



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE MAURE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28/QUEENS/055

PRINCIPAL: R. HONORE **EMAIL:** RHONORE@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. B. FFOLKES-BRYANT

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
Ralph Honore	*Principal or Designee	
Lisa Corno	*UFT Chapter Leader or Designee	
Alana Naraine	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Brian Sandler	Member/Teacher	
Michelle DeLeo	Member/Teacher	
John Senetto	Member/Teacher	

Shirley Rampersed	Member/Parent	
Chaman Kuppan	Member/Parent	
Angela McGowan	Member/Parent	
	Member/	

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

- By June 2012, 80% of all students will show improvement in their reading comprehension levels as measure by end of year reading benchmarks (Literacy By Design); and an increase in the number of students in Grades 3-5 who perform at Levels 3 as measure by the NYS ELA exam.

Comprehensive needs assessment

After conducting a trend analysis and the looking at the instructional expectations set forth by the DOE, we implemented effective strategies on how to use evidence to support arguments across subject areas.

The areas indicated below are areas where large portions of our student body were not successful as indicated by the NYS ELA exam. These areas are as follows:

ELA

- Knowledge of Story **structure, story elements & key vocabulary** to interpret stories
- Identifying **Main Idea and supporting details** in an informational text
- Use specific evidence from stories to identify themes, describe characters, their actions and their motivations; relate sequences of events
- Evaluate the content by identifying the author's purpose
- Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals to understand and interpret informational texts
- Use graphic organizers to record significant details from informational texts
- Use relevant examples to support ideas
- Use details from stories or informational texts to predict or show relationships between information and events
- Use ideas from two or more sources of text or other resources to synthesize information.

Instructional strategies/activities

Activity #1

- Professional Development: P.D. will be given on the following topics: crafting units specifically aligned to the CCLS in arguments and opinions writing in grades Pre-k-5; use of rubrics with the language of the CCLS to provide specific feedback to students regarding their work; Train teachers in looking at student work; Development of cognitively challenging performance tasks and Complexity of Text
- Target Population: All Teachers
- Responsible Staff Members: A.P., Early Childhood Coordinator, Core Inquiry Team and Teacher team liaisons
- Implementation Timeline: Sept. 2011 through May 2012

Activity #2

- Teachers will meet bi-weekly in teams to develop rubrics to assess use of evidence to support claims beginning Oct through June
- Teachers will engage in developing lessons that incorporate oral and written skills needed for providing evidence to support arguments beginning Oct through May
- Schedule will be set for submitting work to administration for further review and discussion beginning Nov through May
- Bi-monthly meeting with grade liaisons to further look at rubrics and tasks – Sept through May
- Selected teachers will turn-key strategies for teams of teachers gained from Network meetings beginning Oct through May
- Network support for teachers beginning Oct – May
- Teachers will provide students with effective strategies on how to use evidence to support arguments across subject areas

Strategies to increase parental involvement

- Parent workshop in tackling complex text (Dec)
- Cultural Diversity Day 1x month beginning in Oct
- Intermittent progress report Jan – Feb/April-May
- Parent workshop on strategies to help your child in literacy (Feb)
- Parent workshop strategies for ELL students (Mar)
- Translation of all critical school documents and provide interpretation during meetings and events
- Maintaining a P.C. to serve as a liaison between the school and families

Strategies for attracting Highly Qualified Teachers (HQT)

- **Teachers collaborate on grades and are supported in their planning an delivery of lessons**
- **Collaboration with HR to fill leave replacements/vacancies**

Service and program coordination

- N/A

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), title I Funds, title III, SIIG Funds and human resources to implement this action plan from Sept. 2011 – May 2012 as indicated below:

- Supervisor per session
- Professional Instructional materials to support curriculum development during the regular school day.
- Teacher per session for planning.

The following allocations will be used:

- Title I (SWP)
- Title III
- Children’s First
- ARRA RTTT

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: Instructional Expectation: Mathematics

- By June 2012, 80% of students in grades K-5 effectively display their understanding of grade appropriate mathematical concepts and skills through the successful completion of tasks that are designed to measure their problem solving abilities.

Comprehensive needs assessment

After conducting a trend analysis and looking at the expectations set forth by the DOE, we implemented effective strategies to demonstrate how students use mathematical modeling to present their ideas and to construct viable arguments and critique the reasoning of others from Pre-K-5

The areas indicated below are areas where large portions of our student body were not successful as indicated by the NYS Math exam. These areas are as follows:

- Collect data using observations, surveys, and experiments and record appropriately
- Justify the reasonableness

Instructional strategies/activities

Activity #1

- Professional Development: P.D. will be given on the following topics: crafting mathematic units implementing mathematical practices and strategies aligned to the CCLS in grades Pre-K-5; Team teachers looking at student work and using rubrics with the language of CCLS to provide specific feedback to students regarding and their work; Development of challenging performance tasks through the use of Exemplars.
- Target Population: All Teachers
- Responsible staff members: A.P., Early Childhood Coordinator, Mathematics and Science/Corrective cluster
- Implementation Timeline: Sept. 2011 through May 2012

Activity #2

- Use of math/science connection cluster to expose students to mathematical tasks and arguments
- Schedule will be set for submitting work to administration for further review and discussion beginning Nov through May
- Establishment of bi-monthly meetings with teacher liaisons to assess and get feedback on implementation of goals as a result of examining student work
- Network support and professional development in mathematics Nov. through Jan.
- Teachers will model and provide opportunities for students to engage in differentiated math task (exemplars) – weekly
- Selected teachers will turn-key strategies for teams of teachers gained from Network meetings beginning Oct through May
- Teachers plan appropriate demonstration activities showing students how to use mathematical modeling to present their ideas; how to critique the reasoning of others or how to make and defend an argument around specific points

Strategies to increase parental involvement

- Cultural Diversity Day 1X month beginning in Oct
- Intermittent progress reports (Jan-Feb/April-May)
- Parent workshop on strategies to help your child in mathematics (Mar)
- Translation of all critical school documents and provide interpretation during meetings and events
- Maintaining a P.C. to serve as a liaison between the school and families

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers collaborate on grades and are supported in their planning and delivery of lessons
- Collaboration with HR to fill leave replacements/vacancies

Service and program coordination

- N/A

Budget and resources alignment

As a title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011 – May 2012 a indicated below:

- Supervisor per session

- Professional instructional materials to support curriculum development during the regular school day.
- Teacher per session for planning.

The following allocations will be used:

- Title I (SWD)
- Title III
- Children's First
- ARRA RTTT

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012, 100% of teachers will demonstrate proficiency in designing or selecting grade appropriate performance-based tasks and rubrics as measured by the DOK tasks analysis guide and the expectations outlined in the Common Core Learning Standards.

Comprehensive needs assessment

As a result of looking at our school Report in which student performance was a D, we recognized the need to develop more opportunities cognitively challenging tasks.

Instructional strategies/activities

As identified by the 2010-11 Quality the following will be addressed:

1. Implement structures to regularly monitor, evaluate and adjust curricula ensuing coherence in an ongoing fashion between teacher expectations, teacher practice and state standards
2. Strengthen academic tasks that emphasize rigorous habits and higher order skills to challenge all learners across all content areas and grades.
3. Clarify expectations around pedagogy that develop a common set of beliefs about how students learn best, in order to accelerate improved student outcomes.

Activity #1

- Professional Development: PD will be given on the following topics: Evaluation of performance task; how to craft appropriate tasks and rubrics; Teacher teams looking at student work and creating rigorous units of study
- Target Population: All teachers
- Responsible Staff Members: Cluster teacher (Math/Science & Reader's theatre); Teacher team liaison, Curriculum Development team, A.P. and Early Childhood Coordinator
- Timeline: Sept. 2011 – June 2012

Activity #2

- Establishment of protocols for looking at students work – Sept through Oct
- Bi-monthly meeting with teacher teams to further look at rubrics and tasks – Sept through May
- Schedule will be set for submitting work to administration for further review and discussion beginning Nov through June
- Looking closely at the CCLS in order to identify gaps in instruction and to identify ways to ramp up instruction in those areas beginning Nov through June (Bi-monthly grade meeting) as a result of looking at student work
- Groups multiple entry points for all students
- Teachers use online tools to develop curriculum maps housing units and tasks that are accessible to everyone
- Teacher will design 2nd utilize cognitively challenging units of study aligned to the CCLS

Strategies to increase parental involvement

- N/A

Strategies for attracting Highly Qualified Teachers (HQT)

- .Teachers collaborate on grades and are supported in their planning and delivery of lessons
- Collaboration with HR to fill leave replacements/vacancies

Service and program coordination

- N/A.

Budget and resources alignment

As a Title I Schoolwide Program school, conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), title I Funds, title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials
- Teacher per session and planning

The following allocations will be used:

- Title I SWD
- Title III
- Children's First
- ARRA RTTT

PS 55's PARENT INVOLVEMENT POLICY

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;

PS 55'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 PS 55Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's 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 in PS55Q 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 1st 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;

PS 55Q 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-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;

PS 55Q SCHOOL-PARENT COMPACT

PS55Q, 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 1st 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; Parent workshop around curriculum

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 30 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; (i.e. library and Art Studio)
- 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;
- Attend workshops to assist our children with homework.
- Attend workshop to better inform ourselves of the school's curriculum
- Help teachers to understand our children's cultural backgrounds (i.e. Hindu, Latino).

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.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15	15	N/A	N/A	3	---	---	4
1	15	15	N/A	N/A	2	---	---	1
2	33	33	N/A	N/A	0	---	---	6
3	46	46	N/A	N/A	3	---	---	4
4	44	44	44	44	1	---	---	4
5	44	44	44	44	1	---	---	11
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>During the school day we support At-Risk learners with Foundations in Grade 1 In order to support struggling learners during A.I.S. after school programs we utilize best practices from Literacy By Design, self-contained and provide small group instruction. In addition we provide test sophistication strategies utilizing Ladders 2 Success. We also provide support to our ELL students through an early morning A.I.S. program utilizing Imagine Learning technology resources, and small group instruction.</p>
Mathematics	<ul style="list-style-type: none"> • Math Club (Enrichment) • During our Academic Intervention program we support At-Risk Students by providing instruction utilizing Best Practices from Every Day Mathematics and Ladders to Success through small group tutorials and differentiation of instruction.
Science	<p>During our Academic Intervention program we support At-Risk Students by providing instruction utilizing Best Practices from Literacy and Science by providing small group tutorials and differentiation of instruction by reading in the content area 2nd Ladders to Success</p>
Social Studies	<p>During our Academic Intervention program we support At-Risk Students by providing instruction utilizing Best Practices from Literacy and Social Studies by providing small group tutorials and differentiation of instruction by reading in the content area of Social Studies. 2nd Ladders to Success</p>
At-risk Services provided by the Guidance Counselor	School-Community service and dealing with social-emotional that impact learning.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A

At-risk Health-related Services	Provide student with health education and strategies for deal with asthma related problems and proper nutrition.
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**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN 209	District 28	Borough Queens	School Number 055
School Name The Maure School			

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

Principal Ralph Honore	Assistant Principal Marc Slippen
Coach Pierre Galvez CFN209	Coach N/A
ESL Teacher Katina Kourounis	Guidance Counselor Frank Diaz
Teacher/Subject Area N/A	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Lena Corso
Related Service Provider N/A	Other N/A
Network Leader Marlene Wilks	Other N/A

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	605	Total Number of ELLs	32	ELLs as share of total student population (%)	5.29%
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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. 

PS 55 is a Title 1 school located in District 28 in the Richmond Hill section of Queens. Our school is made up of approximately 605 children from Pre-K to Grade 5. PS 55 currently serves an ELL population of 32 students in grades K-5. PS 55 has a Free Standing English as a Second Language program that emphasizes English language acquisition, without the support of their native language through the areas of listening, speaking, reading and writing.

The home languages of the majority of these students are Spanish and Punjabi. We have had a small influx of various languages such as Philipino, Urdu and Hindi. Our students are identified through the use of HLIS, LAB-R and NYSESLAT. They are serviced according to the guidelines established by CR Part 154. Identification of students new to the program is conducted as follows: 1) All new admits are processed through the pupil accounting secretary. The pupil accounting secretary conducts an informal interview by asking questions such as: previous schooling, new to the NYC public school system, if the family speaks another language, etc... If they are new to the DOE, they are required to fill out a Parent Survey. If there is a language issue and the parents need extra support our Guidance Counselor Frank Diaz, and SSA Ahktar are available to translate in Spanish and Punjabi. The Parent Survey is then reviewed by the ESL teacher within the first 10 days of admittance into the NYCDOE to determine if the student is eligible for testing. A computer generated memo is also printed out and cross referenced with the new admit slips printed out by ATS to make sure that newly admitted students who are eligible to take the LAB-R's are tested within the 10 day period. 3) The ESL teacher then administers the LAB-R and if spanish speaking students cannot take the LAB-R the ESL teacher administers the Spanish LAB. 4) Once the scores are determined from the LAB's, the ESL teacher contacts the parent to invite them to a Parent Orientation in which they discuss appropriate placement and alternative programs and their implications. 5) Finally, any ELL students who have not made adequate yearly progress determined by the NYSESLAT and ATS reports such as: RNMR, RLAT, and RMSR are discussed during our monthly PPT meeting in consultation with the ESL teacher to determine whether it is a language problem or a processing issue.

After reviewing Parent Surveys and Program Selection forms, we provide all parents with an orientation and video that describes freestanding programs and information on alternative programs (i.e. Bilingual). Placement letters, Parent Survey, and Program Selection forms go out to all the parents whose children did not pass the LAB-R and are required to have ESL. The letters go out the immediately after the scoring is completed. The Parent Orientation is held within the first few days of testing. A log is kept of when the letters were distributed along with the dates and times of the Parent Orientations. If the parents are a "no show" on the first attempt, another round of letters are sent out and are logged as well along with new dates and times of another Parent Orientation. After the second attempt a phone call is made to the parents as a courtesy reminder that they have missed the workshops and also notifying them that a third meeting will be attempted. The students are then appropriately scheduled according to CR Part 154 in a Freestanding ESL program. If the parents choose a TBE/DL program they are notified that the school is currently taking a tally and if 15 or more parents chose a TBE/DL program for their child a program will become an option at our school.

All letters are addressed to the parents or guardians of those ELL students. The teachers are also notified that letters are being sent home to the parents. All letters that are sent home are kept in a log book by the ESL teacher. The Parent Surveys and Parent Selection forms

are collected and stored by the ESL teacher. All placement letters are sent home to families in English as well as in their native tongue, if needed. Upon receipt the letters are logged in a book kept by the ESL teacher. Written translations of communication to parents are also done by our Guidance Counselor, Frank Diaz and our SSA Ahktar when applicable.

At this time there are no identifiable trends in parent choice. Native speakers of Spanish and Punjabi prefer to keep their children in our Freestanding ESL program. The data is derived from our demographics report found in ATS. Freestanding ESL is a parent choice in the Program Selection form. Parents may choose 1 out of 3 choices. If the parents choose either DL or TBE, they will be advised that the school is currently tallying their preferred program selections and if 15 or more parents select a specific program the school will accommodate those children.

Our program is primarily literacy based and utilizes the pull-out model but incorporates the push-in model when deemed appropriate. The program follows both the NYS ESL Learning Standards and the researched based literacy program Literacy By Design, and A.L.L. (Accelerated Literacy Learning.) Depending on the proficiency levels outlined by the NYS ESL Standards and CR Part 154 mandates, students either receive 180 minutes or 360 minutes of instruction per week.

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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	8	7	6	5	5	1								32
Push-In														0
Total	8	7	6	5	5	1	0	0	0	0	0	0	0	32

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	22
		Special Education	7

Number of ELLs by Subgroups					
SIFE	2	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	31	2	7	1		1				32
Total	31	2	7	1	0	1	0	0	0	32

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	3	4	4	3									15
Chinese														0
Russian														0
Bengali														0
Urdu	1	1	1	1										4
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi	5	1	1		1	1								9
Polish														0
Albanian														0

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
Other		2	1		1									4
TOTAL	7	7	7	5	5	1	0	32						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

After reviewing the Progress Report, Learning Environment Survey, Standardized Test Data and NYSESLAT results, it was determined that our ELL population in testing grades 3-5 performed significantly lower in the area of mathematics and literacy due to the increasing demand for literacy (i.e. complexity of text), problem solving and processing writing in mathematics. Students must be skilled in using at least the basic language of mathematics where everyday words take on different meanings (i.e. table). Therefore, by linking the CCSS with instructional strategies (differentiated instruction, cooperative learning, Workshop Model, inquiry and investigative problem solving) and coupled with proven research based on second-language acquisition, we can better target the specific needs of our test-taking ELL population. A focal point of the Title III instruction is to provide language development through Imagine Learning software during the extended day sessions, Monday through Wednesday as well as an early morning program involving students in grades 1-5 beginning in October and ending in June. An afterschool test prep program is also offered on Tuesdays and Thursdays for 2 hours at a time starting March 2012 and ending in April 2012. The early morning program will run 4 days a week, Monday through Thursday for the duration of 30 minutes a day. Instruction is geared around the following objectives:

- Vocabulary development/fluency and comprehension
- Test sophistication skills/ targeted support
- Literacy based activities in English with reinforcement prompts in their native tongue for language support
- Articulation exercises in English with native language support for encouragement and reinforcement
- Activity based lessons at the end of every section for positive reinforcement

A. Programming and Scheduling Information

Various content area instructional approaches are implemented throughout the year based on the levels and grades the students are in. Graphic organizers, pictures, modeling, sentence structure, vocabulary development, deconstructing and reconstructing of content loaded phrases are broken down into simpler phrases, front loading top 5 vocabulary words, mapping back and enrichment exercises are all provided throughout the year to enable ELL's to become better familiarized and acquainted with content area language and structure.

LEP students with disabilities whose IEP recommends ESL will continue to receive services. In areas of deficiencies such as; comprehension, comparing/contrasting text and problem solving skills will be targeted through the implementation of various scaffolding strategies such as; modeling, deconstructing/reconstructing text and providing instructional conversations. This will help build up comprehension in all subject areas.

LEP students who have not met the performance standard in reading will be taught various ELA strategies through the use of non-fiction such as; activating prior knowledge, contextualizing and inferencing, which will be used to enhance and build stamina within the students based on their targeted needs such as building fluency and decoding. Students will work on their specified areas about 3 times per week.

LEP students who have not met their performance standard in writing will continue to practice various writing strategies such as; text to text and text to self connections in order to strengthen targeted areas of weakness such as; vocabulary and simple sentences. By modeling sample writing pieces and conducting think alouds students this will allow students to be able to write for deeper meaning and amplify their vocabulary to create richer writing pieces. Students will work on writing pieces 2/3 times weekly.

All self contained classes use the Literacy By Design, which is a research based balanced literacy program for the following reasons: 1. structure 2. vocabulary 3. phonemic awareness 4. shared reading/writing 5. guided reading. PCEN reading teacher works with the self contained classes 1x a week for a 90 minute block to improve comprehension strategies needed for state exams.

All ELL / self-contained students are mainstreamed in grades 3-5 for all clusters such as: Math/Science Connection, Reader's Theatre, Cultural Studies, Science and Health /Nutrition. All academia is taught in English such as: Math, ELA, Science, Cultural Studies, Reader's Workshop, Social Studies, Health and Nutrition etc... Most subjects use a hands on or applied learning approach when applicable. Native language support is only provided in Spanish for beginner and struggling ELL's.

Courses Taught in Languages Other than English ⓘ

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

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

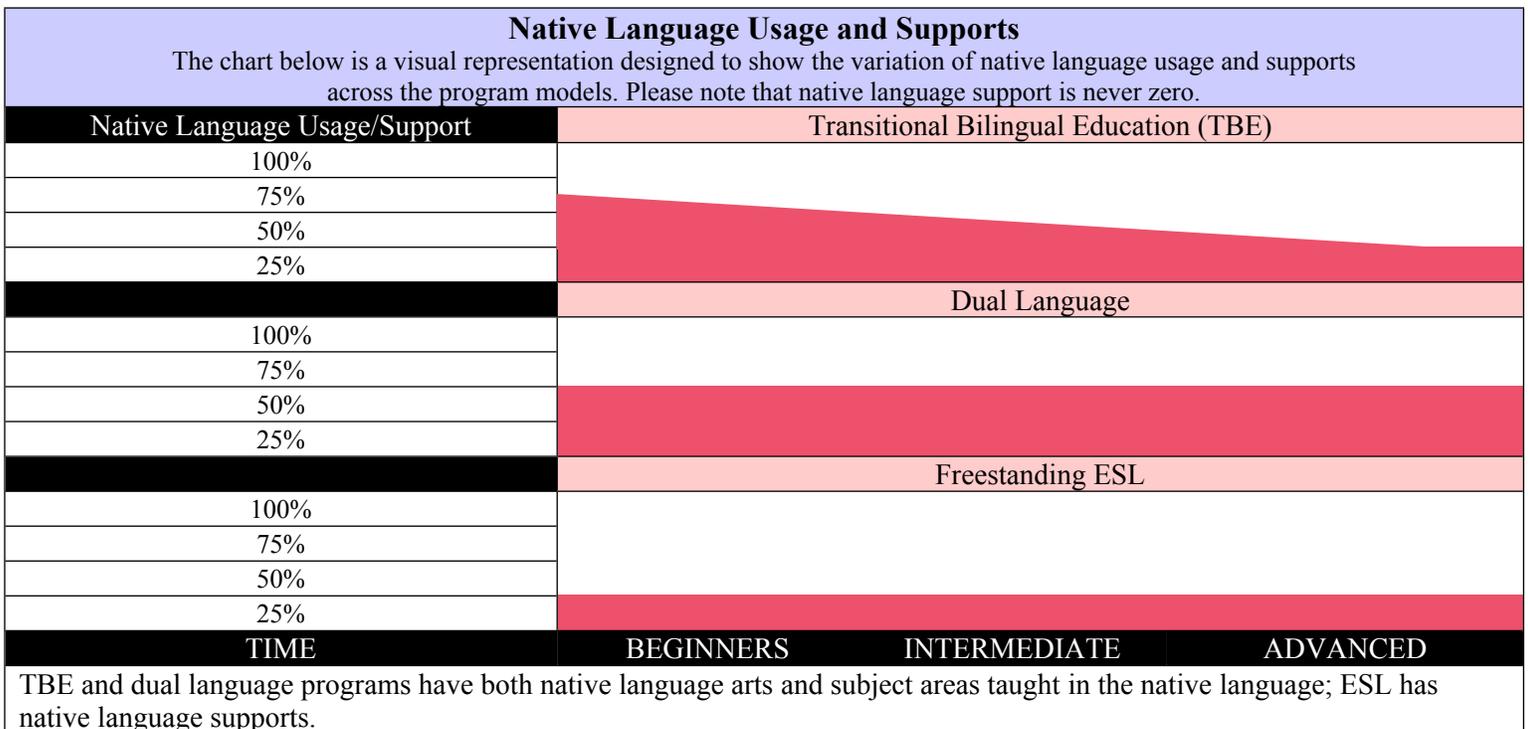
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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



B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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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?

Targeted before-school instruction will begin with the students in grades 1-5. These students will be identified and participate in a before school instructional program. These students are identified based on their assessment data (standardized scores, classroom observations, teacher estimate, running records etc...). Certain benchmarks are listed for students based on NYSESLAT, LBD (Literacy By Design), CAA (Computer Adaptive Assessments), and student work in ESL. Students may also be offered the morning program, AIS and SETSS. Students will participate in a small instructional group four times a week for approximately 30 minutes each day. The program will run from October through June and the frequency will be 4 times/week @ 30 minutes a day Monday through Thursday supported by the ESL teacher.

Indicators of Success:

- Creation of small (no more than 15 students) instructional groups based on student performance data
- Targeted focused instruction (utilizing a formalized program and supplementary materials) informed by student data in ELA and Math
- Monthly professional development for instructor to review student work, progress and to determine next teaching steps
- Monitoring and recording of student achievement to set goals
- Students who participate in this program will evidence gains in scale scores and within performance levels on the ELA, Math, and NYSESLAT assessments.

Targeted after school instruction will consist of Hispanic boys and girls in testing grades 3-5 who are in the lowest third. These students will receive small group instruction with additional support in ELA and Math. Key strategies and problem solving skills are addressed. Students who participate in this small group instruction will meet 2 times a week for 2 hours at a time. Addressing specific areas of need will provide our students with the necessary problem solving, comprehension and higher level thinking skills needed to excel on the NYS assessments. Alignment of instructional resources with school-wide goals to increase student performance on the ELA assessment will be on going and supported by the Instructional Team (Administration/NSS Early Childhood Coordinator), and classroom teachers.

Students who need transitional support will continue to receive services until they become proficient on the NYSESLAT. The needs of these students are derived from the NYSESLAT modality reports such as; RNMR, RLAT and RMSR, where targeted need areas can be pointed out and then addressed. Specific areas where students are lagging in will focused on in order to move the ELL's to proficient status on the NYSESLAT. -

ELL's will only discontinue services if they test out of the spring NYSESLAT and test proficient in all areas. All ELL's are afforded equal access to all school programs whether general education or special education. These students participate in all subject areas such as; math, ELA, cultural studies, reader's theatre, science, health and nutrition etc... Technology is also provided to ELL's through the use of Imagine Learning software and during open access time in the computer lab. The Imagine Learning program is used during the morning program, AIS and by classroom teachers.

Native language support is only provided in spanish only and it is used for beginner and struggling ELL's as added support while learning content area academia. All services correspond to ELL's ages and grade levels by the use of the NYSESLAT and state curriculum. We currently do not offer language elective to ELL's. Additional independent reading resources (leveled by genre, and content based) have been purchased for classroom libraries to support students as they become fluent readers. Additional teaching resources (mentor texts and read alouds texts) have been purchased to support each of the units of study in Reading and Writing workshop.

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)
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Indicators of Success:

- Creation of small (no more than 15 students) instructional groups based on student performance data
- Targeted focused instruction (utilizing a formalized program and supplementary materials) informed by student data in ELA and Math
- Monthly professional development for instructor to review student work, progress and to determine next teaching steps
- Monitoring and recording of student achievement to set goals
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Students who need transitional support will continue to receive services until they become proficient on the NYSESLAT. The needs of these students are derived from the NYSESLAT modality reports such as; RNMR, RLAT and RMSR, where targeted need areas can be pointed out and then addressed. Specific areas where students are lagging in will focused on in order to move the ELL's to proficient status on the NYSESLAT. -

ELL's will only discontinue services if they test out of the spring NYSESLAT and test proficient in all areas. All ELL's are afforded equal access to all school programs whether general education or special education. These students participate in all subject areas such as; math, ELA, cultural studies, reader's theatre, science, health and nutrition etc... Technology is also provided to ELL's through the use of Imagine Learning software and during open access time in the computer lab. The Imagine Learning program is used during the morning program, AIS and by classroom teachers.

Native language support is only provided in spanish only and it is used for beginner and struggling ELL's as added support while learning content area academia. All services correspond to ELL's ages and grade levels by the use of the NYSESLAT and state curriculum. We currently do not offer language elective to ELL's. Additional independent reading resources (leveled by genre, and content based) have been purchased for classroom libraries to support students as they become fluent readers. Additional teaching resources (mentor texts and read alouds texts) have been purchased to support each of the units of study in Reading and Writing workshop.

- More effective use of common planning time
- An increase in the percentage of special needs students whose programs are altered to move them into a less restrictive environment

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.

Professional Development initiatives have already been implemented at PS55. All common branch and special education teachers are included during these professional development workshops. These workshops are primarily for Balanced Literacy strategies for LEP students and for teachers to be able to utilize and implement these techniques with all content area work. The workshops are to familiarize teachers with the ESL mandates for Literacy and Mathematics. Samples of these PD's are but not limited too: Text Structured Signal Questions and Nested Academic Words, Instructional Scaffolds, Questions, Problems and Solutions, Bridging Knowledge, Academic Language and etc.. Under Title III, language acquisition techniques and strategies will be supported and stressed through the following:

- Time provided for collaboration between classroom teachers and ESL teachers
- Instruction on use/incorporation of Technology for ELL students
- Analyzing ELL interim assessments to better drive instruction
- Adapting written materials into appropriate language for students and parents
- If budget allows, outside consultation and/or in-service consultation will be provided
- Language Acquisition Development workshops provided by NSS

Additional strategies to be implemented in the following school year (2011-2012)

We have begun to examine the individual needs of students by looking at teacher's assessment data, IEP's, classroom observations, and running records to determine special needs students in this subgroup who would benefit from mainstreamed ELA instruction.

Indicators of Success:

- Creation of a mainstreaming committee consisting of related service providers, administrators, and classroom teachers who will assess each child considered for mainstreaming and support that student's transition to a general education environment and maintain data on the student's progress and achievement.
- An increase of peer discussions between the general education and the special education teachers regarding curriculum, individual student progress and instructional approaches.
- Professional development opportunities for all classroom teachers to provide them with instruction in using data gathered. All teachers are proficient at collecting data, but some need to understand how to look at the data they have gathered in order to form flexible groups in which they utilize a variety of instructional strategies and differentiate student learning processes.
- Alter scheduling to include additional common preparation periods by grade, to ensure that classroom teachers understand and facilitate various teaching strategies and best practices.
- Increase use of alternate strategies to ensure embedded professional development (Lunch and Learn sessions, study groups, inquiry groups etc...).

When: All school year

Frequency: Daily

Supported by: Classroom Teachers and Instructional Cabinet

Indicators of Success:

- More effective use of common planning time
- An increase in the percentage of special needs students whose programs are altered to move them into a less restrictive environment (mainstreaming), in which their academic needs are more efficiently met
- More standardized, cohesive methods and/or systems of data collection that is evident across all grades
- Teacher proficiency increase in data analysis
- Increased use of small group instruction in ELA (shared and guided reading), flexible and strategic groups
- Increased item analysis of interim assessments and teacher planning to address findings of specific data analysis
- Data derived from Imagine Learning data base
- Increase in student achievement across all levels as students receive instruction as a result of looking at student work

As ELLs transition from one school year to the other they will receive support by the guidance counselor who will discuss concerns, issues and reach out to the new school in order to make the transition as easy and as comfortable as possible for ELL students and parents. ELL training for all staff is conducted throughout the course of the year through faculty conferences, professional development in the beginning of the year and carried on during monthly scheduled P.D.s as well. Records are maintained through the use of sign in logs and agendas.

D. Professional Development and Support for School Staff

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

- Time provided for collaboration between classroom teachers and ESL teachers
- Instruction on use/incorporation of Technology for ELL students
- Analyzing ELL interim assessments to better drive instruction
- Adapting written materials into appropriate language for students and parents
- If budget allows, outside consultation and/or in-service consultation will be provided
- Language Acquisition Development workshops provided by NSS

Additional strategies to be implemented in the following school year (2011-2012)

We have begun to examine the individual needs of students by looking at teacher's assessment data, IEP's , classroom observations, and running records to determine special needs students in this subgroup who would benefit from mainstreamed ELA instruction.

Indicators of Success:

- Creation of a mainstreaming committee consisting of related service providers, administrators, and classroom teachers who will assess each child considered for mainstreaming and support that student's transition to a general education environment and maintain data on the student's progress and achievement.
- An increase of peer discussions between the general education and the special education teachers regarding curriculum, individual student progress and instructional approaches.
- Professional development opportunities for all classroom teachers to provide them with instruction in using data gathered. All teachers are proficient at collecting data, but some need to understand how to look at the data they have gathered in order to form flexible groups in which they utilize a variety of instructional strategies and differentiate student learning processes.
- Alter scheduling to include additional common preparation periods by grade, to ensure that classroom teachers understand and facilitate various teaching strategies and best practices.
- Increase use of alternate strategies to ensure embedded professional development (Lunch and Learn sessions, study groups, inquiry groups etc...).

When: All school year

Frequency: Daily

Supported by: Classroom Teachers and Instructional Cabinet

Indicators of Success:

- More effective use of common planning time
- An increase in the percentage of special needs students whose programs are altered to move them into a less restrictive environment (mainstreaming), in which their academic needs are more efficiently met
- More standardized, cohesive methods and/or systems of data collection that is evident across all grades
- Teacher proficiency increase in data analysis
- Increased use of small group instruction in ELA (shared and guided reading), flexible and strategic groups
- Increased item analysis of interim assessments and teacher planning to address findings of specific data analysis
- Data derived from Imagine Learning data base
- Increase in student achievement across all levels as students receive instruction as a result of looking at student work

As ELLs transition from one school year to the other they will receive support by the guidance counselor who will discuss concerns, issues and reach out to the new school in order to make the transition as easy and as comfortable as possible for ELL students and parents. ELL training for all staff is conducted throughout the course of the year through faculty conferences, professional development in the beginning of the year and carried on during monthly scheduled P.D.s as well. Records are maintained through the use of sign in logs and agendas.

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?

Parental and community involvement are always encouraged and welcomed. This is done with the support of the Parent Coordinator, Administration, Early Childhood Coordinator, ESL teacher and teachers throughout the school. Improvement in sharing the goals of curriculum, instructional methods/strategies, home/school links with parents will allow parents of ELL students to become more familiarized and comfortable with the curriculum and academic expectations for their children. Activities that take place to involve parents are Cultural Awareness day, Multicultural Dinner, Halloween Carnival and parent presentations during cultural studies. Parents are also utilized as our Learning Leaders throughout the year on our lower grades.

- Utilizing Parent Coordinator to survey parent needs regarding understanding the curriculum and instructional approach
- Creating a year long calendar of Parent Workshops in response to Parent Survey
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- Requiring that classroom teachers include a celebration as the final phase of each unit of study. This will increase parents understanding of the expectations of Writing Workshop curriculum and ways they can support their children at home.

The needs of the parents are also evaluated by school Learning Environment Survey, ongoing conversations, PTA meetings, and Parent/Teacher conferences. Translation services are made available through Title I translation monies when applicable.

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.

Professional Development initiatives have already been implemented at PS55. All common branch and special education teachers are included during these professional development workshops. These workshops are primarily for Balanced Literacy strategies for LEP students and for teachers to be able to utilize and implement these techniques with all content area work. The workshops are to familiarize teachers with the ESL mandates for Literacy and Mathematics. Samples of these PD's are but not limited too: Text Structured Signal Questions and Nested Academic Words, Instructional Scaffolds, Questions, Problems and Solutions, Bridging Knowledge, Academic Language and etc.. Under Title III, language acquisition techniques and strategies will be supported and stressed through the following:

- Time provided for collaboration between classroom teachers and ESL teachers
- Instruction on use/incorporation of Technology for ELL students
- Analyzing ELL interim assessments to better drive instruction
- Adapting written materials into appropriate language for students and parents
- If budget allows, outside consultation and/or in-service consultation will be provided
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- An increase of peer discussions between the general education and the special education teachers regarding curriculum, individual student progress and instructional approaches.

Professional development opportunities for all classroom teachers to provide them with instruction in using data gathered. All teachers

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When: All school year

Frequency: Daily

Supported by: Classroom Teachers and Instructional Cabinet

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Testing grades 5-5 consistently perform better in the area of mathematics than in literacy. Benchmarks are derived from the researched-based literacy program, Literacy By Design, which is aligned to Fountas and Pinnell reading levels. With a more intense and rigorous application of standards through the use of higher order thinking skills, this will build upon the strengths of ELLs and we should be able to see

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.

In terms of dealing with ELL populations that have significant language needs and are particularly at-risk of not meeting the three year goal or not exiting the program (SIFE and long-term ELL students), special programs or instruction should be designed for these children to enable them to achieve English proficiency. The following steps should be put into action: 1) Establish clear goals and provide a curriculum aligned with the CCSS, that involves intensive daily instruction. 2) Provide additional professional development to support staff servicing the children. 3) Increase use of scaffolding strategies (i.e. visuals, bridging, inflection, and contextualization). 4) Communicate effectively with parents with additional orientations, referral to community agencies and workshops. 5) Be cognizant of multiple learning styles and background to assist in effective planning. 6) Provide targeted instruction in deficiency areas and peer tutoring. 7) Additional support service (i.e. counseling, SETSS, speech). 8) Alternative assessments (i.e. portfolios, oral presentations). When these recommendations are considered, students are provided with multiple opportunities for success.

In order for ELL's to meet high standards set by NYC and state mandates in literacy, mathematics and other core subjects, it is imperative that our approach and policy are consistently aligned with the LAP. Research has shown that ELL's who move among different programs tend to perform poorly as compared to those who participate in strong, coherent programs that span their tenure as ELL's. (NYC Department of Education, 2000).

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?

Parental and community involvement are always encouraged and welcomed. This is done with the support of the Parent Coordinator, Administration, Early Childhood Coordinator, ESL teacher and teachers throughout the school. Improvement in sharing the goals of curriculum, instructional methods/strategies, home/school links with parents will allow parents of ELL students to become more familiarized and comfortable with the curriculum and academic expectations for their children. Activities that take place to involve parents are Cultural Awareness day, Multicultural Dinner, Halloween Carnival and parent presentations during cultural studies. Parents are also utilized as our Learning Leaders throughout the year on our lower grades.

- Utilizing Parent Coordinator to survey parent needs regarding understanding the curriculum and instructional approach
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- Emphasizing the importance of utilizing technology to support student targeted practice at home (Interim Assessments, etc...)
- Increasing the participation of Parents in the Learning Leaders program to facilitate use of a class/parent model. The role of the class parent will be to assist in coordination of class activities, share information with parents and encourage participation in parent workshops.
- Requiring that classroom teachers include a celebration as the final phase of each unit of study. This will increase parents understanding of the expectations of Writing Workshop curriculum and ways they can support their children at home.

The needs of the parents are also evaluated by school Learning Environment Survey, ongoing conversations, PTA meetings, and Parent/Teacher conferences. Translation services are made available through Title I translation monies when applicable.

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)	6	4	1	0	1	0								12
Intermediate(I)	0	1	1	2	4	0								8
Advanced (A)	1	2	4	4	0	1								12
Total	7	7	6	6	5	1	0	0	0	0	0	0	0	32

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

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

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

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

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

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

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

Additional Information

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

In terms of dealing with ELL populations that have significant language needs and are particularly at-risk of not meeting the three year goal or not exiting the program (SIFE and long-term ELL students), special programs or instruction should be designed for these children to enable them to achieve English proficiency. The following steps should be put into action: 1) Establish clear goals and provide a curriculum aligned with the CCSS, that involves intensive daily instruction. 2) Provide additional professional development to support staff servicing the children. 3) Increase use of scaffolding strategies (i.e. visuals, bridging, inflection, and contextualization). 4) Communicate effectively with parents with additional orientations, referral to community agencies and workshops. 5) Be cognizant of multiple learning styles and background to assist in effective planning. 6) Provide targeted instruction in deficiency areas and peer tutoring. 7) Additional support service (i.e. counseling, SETSS, speech). 8) Alternative assessments (i.e. portfolios, oral presentations). When these recommendations are considered, students are provided with multiple opportunities for success.

In order for ELL's to meet high standards set by NYC and state mandates in literacy, mathematics and other core subjects, it is imperative that our approach and policy are consistently aligned with the LAP. Research has shown that ELL's who move among different programs tend to perform poorly as compared to those who participate in strong, coherent programs that span their tenure as ELL's. (NYC Department of Education, 2000).

Part VI: LAP Assurances

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

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28q055 **School Name:** The Maure School

Cluster: 2 **Network:** 209

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

Part A: Needs Assessment Findings

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

We look at the RNMR from ATS to verify the ELL's home language. This report shows the home language of each entitled student. We look at the Home Language Survey to determine the language through which the parent/guardian prefers to receive school communication. We use the translation phone system when necessary to assist in speaking to parents in their native tongue. Report cards and comments are also given to the parents in their native tongue, when accessible.

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.

Based on the data, we have determined that we need to communicate with the families of ELL's in Punjabi and Spanish. (Punjabi speaking students - 52; Spanish speaking students - 88)

Part B: Strategies and Activities

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

We have all notifications translated via the Board of Education requirements that are sent home with the students for the parents in need. We will use in-house staff that are bilingual in the students native language to translate the documents for the parents. We also use the DOE translation services, provided that the documents will be received in a timely fashion.

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.

The needs of the parents are also evaluated by school Learning Environment Survey, ongoing conversations, PTA meetings, and Parent/Teacher conferences. Oral translation services are made available through Title I translation monies when applicable.

LANGUAGE TRANSLATION:

Frank Diaz - Spanish - room 123

Katina Kourounis - Greek and Spanish - room 319

Elizabeth DeJean - French, Spanish and Haitian Creole - room 330

Sharmin Akther - Punjabi, Urdu, Hindi and Bengali - room Lobby

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>.

We will utilize the translation services to fulfill Section VII of Chancellor's Regulations by submitting the material to be translated ahead of the due date. The family will then receive the material on time to make a decision concerning ELLs.

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: The Maure	DBN: 28q055
Cluster Leader: C. Amundsen	Network Leader: M. Wilks
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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):
<input type="checkbox"/> *Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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: After reviewing the Progress Report, Learning Environment Survey, Standardized Test Data and NYSELAT results, it was determined that our ELL population in testing grades 3-5 performed significantly lower in the area of mathematics and literacy due to the increasing demand for literacy (i.e. complexity of text), problem solving and processing writing in mathematics. Students must be skilled in using at least the basic language of mathematics where everyday words take on different meanings (i.e. table). Therefore, by linking the CCSS with instructional strategies (differentiated instructional strategies (differentiated instruction, cooperative learning, Workshop Model, inquiry and investigative problem solving) and coupled with proven research based on second-language acquisition, we can better target the specific needs of our test-taking ELL population. A focal point of the Title III instruction is to provide language development through Imagine Learning software during the extended day sessions, Monday through Wednesday as well as an early morning program involving students in grades 1-5 beginning in October and ending in June. An afterschool test prep program is also offered on Tuesdays and Thursdays for 2 hours at a time starting March 2012 and ending in April 2012. The early morning program will run 4 days a week, Monday through Thursday for the duration of 30 minutes a day. Instruction is geared around the following objectives:

- Vocabulary development/fluency and comprehension
- Test sophistication skills/targeted support
- Literacy based activities in English with reinforcement prompts in their native tongue for language support
- Articulation exercises in English with native language support for encouragement and reinforcement
- Activity based lessons at the end of every section for positive reinforcement

Targeted before-school instruction will begin with the students in grades 1-5. These students will be identified and participate in a before school instructional program. These students are identified based on their assessment data (standardized scores, classroom observations, teacher estimate, running records etc...). Certain benchmarks are listed for students based on NYSELAT, LBD (Literacy By Design), CAA (Computer Adaptive Assessments), and student work in ESL. Students may also be offered the morning program, AIS and SETSS. Students will participate in a small instructional group four times a week for approximately 30 minutes each day. The program will run from October through June and the frequency will be 4 times/week @ 30 minutes a day Monday through Thursday supported by the ESL teacher. Indicators of Success:

- Creation of small (no more than 15 students) instructional groups based on student performance data
- Targeted focused instruction (utilizing a formalized program and supplementary materials) informed by student data in ELA and Math
- Monthly professional development for instructor to review student work, progress and to determine next teaching steps
- Monitoring and recording of student achievement to set goals
- Students who participate in this program will evidence gains in scale scores and within performance levels on the ELA, Math, and NYSELAT assessments.

Targeted after school instruction will consist of Hispanic boys and girls in testing grades 3-5 who are in

Part B: Direct Instruction Supplemental Program Information

the lowest third. These students will receive small group instruction with additional support in ELA and Math. Key strategies and problem solving skills are addressed. Students who participate in this small group instruction will meet 2 times a week for 2 hours at a time. Addressing specific areas of need will provide our students with the necessary problem solving, comprehension and higher level thinking skills needed to accel on the NYS assessments. Alignment of instructional resources with school-wide goals to increase student performance on the ELA assessment will be on going and supported by the instructional Team (Administration/NSS Early childhood Coordinator), and classroom teachers.

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: Professional Development initiatives have already been implemented at PS55. All common branch and special education teachers are included during these professional development workshops. These workshops are primarily for Balanced Literacy strategies for IEP students and for teachers to be able to utilize and implement these techniques with all content area work. The workshops are to familiarize teachers with the ESL mandates for Literacy and Mathematics. Samples of these PD's are but not limited too: Text Structured Signal Questions and Nested Academic Words, Instructional Scaffolds, Questions, Problems and Solutions, Bridging Knowledge, academic Language and etc...Under Title III, language acquisition techniques and strategies will be supported and stressed through the following:

- Time provided for collaboration between classroom teachers and ESL teachers
- Instruction on use/incorporation of Technology for ELL students
- Analyzing ELL interim assessments to better drive instruction
- Adapting written materials into appropriate language for students and parents
- If budget allows, outside consultation and/or in-service consultation will be provided
- Language Acquisition Development workshops provided by NSS

Additional strategies to be implemented in the following school year (2011-2012)

We have begun to examine the individual needs of students by looking at teacher's assessment data, IEP's, classroom observations, and running records to determine special needs students in this subgroup who would benefit from mainstreamed ELA instruction.

Indicators of Success:

- Creation of a mainstreaming committee consisting of related service providers, administrators, and classroom teachers who will assess each child considered for mainstreaming and support that student's transition to a general education and maintain data on the student's progress and achievement.
- An increase of peer discussions between the general education and the special education teachers regarding curriculum, individual student progress and instructional approaches.
- Professional development opportunities for all classroom teachers to provide them with instruction in using data gathered. All teachers are proficient at collecting data, but some need to understand how to

Part C: Professional Development

look at the data they have gathered in order to form flexible groups in which they utilize a variety of instructional strategies and differentiate student learning processes.

- Alter scheduling to include additional common preparation periods by grade, to ensure that classroom teachers understand and facilitate various teaching strategies and best practices.
- Increase use of alternate strategies to ensure embedded professional development (Lunch and Learn sessions, study groups, inquiry groups, etc...).

When: All school year Frequency: Daily Supported by: Classroom Teachers and Instructional Cabinet

Indicators of Success:

- More effective use of common planning time
- An increase in the percentage of special needs students whose programs are altered to move them into a less restrictive environment (mainstreaming), in which their academic needs are more efficiently met
- More standardized, cohesive methods and/or systems of data collection that is evident across all grades
- Teacher proficiency increase in data analysis
- Increased use of small group instruction in ELA (shared and guided reading), flexible and strategic groups
- Increased item analysis of interim assessments and teacher planning to address findings of specific data analysis
- Data derived from Imagine Learning data base
- Increase in student achievement across all levels as students receive instruction as a result of looking at student work

As ELLs transition from one school year to the other they will receive support by the guidance counselor who will discuss concerns, issues and reach out to the new school in order to make the transition as easy and as comfortable as possible for ELL students and parents. ELL training for all staff is conducted throughout the course of the year through faculty conferences, professional development in the beginning of the year and carried on during monthly scheduled P.D.s as well. Records are maintained through the use of sign in logs and agendas.

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: Parental and community involvement are always encouraged and welcomed. This is done with the support of the Parent Coordinator, Administration, Early Childhood Coordinator, ESLteacher and teachers throughout the school. Improvement in sharing the goals of curriculum, instructional methods/strategies, home/school links with parents will allow parents of ELL students to

Part D: Parental Engagement Activities

become more familiarized and comfortable with the curriculum and academic expectations for their children. Activities that take place to involve parents are Cultural Awareness day, Multicultural Dinner, Halloween Carnival and parent presentations during cultural studies. Parents are also utilized as our Learning Leaders throughout the year on our lower grades.

- Utilizing Parent Coordinator to survey parent needs regarding understanding the curriculum and instructional approach.
- Creating a year long calendar of Parent Workshops in response to Parent Survey
- Emphasizing the importance of utilizing technology to support student targeted practice at home (Interim Assessments, etc...)
- Increasing the participation of Parents in the Learning Leaders program to facilitate use of a class/parent model. The role of the class parent will be to assist in coordination of class activities, share information with parent and encourage participation in parent workshops.
- Requiring that classroom teachers include a celebration as the final phase of each unit of study. This will increase parents understanding of the expectations of Writing Workshop curriculum and ways they can support their children at home.

The needs of the parent are also evaluated by school Learning Environment Survey, ongoing conversations, PTA meetings, and Parent/Teacher conferences. Translation services are made available through Title I translation monies when applicable.

Part E: Budget

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

Allocation Amount: \$11200

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"> • Per session • Per diem 	\$3318.00 per session (79 Hrs.)	Title III AM & PM program
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	1198.00	Learning LeapFrog Ipad Leap Frog Tag Reading System including software

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	6684.00	Imagine Learning Licenses
Travel		
Other		
TOTAL	\$11200.00	