



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :**        ***PUBLIC SCHOOL 29***

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):**                    ***25Q029***

**PRINCIPAL:**    ***JENNIFER JONES***        **EMAIL:**            ***JJONES48@SCHOOLS.NYC.GOV***

**SUPERINTENDENT:**    ***DANIELLE DI MANGO***

**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
Jennifer Jones	*Principal or Designee	
Rachel Belsky	*UFT Chapter Leader or Designee	
Carol Samano	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative	
N/A	CBO Representative, if applicable	
Christine Milton	Member, AP	
Sue Devine	Member, Teacher	
Marianna Mostovaya	Member, Teacher	
Mikele Lieberman Bertinetti	Member, Teacher	
Wainberg, Jennifer	Member, Teacher	
Venita Singh	Member, Parent	
Brandy Crabtree	Member, Parent	
Amelia Dimitrov	Member, Parent	
Patricia Raffai	Member, Parent	
Inass Khalill	Member, Parent	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

By June 2012, 100% of classroom teachers will have attended three professional development sessions related to Curriculum Mapping. By June 2012, 100% of classroom teachers will have collaboratively developed a minimum of 3 curriculum maps in the areas of reading, writing, math, social studies and science.

### **Comprehensive needs assessment**

As of June 2011, only Social Studies curriculum maps were fully developed for units of study, based on professional development with Giselle Martin-Kniep of LCI. Literacy, Science and Math units of study did not include Organizing Centers/Essential Questions, Guiding Questions, CCLS or other essential elements of curriculum maps.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups
    - Professional development around curriculum mapping will be led by Giselle Martin-Kniep of CEI and supported by P.S. 29's Assistant Principal and Literacy Coach.
    - Professional development around mathematics unit planning will be led by Dr. Nicki Taylor of Metamorphosis and supported by P.S. 29's Data Specialist.
    - Curriculum maps will indicate Common Core Learning Standards, and will include an organizing center/essential question, guiding questions, differentiated learning activities, performance tasks, assessments and content academic language.
    - Teachers will utilize common planning time to look at student data as a resource for decisions about curriculum maps.
  - b) staff and other resources used to implement these strategies/activities,
    - Data Specialist, Literacy Coach, Administrators, Classroom Teachers, LCI consultant Giselle Martin-Kniep, Metamorphosis consultant Dr. Nicki Taylor
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - In teams, teachers will look closely at student work measured against grade specific CCLS rubrics to assess for trends across grade levels.
    - Teachers will be provided with professional development through the LCI Consultancy in aligning curriculum maps with the CCLS.
    - Sign-in sheets will be collected and attendance will be recorded for each PD session.
    - Teachers will examine sample curriculum maps and identify gaps between standards and elements of the maps.
    - Teachers will be engaged in weekly cross grade team meetings to assess student work and plan lessons.
    - Baseline, midline and end-line student assessments will be assessed using CCLS rubrics.
    - Teams will look closely at resulting student work to inform decisions about curriculum mapping.
    - Curriculum maps will be printed and reviewed by administrators in October, December, February, April and June. Feedback will be provided, based on Janet Hale's *An Educational Leader's Guide to Curriculum Mapping*.

d) timeline for implementation.

- Ongoing grade-level meetings: analysis of student data and unit planning
- September – April: PD with Giselle Martin Kniep and development of curriculum maps
- September – April: PD with Dr. Nicki Taylor

**Strategies to increase parental involvement**

- Math and Science Night for parents and students
- Review of CCLS during SLT meetings
- Administrators, teachers and the Literacy Coach will provide assistance to parents in understanding the CCLS standards and assessments by facilitating a series of Literacy workshops for parents of students in grades K – 1, 2 – 3 and 4 – 5.

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

N/A

**Service and program coordination**

- CCLS Training with Network support staff

**Budget and resources alignment**

- OTPS funds will be used for staff development contracts of LCI Curriculum and Metamorphosis consultants.

## 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, an additional 15% of students in Grades 1 – 5 will move one or more benchmark levels in reading between November and June, based on the Teachers College Assessment benchmarks.

### **Comprehensive needs assessment**

Based on the 2010-2011 Teachers College Assessment Pro data, 0% of Kindergarteners, 24% of 1<sup>st</sup> graders, 36% of 2<sup>nd</sup> graders, 30% of 3<sup>rd</sup> graders, 42% of 4<sup>th</sup> graders and 51% of 5<sup>th</sup> graders remained at the same TC benchmark level from November to June. These percentages take into account all students who were already at the Level 4 benchmark in November: 1 in Kindergarten, 5 in 1<sup>st</sup> grade, 2 in 2<sup>nd</sup> grade, 1 in 3<sup>rd</sup> grade, and 1 in 4<sup>th</sup> grade.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Strategies/activities that encompass the needs of identified student subgroups:
    - Professional development workshops for each grade on text bands, based on the TC benchmarks of that grade, including identification of teaching points to be used in small group and one-on-one instruction.
    - Professional development workshops on miscue analysis and use of the three cueing systems, including conferring strategies to use in one-on-one instruction and support in forming small strategy groups.
    - Inclusion of small group reading support in grade-level Reading Curriculum Maps, with support from LCI consultant Giselle Martin-Kniep
  - b) Staff and other resources used to implement these strategies/activities
    - Data Specialist, Literacy Coach, Administrators, Service Providers, Classroom Teachers, LCI consultant Giselle Martin-Kniep
  - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
    - Benchmark data from TC Assessment Pro and running records will be analyzed with support from the Literacy Coach.
    - Teachers will identify next steps in moving students across grade levels, based on TC data, informal assessments and conference notes.
    - Teachers will be provided with Literacy content-specific professional development in the areas of text bands of complexity and miscue analysis.
    - Teachers will identify teaching points, based on data and PD, and include those teaching points in their curriculum maps.
    - Teachers will examine data after implementation of units of study and evaluate the effectiveness of the strategies used.
    - Teachers will participate in cross-grade team meetings assessing student outcomes in relation to reading expectations, and revise units and assessments based on feedback from colleagues.

d) Timeline for implementation.

- October – December: PD on text bands
- Ongoing grade-level meetings: analysis of reading data and unit planning
- January – February: PD on miscue analysis / cueing systems
- September – April: PD with Giselle Martin Kniep and development of curriculum maps

**Strategies to increase parental involvement**

- Administrators, teachers and the Literacy Coach will provide assistance to parents in understanding the CCLS standards and assessments by facilitating a series of Literacy workshops for parents of students in grades K – 1, 2 – 3 and 4 – 5.

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

N/A

**Service and program coordination**

- CCLS Training with Network support staff

**Budget and resources alignment**

- OTPS funds will be used for staff development contracts of LCI Curriculum consultants.

### 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.

<p><b>Annual Goal #3 Parent Involvement</b></p> <ul style="list-style-type: none"><li>• By June 2012, new structures for Parent Involvement will result in a 10% growth in engagement and safety and respect categories of the 2011-2012 learning environment survey.</li></ul>
<p><b>Comprehensive needs assessment</b></p> <ul style="list-style-type: none"><li>• Creation and implementation of structures for school wide communication between faculty and school leaders and parents will result in measurable growth. The structures will be developed based on feedback from the 2010-2011 Learning Environment Survey.</li></ul>
<p><b>Instructional strategies/activities</b></p> <ul style="list-style-type: none"><li>• We will implement Adult ESL classes for the parents and the community facilitated by one parents for parents.</li><li>• We will implement workshops for the Parents of our Special Education students in understanding different strategies to best help assist their children emotionally and academically.</li><li>• We will implement Parent/Child Workshops after school bi-weekly for families in academics, arts, self-help for both parent and child, health and special education</li><li>• We will offer Parent Workshops during the school day in topics such as: Helping Your Child Prepare for the State Tests, Guidance Issues, etc.</li><li>• We will continue “coffee and conversation” with the Principal bi- monthly prior to the start of the school day.</li><li>• We offer parent and child physical education events</li><li>• We will send translated flyers home to parents to attend family workshops thru different media such as our school website <i>Shutterfly</i>, School messenger, PTA meetings and evening Parent Involvement Programs.</li><li>• We will implement a school wide survey that will help the parent’s target the workshops that they would like to see implemented in the school.</li><li>• We will expand use of the interim progress report that is sent out to the parents so they can better understand their child’s academic progress by addressing it in multiple venues i.e. parent workshops, PTA meetings.</li><li>• Our Parent Coordinator speaks Spanish and is able to communicate with parents and make them feel welcome in our school.</li><li>• We will engage parents in Family Literacy night opportunities for parents to attend family workshops such as Pajama Story time and bookmaking for the early grades K-2.</li><li>• We offer Family Workshops for parents to engage in the understanding of the Common Core Learning Standards.</li><li>• We offer a monthly Safety Committee meeting which includes teachers, safety officer, custodian, parent coordinator and a parent representative.</li></ul>
<p><b>Strategies to increase parental involvement</b></p> <ul style="list-style-type: none"><li>• Providing materials and training to help parents work with their children to improve their achievement level, e.g. literacy, math and use of technology. .</li><li>• 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.</li><li>• Fostering a caring and effective home school partnership to ensure that parents can effectively support and monitor their child’s progress.</li><li>• Providing assistance to parents in understanding City, State and Federal standards and assessments;</li><li>• Sharing information about school and parent related programs, meetings and other activities in format, and in languages that parents can understand;</li><li>• Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;</li></ul>

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

- N/A

**Service and program coordination**

- Through our local Councilman we have been allotted the opportunity to offer all our students a diverse Arts Program thru Arts Connection which will culmitavely include parent involvement in their productions.

**Budget and resources alignment**

- Utilize Title 1 funds for afterschool programs: Arts and Academic programs that would include students and parents.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

- By June 2011, 100% of classroom teachers will receive feedback aligned to a research based rubric through 4 cycles of observation to improve teacher effectiveness in classroom instructional practice.

### **Comprehensive needs assessment**

- To improve teacher effectiveness and develop a shared understanding of instructional excellence needed to meet Instructional Expectations for 2011-2012 and respond to the NYS expectations for year 2 implementation of the Common Core Learning Standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups

By June 2011 all classroom teachers will be observed through frequent cycles of classroom observation using the Charlotte Danielson's Framework for Teaching to articulate clear expectations for teacher practice and serve as the focus for teacher development. Teacher practice with supporting student subgroup populations will be addressed through the use of the research based rubric with special attention to our Special Education populations and ELL population to increase teacher effectiveness in relation to the makeup of our school community

Implementation of Inquiry teams will engage teachers in identifying subgroup populations of students and, through Inquiry, developing instructional strategies to support the needs of individual students through:

- collaborative examination of student work in relation to CCLS task alignment
- assessment of student work products that identify patterns and trends vertically and grade level specific that reveal problems of practice
- Synthesis of feedback from 1. frequent cycles of observations 2. patterns and trends of problems of practice identified through analysis of student work and self and peer assessment to produce and implement actionable feedback needed to increase teacher effectiveness.

Alignment and development of standards based curriculum, instruction and assessments through a curriculum mapping initiative that informs teacher inquiry on CCLS task implementation and use of the Charlotte Danielson Framework for Teaching to peer and self-assess teacher practice.

Implementation of an Instructional CORE Team of teacher leaders will facilitate and support cross grade and grade specific Inquiry Team, CCLS implementation, self and peer assessment using the Framework for Teaching

- a) staff and other resources used to implement these strategies/activities and steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

Teacher Leaders will be identified on each grade level K-5. They will be expected to lead an Inquiry team and support the development of assessments aligned to CCLS tasks. They will work in teams to evaluate the effectiveness of instructional strategies as they move through the phases of Inquiry. The creation and support of this Inquiry CORE team will engage teachers in development of instructional strategies aligned to assessment criteria to increase teacher effectiveness. Curriculum Development and Math Consultancies will meet with and support teacher leaders and Inquiry teams in development of instructional strategies. The school Data Specialist, Literacy coach and

Assistant Principal will lead morning meetings to facilitate professional development in the area of assessment and instruction through the Inquiry phases. Frequent cycles of observation will monitor and provide feedback on implementation of new and existing instructional strategies.

b) timeline for implementation

Teacher Leaders will begin Phase I of the Inquiry process in September 2012; professional development will commence in conjunction with Phase I activities.

**Strategies to increase parental involvement**

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

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

N/A

**Service and program coordination**

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

**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.
- OTPS funds will be used for staff development contracts of LCI Curriculum consultants and Metamorphosis Learning

- ARRA RTT Data Specialist and Citywide Funding will be used for Data Specialist
- Title I Parent Involvement 1% set aside used for materials and workshops for parents

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	25	0	N/A	N/A	3	0	0	0
<b>1</b>	2	3	N/A	N/A	5	0	0	0
<b>2</b>	5	2	N/A	N/A	5	0	0	6
<b>3</b>	6	4	N/A	N/A	6	0	0	7
<b>4</b>	8	1			7	0	0	2
<b>5</b>	0	0			8	0	0	7
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p><b>English Language Arts Intervention is provided for students in grades K-5 as:</b></p> <ul style="list-style-type: none"> <li>• <b>in classroom Small Group Guided reading during morning literacy silent sustained reading periods</b></li> <li>• <b>ESL teacher push-in support flexible groupings for development of academic language</b></li> <li>• <b>Sounds in Motion Phonemic Awareness Intervention</b></li> <li>• <b>Leveled Literacy Intervention</b></li> </ul>
<b>Mathematics</b>	<p><b>Mathematics intervention is provided for students in grades K-5 as:</b></p> <ul style="list-style-type: none"> <li>• <b>Small group guided Math Intervention</b></li> <li>• <b>Extended Day small group Mathematics support using Finish Line scaffolded Math materials</b></li> </ul>
<b>Science</b>	<p><b>Content area interventions provided by ESL teachers:</b></p> <ul style="list-style-type: none"> <li>• <b>Juicy Sentence and Language intervention for English Language Learners</b></li> </ul>
<b>Social Studies</b>	<p><b>Content area interventions provided by ESL teachers:</b></p> <ul style="list-style-type: none"> <li>• <b>Juicy Sentence and Language intervention for English Language Learners</b></li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	<ul style="list-style-type: none"> <li>• <b>Self- esteem groups</b></li> <li>• <b>Behavior counseling</b></li> <li>• <b>Divorce counseling</b></li> <li>• <b>Social skills groups</b></li> </ul>
<b>At-risk Services provided by the School Psychologist</b>	N/A

<b>At-risk Services provided by the Social Worker</b>	N/A
<b>At-risk Health-related Services</b>	<p><b>In response to parents health surveys and medical documentation</b></p> <ul style="list-style-type: none"> <li>• <b>Recognizing the signs and symptoms of Asthma,</b></li> <li>• <b>learning how to administer medications, prevention, teaching families about asthma</b></li> <li>• <b>Childhood obesity related to food intake and increasing activity</b></li> </ul>

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

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

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Diane Foley</b>	District <b>25</b>	Borough <b>Queens</b>	School Number <b>029</b>
School Name			

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

Principal <b>Jennifer Jones</b>	Assistant Principal <b>Christine Milton</b>
Coach <b>Patricia Hendry</b>	Coach
ESL Teacher <b>Deborah Ilberg</b>	Guidance Counselor <b>Kimberly Stummer</b>
Teacher/Subject Area <b>Jodi Strahl/ESL</b>	Parent <b>Carol Semano</b>
Teacher/Subject Area <b>Monica Rosario/ESL</b>	Parent Coordinator <b>Maria Ortiz</b>
Related Service Provider <b>Danielle Vuolo/SETTS</b>	Other <b>Rachel Belsky/5<sup>th</sup> gr. teacher</b>
Network Leader <b>Diane Foley</b>	Other

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

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

Number of certified ESL teachers	<b>4</b>	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>		

### D. School Demographics

Total number of students in school	<b>661</b>	Total Number of ELLs	<b>159</b>	ELLs as share of total student population (%)	<b>24.05%</b>
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## Part II: ELL Identification Process

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

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

1. One of our four ESL teachers is present at every students' registration, to assist parents with completing the HLIS and to complete an informal oral interview. Based on the parents' completion of the HLIS, it is determined if the student requires the LAB-R. If the student requires testing, the ESL teacher responsible for that grade level administers the LAB-R. The pedagogues who administer the LAB-R are Deborah Ilberg, Jodi Strahl, and Monica Rosario. The Spanish LAB is administered by Leslie Dubin. In September, we use the Spring NYSESLAT results to evaluate students' progress. The NYSESLAT shows the students' progress within each modality. Each Spring, the four certified ESL teachers administer the New York State English as a Second Language Achievement Test to all eligible students as identified by the R-LER and R-LAT reports generated on ATS.

2. Parents of students who are identified as English Language Learners are invited to attend a Parent Orientation meeting within the first 10 days of school. At this meeting, ESL teachers and the parent coordinator prepare copies of Parent Program Selection Survey forms as well as brochures that give detailed descriptions of all of the programs for English Language Learners provided by New York City schools. All forms are translated in the languages provided by the DOE. Multiple laptops are setup where parents can view the Program Selection video in their native language. After parents have viewed the video, they are given an opportunity to select the program they feel best suits the needs of their child. Staff members are readily available to clarify any questions parents may have about the programs. Staff members fluent in Spanish and Chinese are available to translate, as needed. If necessary, we use the Translation and Interpretation Unit's over-the-phone translation service to communicate with limited-English-proficient parents who speak languages other than Spanish or Chinese. Parents are informed of the programs currently provided at the school but are also informed of their right to send their child to a program in another school if we at P.S. 29 do not have that program. Parents are provided, upon request, with the schools in the borough of Queens, who have Dual Language and Bilingual programs. We keep on file a list of parents who have selected Transitional Bilingual Education or Dual Language as their first choice, so that we may contact these parents if and when the program of their choice becomes available.

3. For parents who do not attend our Fall meeting, another orientation is scheduled and letters are sent out once again requesting the presence of the parent and stressing the importance of attendance at this meeting. If parents still do not respond, individual letters are sent out to parents and other orientation meetings are held. Our last course of action is to individually call the parents of students whose Program Selection forms we are missing and conduct the interview on an individual basis. It is stressed to parents via letter that if they do not complete the Program Selection Form, the default program is Transitional Bilingual Education.

4. A review of the Parent Selection forms shows that the majority of parents choose a Free-Standing ESL program and not a bilingual program, therefore PS29 uses a Free-Standing ESL model. This is explained to parents in English or in their native language. Parents understand that the ESL teacher will follow a push-in model and, depending upon their child's proficiency level, their child will receive ESL services 180 minutes or 360 minutes per week.

5. A review of the Parent Selection forms for the past few years shows that all parents, although thoroughly explained their options, choose a Free-Standing ESL program for their children. Due to an overwhelming request for a Free-Standing ESL program, this is the model in place for our ELLs.

6. The program model offered at PS29 is aligned with parent requests.

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>			2											2
<b>Push-In</b>	6	5	3	3	4	2								23
<b>Total</b>	6	5	5	3	4	2	0	0	0	0	0	0	0	25

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	159	Newcomers (ELLs receiving service 0-3 years)	136	Special Education	33
SIFE		ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	136		30	22		3	1			159

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	Total
Total	136	0	30	22	0	3	1	0	0	159
Number of ELLs in a TBE program who are in alternate placement:										

### C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP	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
<b>TOTAL</b>	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	15	16	22	12	12	7								84
Chinese	9	7	11	9	2	2								40
Russian	1	1												2
Bengali					1									1
Urdu		1			1	1								3
Arabic	3		2	1		1								7
Haitian														0
French														0
Korean	1					1								2
Punjabi	1		2											3
Polish														0
Albanian														0
Other	5	2	3	2	3	2								17
<b>TOTAL</b>	<b>35</b>	<b>27</b>	<b>40</b>	<b>24</b>	<b>19</b>	<b>14</b>	<b>0</b>	<b>159</b>						

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

1. ESL instruction is delivered through a push-in co-teaching model. The ESL teacher pushes in to one heterogenous class per grade per period(s).
2. We have 4 full time ESL teachers who all follow a push in model for servicing their students. Students are grouped carefully in classrooms where they are provided with support from both a general education teacher with extensive ESL training and an ESL teacher who pushes into that classroom. Children who are at the beginner and intermediate proficiency levels receive 360 minutes per week of ESL instruction as required under the CR Part 154 mandate. Students deemed at the proficiency level of advanced receive 180 minutes a week of instruction from an ESL teacher in a push in model.
3. Our instructional approach to teaching of ELLs is rooted in our belief that in order for our students to be successful in all academic areas they need to be able to make sense of the materials provided, particularly in the content areas. The goal of our ESL program is to develop academic language and enhance student understanding of English while learning grade level content. PS 29 is in compliance with ELL related mandates. Our focus is directly targeted at developing academic vocabulary and grammatical structures that often impede ELLS from comprehending content area material. We have adopted strategies for developing our students' use and understanding of the language commonly found in content area material. These strategies include not only developing academic language and vocabulary but also providing opportunities for oral discussions to build and assess comprehension. The key piece to the successful delivery of these strategies is that both ESL and classroom teachers are trained in how to deliver this instruction. Ongoing professional development is provided for all teachers of ELLs.
4. Our Spanish-speaking ELLs are assessed using the Spanish LAB. In addition, our ESL teachers assist students in making word cards that have an English word on one side with the translation in the student's native language on the other. Beginning students are also encouraged to write in their native language during Writing Workshop, reading response and when explaining their work in Math.
5. As a team we are well aware that our students' English proficiency levels vary greatly, thus we are always cognizant of the need for differentiation not only of grouping but of instruction. ESL teachers provide additional support for our population of newcomers by providing these students with additional supports in developing social and academic language as well as providing additional literacy instruction. Our students with interrupted formal education are serviced in strategically-planned small groups and given additional instructional supports selected by the ESL teachers. Careful attention is given to the support of these students in test taking as they are required to take state tests after only one year of residency in the United States. Students are provided with instruction on using glossaries in their native language, when allowable on certain state tests. Newcomers taking state exams are provided with testing accommodations that include taking the test in a separate location, extended time and, on certain tests, native language test booklets and/or translators. In planning for our long term ELLs, we have decided as a team to look carefully at all the data we have on the particular student(s) and determine which areas these children need the most support in. ESL teachers will provide instruction using a myriad of ESL strategies and

## A. Programming and Scheduling Information

some children may be offered Academic Intervention Services to help them overcome their academic challenges.

ELLs with special needs will be provided with ESL services as dictated by their Individualized Educational Plan.

6. The ESL teachers push in to the classrooms of ELL-SWDs. All instructional strategies and grade-level materials are differentiated and delivered to students through small group work and individual conferencing. Teachers use manipulatives, visuals, graphic organizers and read alouds to model teaching points and scaffold vocabulary.

7. The ESL teachers push in to the classrooms of ELL-SWDs and deliver instruction in flexible, small groups. The ESL teachers are knowledgeable of each student's Individualized Educational Plan and goals.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

## 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. Continued coordination of instruction between the classroom teacher and ESL teachers helps ELLs overcome residual language deficiencies. Activities to enable ELLs reach high standards in math include hands-on opportunities such as manipulatives, games, First in Math Program, Exemplars, and guided math groups. Oral language is strengthened through the Let's Talk About It Program. Content area literature in Social Studies and Science is provided for the ELL students that coordinate with the studies in their classroom. The state science assessment results indicate that hands on activities coordinated with intense vocabulary development in science content area is necessary. We concentrate on supporting science learning for the ELL students through a focus on activating prior knowledge, using graphic organizers, and small group instruction to build the students' schema. Native language support is provided for ELLs in our school. All classroom libraries contain many trade books in a variety of languages for our students. Standardized Tests are provided in a variety of languages and translators have been hired to assist with the testing. Our Parent Coordinator speaks Spanish and is able to assist the students whenever needed. Translators have also been hired for PTA meetings, Parent Conferences, etc. to meet the needs of our other language groups. Our goal is to develop academic language with students participating in small group, task-oriented situations that guide the production of language both in verbal and written form. Teachers use visuals, understanding of complex sentences, etc. to support students' knowledge of the main academic content. Teaching materials include a wide range of print, visual and digital resources designed for increasing English language proficiency. Language functions and structures are taught within the context of the lesson. Professional development is provided on an ongoing basis for our ESL teachers and classroom teachers who provide ESL instruction on a daily basis for their students. Teachers attend professional development days provided through the ICI/LSO and in school at calendar days lead by our coach. We offer many opportunities for our teachers to ensure quality professional instruction in current methodologies and strategies for teaching our ELL population. For our students who will no longer be with us after fifth grade, we take careful precautions to have ongoing articulation with our feeder schools to make sure that parent choice is honored in the types of programs needed by our ELLs and to make sure that these programs are adequate for the individual students.

9. Students who have scored proficient on the NYSESLAT will be closely monitored as well, including additional support by an ESL teacher in a push-in model. These students will also receive testing modifications.

10. Our ESL team analyzed the NYSESLAT to improve our instruction and ensure that our instruction is targeted to the specific needs of the students. Assessments are also used by the teachers and instructional cabinet to analyze results, identify intervention groups, define and implement an academic improvement plan and monitor student progress.

11. None of our services for ELLs will be discontinued.

12. All ELLs have equal access to all school programs. In addition to the mandated services, we have an extended day period which supports selected ELLs from Monday through Wednesday. Students who need additional support are provided with SETTS services, guidance and speech. Our English Language Learners participate in all school programs, both curricular and extracurricular. ELLs participate in our school chorus, our 5<sup>th</sup> grade ballroom dance program, the school government, Arts Connections, our drama program and in the afterschool program provided by our local YMCA. ELLs are invited through letters home and verbal communications with parents.

13. Materials that provide hands-on opportunities, such as manipulatives, games, First in Math program, and exemplars are utilized to support ELLs. Almost every classroom has a Smart Board, which is used to engage the students and support their learning. Oral language is

## 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. Continued coordination of instruction between the classroom teacher and ESL teachers helps ELLs overcome residual language deficiencies. Activities to enable ELLs reach high standards in math include hands-on opportunities such as manipulatives, games, First in Math Program, Exemplars, and guided math groups. Oral language is strengthened through the Let's Talk About It Program. Content area literature in Social Studies and Science is provided for the ELL students that coordinate with the studies in their classroom. The state science assessment results indicate that hands on activities coordinated with intense vocabulary development in science content area is necessary. We concentrate on supporting science learning for the ELL students through a focus on activating prior knowledge, using graphic organizers, and small group instruction to build the students' schema. Native language support is provided for ELLs in our school. All classroom libraries contain many trade books in a variety of languages for our students. Standardized Tests are provided in a variety of languages and translators have been hired to assist with the testing. Our Parent Coordinator speaks Spanish and is able to assist the students whenever needed. Translators have also been hired for PTA meetings, Parent Conferences, etc. to meet the needs of our other language groups. Our goal is to develop academic language with students participating in small group, task-oriented situations that guide the production of language both in verbal and written form. Teachers use visuals, understanding of complex sentences, etc. to support students' knowledge of the main academic content. Teaching materials include a wide range of print, visual and digital resources designed for increasing English language proficiency. Language functions and structures are taught within the context of the lesson. Professional development is provided on an ongoing basis for our ESL teachers and classroom teachers who provide ESL instruction on a daily basis for their students. Teachers attend professional development days provided through the ICI/LSO and in school at calendar days lead by our coach. We offer many opportunities for our teachers to ensure quality professional instruction in current methodologies and strategies for teaching our ELL population. For our students who will no longer be with us after fifth grade, we take careful precautions to have ongoing articulation with our feeder schools to make sure that parent choice is honored in the types of programs needed by our ELLs and to make sure that these programs are adequate for the individual students.

9. Students who have scored proficient on the NYSESLAT will be closely monitored as well, including additional support by an ESL teacher in a push-in model. These students will also receive testing modifications.

10. Our ESL team analyzed the NYSESLAT to improve our instruction and ensure that our instruction is targeted to the specific needs of the students. Assessments are also used by the teachers and instructional cabinet to analyze results, identify intervention groups, define and implement an academic improvement plan and monitor student progress.

11. None of our services for ELLs will be discontinued.

12. All ELLs have equal access to all school programs. In addition to the mandated services, we have an extended day period which supports selected ELLs from Monday through Wednesday. Students who need additional support are provided with SETTSS services, guidance and speech. Our English Language Learners participate in all school programs, both curricular and extracurricular. ELLs participate in our school chorus, our 5<sup>th</sup> grade ballroom dance program, the school government, Arts Connections, our drama program and in the afterschool program provided by our local YMCA. ELLs are invited through letters home and verbal communications with parents.

13. Materials that provide hands-on opportunities, such as manipulatives, games, First in Math program, and exemplars are utilized to support ELLs. Almost every classroom has a Smart Board, which is used to engage the students and support their learning. Oral language is strengthened through the Let's Talk About It Program. Content area literature in Social Studies and Science is provided for the ELL students that coordinates with the studies in their classroom. Our goal is to develop academic language with students participating in small group, task-oriented situations that guide the production of language both in verbal and written form. Teachers use visuals, graphic

## 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)?
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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. Professional development is provided on an ongoing basis for our ESL teachers and classroom teachers who provide ESL instruction for their students. Teachers attend professional development days provided by our literacy coach and Assistant Principal on 11/7, 11/9, 1/25, 1/30, 3/19, 4/30, 5/2, 6/4 and 6/6. Teachers also attend in-school professional development days with Dr Nikki Newton to strengthen our math program on 10/17, 10/24, 11/4, 11/18, 12/16, 1/11 and 1/18. Teachers attend in-school professional development days with Gieselle Kniepp to develop our curriculum on 10/4, 10/27, 11/17, 12/2, 12/5, 12/19, 1/20, and 2/13.

In addition, our ESL team meets monthly with our school principal to analyze our program and visit ESL students in labsites. To this date, we have met on 11/7, 11/16 and 11/30. In these meetings, additional strategies in multiple content areas are discussed and specifically planned to target beginner, intermediate and advanced levels of ELLs. We will continue to hold these meetings monthly.

2. Our teachers are provided with professional development to prepare students for the transition from elementary to middle school.  
3. For those teachers who have not completed the 7.5 hours of ELL training, we provide professional development through study groups, workshops and Lab sites with debriefs. Activities include discussions of BICS and CALP and ESL strategies that can be used in general and special education classrooms. Our ESL teachers model lessons including strategies that are beneficial to working with English Language Learners. Records of teacher attendance at ELL training are maintained in the school office.

### 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. Parental involvement in our school includes, but is not limited to, coffee and conversation workshops, the school leadership team, the parent/teacher association, ESL parent orientations, assemblies, and open school week. Our school has an open door policy, where the parents are always welcome to visit their child's classroom.

2. Our school partners with the New York Hall of Science, Elmhurst Hospital, Partners as Arts, Brain Education, Dial-A-Teacher and Edward Jones Financial Services to provide workshops and services for ELL parents.

3. The parent coordinator sends home parental need surveys and is in constant communication with the parents.

4. After evaluating the parent needs surveys, it was determined that there was a need for an ESL program for adults. Coffee and conversation topics are also chosen by looking at those surveys.

## 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)	16	13	3	4	2	4								42
Intermediate(I)	0	12	14	7	7	2								42
Advanced (A)	17	1	24	13	11	9								75
Total	33	26	41	24	20	15	0	0	0	0	0	0	0	159

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	1								
	I	8	7	0	0	0								
	A	10	23	7	8	2								
	P	7	11	15	9	8								
READING/ WRITING	B	13	2	2	0	1								
	I	10	12	7	6	1								
	A	1	18	13	11	7								
	P	1	9	0	0	2								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	7	7	17	1	32
5	0	10	23	1	34
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		12		19		2		34
5			4		8		24		36
6									0

## NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0

### 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. EL SOL, E-PAL, ELA and TCRWP are all used to assess the early literacy skills of our ELLs. Periodic assessments are used by teachers and the instructional cabinet to analyze results, identify intervention groups, define and implement an academic improvement plan and monitor student progress. The data indicates that many of our ELL students in grade 4 scored in the range of levels 1 and 2. Much work needs to be done to develop literacy skills that will support students in being able to comprehend texts and respond to literature regardless of genre. As a school, we need to also challenge our level 3 students. Through challenging them, students will rise to their potential, which will be reflected in movement from level 3 to level 4. Level 1 and level 2 students need to be provided with intense academic intervention services from both ESL and classroom teachers.

Math scores indicate that our ELLs score primarily within levels 3 and 4. Efforts need to continue to challenge our students and provide them with instruction that will propel them to higher levels. Students at levels 1 and 2 need to be provided with intense academic intervention services focusing on mathematical vocabulary in small guided groups with both ESL and classroom teachers.

2. Based on the data, as a LAP team, we have found that our students are achieving Intermediate, Advanced and Proficient levels on the Listening and Speaking components of the NYSESLAT at a more rapid rate than they are on the Reading and Writing portions of the test. Students show growth in reading, but seem to still have difficulty in writing, specifically the pre-writing and essay-writing tasks. In all grades, advanced students are performing near grade level, with some proficient in listening and speaking. Reading and writing are the last modalities in which children gain competence.

3. The effect on instructional decisions is to continue with small group instruction, encouraging discussions that continue to strengthen the student's ability to speak and listen to others in a second language. In order to support our students in being more successful readers and writers, literacy instruction will include daily reading and writing workshop, in which teachers will work on developing students' comprehension skills, with strategies specifically scaffolded according to each group's proficiency level and needs. Teachers will provide students with multiple exposures to content language and structures of complex sentences. Teachers will also utilize the continuum of language (Shades of Meaning) and the nuances of word meanings, so that students can make purposeful word choices in both their written and verbal

communication. Teachers will confer with students on an individual basis or in a small group to address the specific needs of the students. We will increase strategy lessons, guided reading lessons, and interactive writing activities.

4. The data indicates that many of our ELL students in grade 4 fall in the range of levels 1 and 2. Much work needs to be done to develop literacy skills that will support students in being able to comprehend texts and respond to literature regardless of genre. As a school, we need to also challenge our level 3 students. Through challenging them, students will rise to their potential, which will be reflected in movement from level 3 to level 4. Students at levels 1 and 2 need to be provided with intense academic intervention services from both ESL and classroom teachers.

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Scantron assessments are used to inform instruction for our ELL students. Additional support is given in the areas of need. These assessments give us up-to-date information about what each student knows and can do so that teachers can target instruction to meet the

### Additional Information

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

Paste additional information here

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		15		21		37
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.
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  - 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?
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  - 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?
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- Describe how you evaluate the success of your programs for ELLs.

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## Additional Information

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Paste additional information here

## Part VI: LAP Assurances

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** \_\_\_\_\_ **School Name:** P.S. 29

**Cluster:** \_\_\_\_\_ **Network:**

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

**Part A: Needs Assessment Findings**

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

At registration, every parent fills out a Home Language Identification Survey, which asks in what language the parent would like to receive written information and oral communication from the school. This data is collected and assessed to ensure that all parents receive information in a language they can understand.

After LAB-eligible students are assessed and within ten days of enrollment, a parent orientation session for new ELL parents is scheduled. Our ESL teachers and parent coordinator are in attendance. Parents view a video describing the programs available for English Language Learners. This video is translated into several languages. After viewing the video, parents complete a survey in their home language asking them to select their first, second and third choice of program for their child.

In addition to the ELL parent orientation and data collected from Home Language Identification Surveys, we also conducted an assessment of our translation needs by scheduling a meeting which included PTA members, several parents of ELLs, our parent coordinator, assistant principal, principal, grade leaders and ESL teachers. After analyzing the information obtained at this discussion meeting, we found that we are in need of school notices and parent workshop invitations to be sent home to parents in native languages. We also found that parents wanted and needed sample testing materials and practice tests to be translated in order to help their children at home prepare for state and city exams. Translated state standards were also requested.

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.

By utilizing information obtained from Home Language Identification Surveys, Parent Choice Surveys and discussion at meetings, we found that we are in need of school notices and parent workshop invitations to be sent home to parents in native languages. We also found that parents wanted and needed sample testing materials and practice tests to be translated in order to help their children at home prepare for state and city exams. Translated state standards were also requested. At school events such as Parent Teacher Conferences and PTA meetings, translators are needed for parents who speak Chinese, Korean, Spanish and Arabic. These findings were reported to the school community through communications with our School Leadership Team and Teacher Leaders, who reported the information to their grade teams.

## **Part B: Strategies and Activities**

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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.

PS 29 has formed a partnership with the Department of Education Translation unit, where all school wide informational documents, calendars and workshop notices are translated in Spanish, Chinese, Korean and Arabic. In addition, we use in-house school staff and parent volunteers, where possible, to provide written translation services.

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.

In an effort to support the community of parents who speak various languages and increase our parent involvement activities, we have developed a partnership with the LIS Translation/Interpreting Service whereby at Parent Teacher Conferences and PTA meetings, a translator is available for parents who speak Chinese, Korean, Arabic and Spanish. We also have the ability to use the PS 29 bilingual staff members to translate on a regular basis. Our parent coordinator is fluent in Spanish and assists with translation. We also have a staff member who is fluent in Chinese and assists with translation. In addition, we have tapped into parent coordinators from other local schools for Chinese and Korean oral translation. We have employed the LIS Translation Interpreting Service for additional translators at Parent Teacher Conferences and PTA meetings.

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>.

In our PS 29 newsletter, we will inform parents that translators are available for parent teacher conferences, PTA meetings, etc. We plan to send home written translation notices for:

- I Workshops on various curricular topics, social and emotional child development, data, ARIS parent link
- I Coffee and Conversation
- I PTA newsletters
- I Monthly calendars
- I Test prep materials
- I Parent Teacher Conference appointment slips
- I Report cards
- I State standards and requirements
- I Goals and mission statements

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: 029	DBN: 25Q
Cluster Leader: Charles Admundson	Network Leader: Diane Foley
This school is (check one):    ✳conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ✳After school      ●Saturday academy      ●Other:
Total # of ELLs to be served: 90 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ✳3    ✳4    ✳5 ●6    ●7    ●8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 3

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III program will be geared to our present ELLs in grades 3-5 and former ELLs that tested out last year in grades 3-5 to deepen their math, social studies, and science content area learning. This program supplements the work being done in classrooms during our ELL push in model with our beginning, intermediate and advanced ELL's. After reviewing the NYS math assessment and the last three years of NYSESLAT data, it became apparent that a focused concentration on developing academic language in social studies content, mathematical writing and building oral language to talk about math and science concepts is needed in the testing grades. Our proposal includes a content area academy that supports both former and current ELL students and supplements their work in the content areas of math and social studies. The program will use supplemental texts and materials to support language use and acquisition and delivered in English.

### Part C: Professional Development

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

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

Begin description here: The in school program will be run under the supervision of an Assistant Principal who supervises the in school ESL program and is versed in ESL standards and methodologies. The afterschool supplemental content area program will run for 24 sessions in the spring on Mon-Tues-Wed from 3-5PM. There will be two classes on each grade level 3-5 comprised of no more than 30 students and no less than 2 teachers, one ESL licensed and the second general education licensed. The classes will maintain a co-teaching model as a supplement to the regular day ESL program, Monday through Friday. The co-teaching model will consist of a licensed ESL teacher and a Common Branch teacher, planning and presenting instruction in a partnership model to the students. This model has proven to be successful for all students as both teachers bring a level of knowledge and expertise to the content area and share in implementing targeted supplemental instruction in language acquisition in the content areas. This team teaching model lessens the student to teacher ratio; thereby, supporting differentiation of instruction for the students. At the end of the program, the students will have built a repertoire of academic language, and supplemental targeted strategies in the content areas. BICS/CALPS ringed cards to refer to, student made books and materials depicting their learning journey. The school will maintain, a photo and video library of the learning events and as well as student created projects to be shared

### Part C: Professional Development

with the larger school community. Professional development will take place before, during and after the program begins. Teachers will meet together before and after school to look at the ESL, Math and Social Studies standards. The teachers will work together to discuss various methods of instruction and needed materials and books for successful implementation of the program. Title III teachers along with the program supervisor will meet on the Saturday prior to the program beginning. Teachers will meet twice during the program after program hours (from 5:00pm-6:00pm) to discuss successes, challenges and next steps for the program. After the sixth week, there will be a follow up meeting after program hours (from 5:00pm-6:00pm) to assess the program and to view the data collected from the program to assess the progress made by the students in developing academic language, Tier I, II and III words, familiar and unfamiliar text structure, building oral language to talk about math and social studies concepts and focusing on activating prior knowledge, using graphic organizers to build the students' schema.

### Part D: Parental Engagement Activities

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

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

Begin description here:

A coffee and conversation workshops for parents of ELL's will be held prior to the program launch to provide parents with information on how the program has been developed and the programs specified outcomes. English Language Learner presentations provided by the parent coordinator and ESL teachers to the school leadership team and at Parent Teacher Association meetings, parent workshops provided by our bilingual parent coordinator for parents, monthly, to support the achievement of our ELL students will also engage parents in supporting the achievement of their ELL students.

Our school partners with the New York Hall of Science, Elmhurst Hospital, Partners as Arts, Brain Education, Dial-A-Teacher and Edward Jones Financial Services to provide workshops and services for ELL parents. The parent coordinator sends home parental need surveys to all parents including parents of ELL students to assess their needs for workshops to be implemented to further support their work with their children. We have weekly classes on Monday nights for our ELL parents to learn conversational English provided by a PTA parent and parent coordinator.

We offer workshops in the Common Core Curriculum and we offer translators so they can understand the academic curriculum in their native language. All workshops from Homework helper to Bullying to our monthly craft we work in making every ELL parent feel welcomed and have translators available to assist in their home language. We offer our ELL Special education parents workshops specifically so they can understand their children's IEP's as well helping them to understand how to advocate for their children. We make sure to notify parents by flyers, email's and Phone Messenger on all the events that

**Part D: Parental Engagement Activities**

will be presented in their native language.

**Part E: Budget**

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

Allocation Amount: \$21872

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$18,820.58	8 Teachers X 2 hours per day X 24 days =16,120.32 1 Supervisor= 2,108.64 2 hours Teacher Professional Development= 503.76 Supervisor Professional Development 2 days X 1hour per day= 87.86
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$1778.40	90 Buckle Down Math supplemental consumables X \$9.88=\$889.20 90 Buckle Down Non-Fiction supplemental consumables X \$9.88=\$889.20
Educational Software (Object Code 199)	\$1273.02	Day Dream Education Elementary Science Whiteboard Software Pack \$424.34 X 3 classrooms
Travel	N/A	N/A
Other	N/A	N/A
<b>TOTAL</b>	<b>\$21,872</b>	<b>\$21,872</b>