and materials are available in the following languages: Spanish, French, Portuguese, Korean, Arabic, Albanian, Russian, Japanese, Lithuanian, Tagalog, and Chinese. We use Rigby's On Our Way to English and English in my Pocket programs for Kindergarten newcomers as well as Gear Up Guided Reading with ELL support. Teachers also use Leveled Literacy

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?

Our middle school ELLs who have taken state exams in Math, ELA and Social Studies have performed well on those exams, receiving scores of 3s and 4s. The exception is one student who has an IEP. That particular student has individualized instruction goals and is working with several staff members, including the special education teachers to help her reach those goals. That student receives additional services and support in content areas through SETTS and ICT programming. Data used to identify students for targeted intervention programs include: NYSESLAT data, state testing data in ELA and Math, and student performance on curriculum-based in-class assessments. General interventions for all ELLs include: small group instruction, one-on-one support, glossaries and direct vocabulary instruction, organizational supports such as checklists and reminders in a prominent and consistent location in the classroom, homework help, alternate assessments and assignments, graphic organizers, and specific lessons on skills and strategies. These interventions are used across all content areas for all ELL students. When necessary, students who need extra support in reading and writing are assigned to work with a reading intervention teacher. ELLs who need additional support are also placed in the extended day program. All instruction is in English.

Former ELLs and bilingual students who do not require ESL services as indicated by their LAB-R score, will continue to receive language support through push-in and co-teaching instruction by the ESL teacher. The ESL teacher is also in constant communication with the classroom teachers to provide supports and scaffolds for FELLs and bilingual students who are not identified as ELLs. These supports include modifications for assignments, resources in the child's native language, and small group work with the ELL teacher when she meets with other students at a similar proficiency level in terms of literacy skills and language acquisition.

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D. Professional Development and Support for School Staff

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

The ESL teacher will attend professional development workshops on a variety of topics, including those that are specific to ELLs and those that emphasize best practices for all students. The ELL teacher attends regular PDs with the literacy consultant where we discuss ways to support ELLs across the literacy curriculum for each grade.

Since we are a growing school, we have many new staff members. New teachers will be provided with professional development on how to meet the needs of ELLs in their classrooms. The ESL teacher also works closely one-on-one with teachers to address specific needs in each classroom and subject area. The ESL teacher will use the SIOP model of classroom observation to help teachers think about ways that they can make content more accessible to ELLs. All staff, including subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators are given specific training on how to work with ELLs and their families.

The middle school teachers are included in the work with the ESL teacher. The middle school teachers are provided with supports that can help them transition ELLs into middle school. The school leadership, guidance counselors, and parent coordinator are involved in the support process. The guidance counselor confers with the ESL teacher to make decisions about ELL students. The ESL teacher suggests activities and groupings for ELLs who should work with the guidance counselor. Because of the cohesive nature of our staff and the small number of ELLs, we are able to provide individualized supports for ESL students who are new to our school. For example, a new ESL beginner was discussed at a recent PPT meeting, which included the principal, special education teachers, content teachers, the ESL teacher, and the guidance counselor. Systems and programs were put in place to help this particular student. Similar steps are taken to address individual issues with other ELL students.

The ELL Coordinator will provide school-based PD sessions for all faculty members throughout the school year. The ELL Coordinator will provide teachers with a survey to assess their prior knowledge about ELL teaching strategies and use this to direct the PDs. The in-school workshops will cover the minimum 7.5 hours of ELL training for all new teachers. These workshops address models of co-teaching as a method of maximizing the benefits of our push-in model of support. Topics include: analyzing resources to identify language barriers and adapting lessons to provide linguistic scaffolding, strategies for making instruction in English accessible for all learners, and planning lessons and units that follow the SIOP (sheltered instruction) model with both content and linguistic objectives. We will also provide teachers with information on ELL workshops outside of the school. There will be ongoing study in March and April of how to support ELLs in the classroom. Agendas and attendance records will be kept from these meetings. We will conduct study groups on the text *Scaffolding Language, Scaffolding Learners* by Pauline Gibbons. We will supplement the information in this text and in our discussions with specific activities from the SIOP manual.

The following dates will be used to train the school staff on ESL teaching methodologies and strategies for working with ELLs:

March 5, 2012
March 14, 2012
March 28, 2012
April 2, 2012

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

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?

School family events are inclusive of all families including families of children who speak a language other than English at home. New ELL families were invited to attend school functions prior to the beginning of the school year. Parents were provided with information about summer programs and invited to all school events. They were also given the opportunity to meet personally with the principal and school faculty members. Specific parent involvement opportunities include: volunteering in the classroom, volunteering in the lunchroom, attending extracurricular school events, Family Friday events, and teaching about special family traditions or knowledge. All parents, inclusive of parents of ELLs, are invited to participate in parent committees such as the Wellness Committee, the Outreach Committee, the Auction Committee, the PTA, the SLT.

A separate orientation meeting was held for families of ELL children. Simultaneous interpreters were provided, as necessary, for parents at this event. At Curriculum Night, the ELL coordinator was available to speak to all parents about the value the school places on multi-lingualism and her role as an ELL teacher in the school. When official letters go home, these letters are sent home in home languages as well as English. All of the ELL parents were encouraged to request information in their home languages, but many of them prefer to receive all communication in English.

The school utilizes DOE-approved translation and interpretation services to provide support for ELL parents. No other community based organizations are currently used by the school for ELL support.

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The needs of ELL parents are considered when implementing school programs. Translators or interpreters are provided. Parent suggestions are also considered.

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The needs of ELL parents are considered when implementing school programs. Translators or interpreters are provided. Parent suggestions are also considered.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?

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.

Total	6	6	3	3	0	0	3	2	0	0	0	0	0	23
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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													
	A		2	1				1	1					
	P		2		2									
READING/ WRITING	B		1											
	I		2	1										
	A		1		2									
	P							1	1					

NYS ELA

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

NYS Math

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

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

Part VI: LAP Assurances

School Name: PS/IS 276

School DBN: 02M276

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Terri Ruyter	Principal		12/1/11
N/A	Assistant Principal		12/1/11
Erica Weldon	Parent Coordinator		12/1/11
Juliana Germak	ESL Teacher		12/1/11
Gabriela Teran	Parent		12/1/11
Stephanie Schneider	Teacher/Subject Area		12/1/11
Madeline Wyman	Teacher/Subject Area		12/1/11
Jaime Margolies	Coach		12/1/11
Dawn Schafer	Coach		12/1/11
Rachel Goodman	Guidance Counselor		12/1/11
Dan Feigelson	Network Leader		12/1/11
Dawn Panebianco	Other		12/1/11
	Other		12/1/11
	Other		12/1/11
	Other		12/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M076 **School Name:** Battery Park City School

Cluster: 2 **Network:** 203

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

Part A: Needs Assessment Findings

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

At registration, parents are required to fill out the HLIS form on which they indicate their preferred language of communication. Parents who speak a language other than English are given the form in their native language when available. The ESL coordinator double checks all the HLIS information to ensure that parents are provided with translations as necessary.

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.

No families indicated an interest in receiving translation services on the HLIS. After discussion with 3 families, 2 families indicated interest in receiving translation services. These findings were not shared as we felt that we wanted to respect parental requests for translation and keep the translation services offered low-key.

Part B: Strategies and Activities

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

Written translations were provided by obtaining officially translated DOE documents from the DOE website. All our language translation needs were available already translated.

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.

Interpretation services were provided by an approved vendor for information sessions, by bilingual parents who had fluency in the target language, or by a school staff member.

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>.

Parents received the Parent Bill of Rights in appropriate languages during the parent orientation session for ELL students. This document was also backpacked home.