



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS/IS 128Q THE JUNIPER VALLEY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q128

PRINCIPAL: JOHN LAWRENCE LAVELLE **EMAIL:** JLAVELL@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELENE CHAN

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
John Lavelle	*Principal or Designee	
JoAnn Sansivieri	*UFT Chapter Leader or Designee	
Maureen Zovich	*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	
Ruth Schmidt	Member/Parent	
Carmen Szabo	Member/Parent	
Mary Winter	Member/Parent	
Matilda Fratto	Member/Parent	
Nancy Barvels	Member/Staff	
Eva Galanis	Member/Staff	
Cindy Monti	Member/Staff	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

To develop a Living Environment Regents program in line with the NYS curriculum for our 8th graders. This is the first year this school has an eighth grade. The measurable goal will be an analysis of the NYS Regents exams with the objective to attain at or better than the District 24 rate which is 69% of students achieve a passing grade of 65% or up and 9% receive an honors grade of 85% or higher.

Comprehensive needs assessment

- The school is expanding to 8th grade this year. An analysis of our student data, including ELA, Math & Science results indicates that a number of our students can begin the HS credit sequence of Science in 8th Grade. Part of the needs assessment is to assure our students have ample opportunity for high school choice,

Instructional strategies/activities

Individualize student schedules in eighth grade to best differentiate for all students

Assure funding for all academic materials needed to meet this performance objective

Assure that Lab classes are adequately scheduled and all safety protocols are rigorously enforced.

Involve parents in this process by increasing the home school communication link by using Engrade

Conduct parent workshops on Regents exams and on standardized testing.

On an going basis, we will monitor and adjust this process as needed. This will include a simulated Regents mid-term and project based assignments

Put Science textbook online so students do not have to remember to bring their book home and the book is always available to them. (& their families)

Investigate available Regents review books and obtain the most effective one for our students.

Arrange intervisitations with other middle schools offering this course.

Conduct Saturday Science and Regents Test Prep classes.

Assure that all eligible ELL students have appropriate materials available to them.

Collaboration between all 8th grade subject teachers and the Librarian to assure that each is supporting and complimenting the work of the others. This is to include content area writing which will be included in the Science notebooks.

Within The Living Environment classroom assure that adequate preparation is done for the 8th Grade Science test which some of the students will also take

Strategies to increase parental involvement

- PIP not Applicable. However, as noted above, we held an 8th grade parent meeting in September and a middle school parent meeting in November. Issues included Regents Prep, Engrade, and in school tutoring.

Strategies for attracting Highly Qualified Teachers (HQT)

- Using open Market, we recruited two highly qualified Science teachers. One is certified in General Science and Chemistry and the other is certified in General Science and earth Science.

Service and program coordination

- Services are all provided with Tax Levy Funds except Title III services provided by our ESL teacher to assure ELL students have resources and material needed to compliment classroom instruction. AIS includes Saturday tutoring, 50 minute targeted instruction twice a week and 50 minute student data analysis.

Budget and resources alignment

- Tax Levy Funds. RESO-A grant was obtained to obtain a Smart Board for every classroom providing an important resource for modeling and lesson development.

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.

To develop an Algebra Regents program in line with the NYS curriculum for our 8th graders. This is the first year this school has an eighth grade. The measurable goal will be an analysis of the NYS Regents exams with the objective to attain at or better than the District 24 rate which is 59% of students achieve a passing grade of 65% or up and 7% receive an honors grade of 85% or higher.

Comprehensive needs assessment

- The school is expanding to 8th grade this year. An analysis of the Math student data for this group of students from grades 3 -7 indicates that a number of them can begin the HS Math credit sequence in 8th Grade. Part of the needs assessment is to assure our students have ample opportunity for high school choice.

Instructional strategies/activities

Individualize student schedules in eighth grade to best differentiate for all students

Assure funding for all academic materials needed to meet this performance objective, including graphing calculators

On an going basis, we will monitor and adjust this process as needed. This includes weekly assessments, Acuity, project based assessments and a Regents based mid-term.

Put the Math textbook and all HW assignments online so students do not have to remember to bring their book home and the book is always available to them. (& as a parent resource)

Conduct tutoring during student lunch periods and 50 minute periods on Tuesday and Thursday. Also provide Saturday Mathematics instruction and Regents review,

Collaboration between all 8th grade subject teachers and the Librarian to assure that each is supporting and complimenting the work of the others. In particular the Social Studies teacher should involve projects that require Mathematical modeling.

Evidence

The academic results on the Algebra Regents unit exams and other school assessments will indicate whether our students are performing comparably with other eighth grade students in District 24 and whether they have met our objective.

Formal and Informal observations, walkthroughs and discussions with the students.

The sign in sheets and evaluation forms from meetings with parents

Strategies to increase parental involvement

PIP not applicable. Involve parents in this process by increasing home skill communication link by using Engrade
 Conduct parent workshops on Regents exams and on standardized testing.

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Strategies for attracting Highly Qualified Teachers (HQT)

- Using open Market, we recruited three highly qualified Mathematics teachers. All three are certified in Mathematics 7-12.

Service and program coordination

- Services are all provided with Tax Levy Funds except Title III services provided by our ESL teacher to assure ELL students have resources and material needed to compliment classroom instruction. AIS includes Saturday tutoring, 50 minute targeted instruction twice a week and 50 minute student data analysis.

Budget and resources alignment

- Tax Levy Funds. RESO-A grant was obtained to obtain a Smart Board for every classroom providing an important resource for mathematical modeling and lesson development.

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

To develop Performance tasks in both ELA and Mathematics in accord with implementation of the CCLS and the initiatives of Chancellor Walcott. The measurable goal will be maintenance of our standardized ELA scores (within 5%) on the 2011/2012 NYS test which reflects increased rigor.

Comprehensive needs assessment

The needs assessment for this goal is outlined in all the data forthcoming from the U.S. Department of Education, the NYSED and the NYCDOE. All of the data suggests a move to the CCLS is needed. This goal is a key step toward preparing our staff for this important transition.

Instructional strategies/activities

Develop a Proficiency Objective in Argumentative writing and on in Mathematical modeling.

CFN staff conducted introductory faculty conferences centered on CCLS to focus staff engagement on this process. To conduct additional PD as needed and/or indicated.

Implement a school SBO which will increase the time available for teacher team work

Each grade team will develop a curriculum and rubric to match the performance objectives

Track progress of the impact of these teacher teams through observation and/or active supervisory participation.
Further align Report Card grades with CCLS and the more rigorous requirements of CCLS.
Develop capacity within our staff by having teacher leaders conduct meetings and PD related to this work.
Develop a curriculum map and timeline to implement the new newly developed units of study. These will include teaching points and project based assignments and accompanying rubrics and assessments
On an going basis, we will monitor and adjust this process as needed.

Strategies to increase parental involvement

PIP not applicable. Our Assistant Principal and Parent Coordinator conducted two workshops (daytime and evening) with parents explaining CCLS and the need for this educational transformation.

Strategies for attracting Highly Qualified Teachers (HQT)

Ninety percent of our entire staff is involved in this initiative. One 50 minute block of time is devoted to bring our staff into a strong knowledge base and comfort level with this goal. This is how we are creating a staff that is highly qualified.

Service and program coordination

We began this initiative with Network 4 Leadership providing baseline staff development on this project. Teachers then selected individualized PD goals using the Danielson rubric to foster their learning. Currently 50 minutes each week is devoted to grade and/or subject mastery. In addition there is a Schoolwide team that analyzes the growing body of data and assures that our school is on track.

Budget and resources alignment

Tax levy funds with network support

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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	5	5	N/A	N/A	N/A			
1	37	37	N/A	N/A	N/A			
2	47	47	N/A	N/A	5			
3	38	38	N/A	N/A				
4	44	44	N/A	N/A	3			
5	32	32	N/A	N/A	1			
6	18	18	N/A	N/A	1			
7	22	22	N/A	N/A	3			
8	14	14	N/A	N/A	N/A			
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><u>50 Minute Instruction</u> focuses on providing standard-based interventions. Third grade teachers are provided with a Web- based program (I-Ready) and books (Progress check). The teachers also utilize the Smartboard as a tool to create lessons that address the different learning styles. The students in grades 1-8 meet in small groups after school.</p> <p><u>Saturday School</u> focuses on providing “at risk” small group instruction for students in grades 2-8. Teachers are provided with materials that focus on incorporating ELA into all content areas. The teachers also utilize the Smartboard as a tool to create lessons that address the different learning styles.</p> <p><u>Learning Leaders</u> provide one-to-one instruction to “at risk” students within a classroom. The services are provided during the day to students who have been identified at risk</p>
Mathematics	<p><u>50 Minute Instruction</u> focuses on providing standard-based interventions. Third grade teachers are provided with a Web- based program (I-Ready) and books (Progress check). The teachers also utilize the Smartboard as a tool to create lessons that address the different learning styles. The students in grades 1-8 meet in small groups after school.</p> <p><u>Saturday School</u> focuses on providing “at risk” small group instruction for students in grades 2-8. Teachers are provided with standard- based material. The teachers also utilize the Smartboard as a tool to create lessons that address the different learning styles.</p> <p><u>Learning Leaders</u> provide one-to-one instruction to “at risk” students within a classroom. The services are provided during the day to students who have been identified at risk</p>
Science	<p>Small group tutoring is provided during lunch periods and after school. During the spring term tutoring will also be available on Saturdays for middle school students.</p>

Social Studies	Small group tutoring is provided during lunch periods and after school.
At-risk Services provided by the Guidance Counselor	During peer mediation, the guidance counselor address' individual group needs. The guidance counselor coordinates with the classroom teacher to develop strategies positive behavior interventions. The guidance counselor works closely with the SAPIS provider to develop workshops for the parents, teachers and students. Small group mediation is provided during the school day.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- convening an Annual Title I Parent Meeting prior to December 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;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Cristopher Groll/Sandy Litrico	District 24	Borough Queens	School Number 128
School Name Juniper Valley			

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

Principal John Lavelle	Assistant Principal Eva Galanis
Coach N/A	Coach N/A
Teacher/Subject Area Pam Petraccione	Guidance Counselor Irene Papatsos
Teacher/Subject Area Fadia Tamer	Parent Matilda Fratto
Teacher/Subject Area Agata Grabowska	Parent Coordinator Melissa Phillips
Related Service Provider Ana Oliveros	Other Erin Kilbride, ESL teacher
Network Leader Sandy Litrico	Other type here

C. Teacher Qualifications [?](#)

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

D. School Demographics

Total Number of Students in School	797	Total Number of ELLs	34	ELLs as Share of Total Student Population (%)	4.27%
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Part II: ELL Identification Process

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

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

1. The intake process at P.S. 128Q is a collaborative effort among staff and there are several teachers who are able to assist during the different steps of the identification process: HLIS, informal interview, and initial assessment (LAB-R). They are: Erin Kilbride, ESL teacher/Spanish translation, Fadia Tamer, Grade 3 teacher/Arabic translation, Pam Petraccione, Kindergarten Teacher/Italian translation, and Agata Grabowska, and Middle School Teacher/Polish translation. However, the ESL teacher is the main person responsible for determining potential LEP status. This process begins immediately with screening potential ELL's by administering the HLIS. If there is an indication that another language is spoken at home, an informal interview is conducted in English and the Native Language. When we do not have staff fluent in a particular language, we rely on the Translation Unit. We explain the HLIS form to parents and discuss its' purpose: to obtain information that will help us best meet the needs of their child. In order to promote academic success in school we need to place the child in the appropriate setting. As a result, we rely on 2 sources of information: The HLIS, to determine the language most often spoken at home, and an oral interview, to determine the overall language ability of the child. Once we determine if the student's dominate language is a language other than English, we administer the initial assessment: the LAB-R within 10 days of the admission date. Raw scores are calculated by hand and filed with the ESL teacher. Answer documents are returned to the Borough Assessment Office on the scheduled due date for official scoring. Until then, raw scores are used to indicate proficiency levels and eligibility. Students who are identified as LEP with proficiency levels of Beginner, Intermediate, or Advanced levels are then placed in an appropriate language program. Furthermore, Spanish students who are eligible for language services take the Spanish LAB-R and those documents are also hand-scored and delivered to the BAO. This information is valuable because we can utilize the literacy skills they possess in their native language to develop English literacy and fluency.

Once students are enrolled in the ESL program, they are required to take the NYSESLAT to track their progress as an ELL. All LEP students take this exam each spring until they are receive a Proficient score. We use the ATS document-RLER to account for all students who are mandated to take this exam. The data from this exam provides insight into the strengths and weaknesses among the modalities of language and gives a baseline of what kinds of instruction the student needs in order to achieve proficiency in English.

2. Placement of students is a partnership between school and parents. Parents have the right to choose a placement for their child, so next we hold a parent orientation meeting. The meeting is held by a trained pedagogue, usually the ESL teacher, with the support of the Parent Coordinator. The purpose of this meeting is to inform parents of their rights and provide a description of the 3 program choices provided by the Department of Education-Dual Language, freestanding ESL, and Transitional Bilingual Education. In preparation for this event, parents are sent several documents in their native languages/English, depending on preference: a flyer, Appendix C (Entitlement Letter), a copy of the Parent Selection/Survey, and brochure entitled: A Guide for Parents of English Language Learners. (Copies of the Entitlement Letters are kept on file with the ESL teacher). The orientation is conducted at conclusion of the LAB-R 10 day testing period, when raw scores have been calculated. We hold other orientations during the year as needed. The day of the orientation, parents receive an agenda, listen to a brief introduction, and watch a video detailing the 3 program choices. The information is disseminated in three ways: visually with a graphic organizer, a brochure in the parents' languages, and a video provided by the Department of Education. Parents are asked to sign-in and this document is stored on file with the ESL teacher. Before previewing the video we provide an overview of the three program choices.

One choice parents have is Bilingual Transitional Education. The goal of a Transitional Bilingual program is for students to learn conceptual skills in their native language while learning English. Students receive English as a Second Language instruction, content instruction, in both English and the native language, and Native Language Arts-promoting proficiency in the native language. The idea is that students will transfer the knowledge and skills from the native language to English. That is why during a student's first year in TBE the ratio of native language to English is 75:25. As the child develops a greater proficiency of English that number decreases until the child is ready for a monolingual class. If a parent would like to choose this option for their child, we have a prepared list of NYC schools that have established TBE classes. We will continue to update parents as new students enroll and when numbers increase. We watch the trends in order to be prepared to open such a class if need be.

The second option for parents is the Dual Language program, which is also the preferred program choice. The goal of this program is for students to become bilingual, biliterate, and bicultural. In this model, EP (English proficient) students also have the opportunity to learn a second language. The idea is that both groups of students will provide good language models for their counterparts. Students are taught content and literacy in both languages. Instructional time spent on each language is 50% English and 50% in the other language. Students may alternate language instruction day by day or in cycles.

The third option is a Freestanding ESL program. In an ESL program, the majority of instruction is in English. Students are taught English by means of ESL methodologies and are immersed in English for most of the day. That is not to say that the native language is not supported in the ESL classroom. Students' native languages are validated by being encouraged to use their language when needed. Students may clarify information with other students or teachers who speak the same language, use bilingual dictionaries/books, or rely on cognates as a means of comprehension. However, the goal in this setting is English proficiency. There are three program models: pull-out, push-in and self-contained. In the pull-out and push-in models, ESL teachers and mainstreamed teachers collaborate to determine language and content needs of students. Students who participate in a pull-out program are brought together from various classes and work in a location separate from their homerooms. Conversely, in the push-in model the ESL teacher is a co-teacher during lessons in the students' homeroom classes. All of our 34 parents have selected the free standing model.

3. Once parents have the opportunity to ask questions, consult about their child, and evaluate their choices, they are asked to fill out the Parent Survey and Program selection forms. The Translation Unit is used, if necessary. We feel the Parent Orientation is the optimal time for parents to select a program because we can ensure the forms are returned and parents can ask questions as they make the best choice based on their child's language needs. In order to make an appropriate choice, we discuss the child's school history, language dominance, as well as academic language proficiency. Since parents already received a packet containing the Parent Survey/Selection forms and Entitlement letters, we are able to collect these documents as a packet at the Orientation. Since the default program for students is the Bilingual Education program, follow-up letters and contact is made for parents who are not able to attend the meeting. Parents who cannot attend the initial meeting are asked to attend make-up sessions. If this is also not successful, we utilize the day of Parent-Teacher Conferences to hold meetings. Our last resort is a telephone orientation. All outreach will be kept on file with the ESL teacher. During our parent orientation this year, all parents, except 1, selected Freestanding ESL as their first option.

5. In order to facilitate/organize the process of tracking parent options, we created a document to illustrate trends. This is stored in the ESL teacher's room where it is easily assessable and updated. When new students are enrolled, their information is added and compared with previous data. Therefore, trends are continuously reviewed as the school year progresses. Data from our previously enrolled ESL students' parent selection forms indicate that there are 3 requests for TBE as a first choice (1 Urdu and 1 Spanish, and 1 Chinese). We will continue to keep this information on file and when there are 15 or more students in consecutive grade levels that request a bilingual class, we will comply accordingly. Parents will be notified when this choice becomes available here at P.S. 128Q. At this time there is insufficient number of students to create a bilingual class. As a result, we only offer a Freestanding ESL program for the 2011-2012 school year.

6. As of the current school year, we are aligned with parent choice due to numbers of requests for TBE and Dual Language.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	30			2			2			34
Total	30	0	0	2	0	0	2	0	0	34

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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			4				1	1						6
Chinese	1	1						1						3
Russian		1					1							2
Bengali														0
Urdu			1											1
Arabic	1	2	2		2		2	1						10
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	2	1		1										4
Albanian	1	1												2
Other	3	2	1											6
TOTAL	8	8	8	1	2	0	4	3	0	0	0	0	0	34

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).

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. (a) Our Freestanding ESL program provides instruction in English emphasizing English language acquisition. There are a total of 34 students this year. At P.S. 128Q we follow both a pull-out and push-in model and adhere to all CR Part 154 mandates. ELL's spend most of their day in an all-English homeroom and are brought together from various classes for English acquisition focused instruction.

(b) The scheduling of students depends on their grade and proficiency levels. Students are placed in groups of similar, but different grades (K, Beginners/ Intermediates in Grades 3-7, 1-2, and Advanced Grades 3-7) and are of mixed proficiency levels. In addition, the AMAO targets and NYSESLAT 2011 Spring Score Report via CD-Rom were utilized for the first time this year to provide even more insight on student history to find patterns to create the best possible groupings. Groupings are fluid and within one class, there are subgroups. NYSESLAT scale scores, AMAO targets and NYS test results were carefully examined for an overall picture of student abilities. NYSESLAT raw scores were used to fine tune groupings and determine students with similar needs. We only have a few students per grade, so that is why most students are participating in the pull-out model and are in ungraded and heterogeneous groups. Next year, we can continue to revisit numbers of students per grade to participate in the preferred push-in model by placing ESL students in the same homeroom class. The number of instructional minutes students receive are calculated by their proficiency levels determined by LAB-R and NYSESLAT exams. Beginners and Intermediates receive 360 minutes of ESL instruction, while their Advanced counterparts receive 180 minutes of ESL/ELA instruction

2. The number of instructional minutes students receive are calculated by their proficiency levels determined by LAB-R and NYSESLAT exams. Beginners and Intermediates receive 360 minutes of ESL instruction, while their Advanced counterparts receive 180 minutes of ESL/ELA instruction.

3. Several factors are considered when planning for those instructional minutes. ESL instruction is based on the idea that students require development of BIC's and CALP's. Therefore, students receive both language and content instruction. In the beginning, LAB-R and NYSESLAT results are used to determine the linguistic needs of the students. In addition, grade level standards outlined in the Common Core State Standards are used to provide a framework for content instruction. ESL lesson plans and learning experiences are aligned with these standards and expectations at each grade level; therefore Language Arts, Science and Social Studies are covered in our ESL periods. We use the methods from the Sheltered English approach to deliver instruction because it is an optimal recipe for language development: standards, goals, multidimensional assessment and flexible grouping. Content lessons are based on grade-level curriculum and language instruction is centered around linguistic demands/functions of a topic. Students are taught both academic functions (analyzing, describing, comparing/contrasting, etc...) and social functions (agreeing/disagreeing, giving instructions, expressing feelings, etc...). Language lessons provide a way for grammar instruction to be taught within a natural, meaningful context. A variety of assessments are used to track progress and drive instruction. We use data from NYSESLAT, LAB-R, ELA, Math, and ECLAS as formal assessments as well as informal assessments-running records, conference notes, and portfolios. Often we look at these assessments to create goals in all areas of language development for our ESL students. Parents are also included in the assessment process. Parents receive a progress report explaining the students' language goals and steps we are taking to meet those goals. They are encouraged to comment and help support the learning of their child-providing a bridge between home and school.

4. We have a freestanding ESL program, with Native Language support.

5. (a) We currently do not have any SIFE's. If we did, we can use strategies and information about SIFE's in the book entitled, Closing the Achievement Gap: How to Reach Limited-Formal-Schooling and Long Term ELL's by Yvonne S. Freeman and David E. Freeman.

A. Programming and Scheduling Information

(b) Students of all proficiency levels participate in an academically rigorous program. All students are expected to participate in grade-level lessons, and are exposed to grade level content, regardless of their proficiency level. We accomplish this by differentiating instruction based on proficiency level and needs. Newcomers (0-3 years), our largest group, 30 students, mainly from grades K-2, who are beginners and intermediates are placed in flexible groups (heterogeneous and homogeneous), so they can listen to the modeled language of more advanced students while completing tasks within the zone of proximal development. Examples of differentiation at the beginner and intermediate levels are evident in all areas of language development. Oral/Aural strategies such as providing language stems and barrier games for speaking and listening provide students with a scaffold, while requiring students to communicate in order to complete a meaningful task. During Writing, students use various scaffolds such as sentence builders, mapping, and cloze activities. Reading scaffolds include: age-appropriate picture books, story mapping, anticipatory guides (both picture and words), shadow reading, rereading, preview a story in the NL, as well as Directed Listening/Reading-Thinking activities. These strategies provide Beginners and Intermediates with support while challenging them to learn content, problem solve and think critically appropriate to their grade level.

Another way to make information comprehensible is by choosing materials from a variety of sources. Students are encouraged to use their native language as a reference point for learning new concepts. They may rely on a classroom buddy or print material in their own language. We have even "translated" our alphabet with post-its for Arabic and Russian students correlating the English and the Arabic/Russian letter equivalents. They are taught to look for connections, such as cognates, in their home language while gaining proficiency in English. We do this because understanding content is just as important as language development. When materials are not available in the native language, technology plays a role in making content comprehensible-images, games, and web quests are a way we support comprehension of content material.

There is an added benefit to teaching ESL through content and differentiating instruction: this form of instruction inadvertently prepares newcomers for the New York State exams. Teaching content to all levels of proficiencies while exposing them to a variety of literature exposes students to all genres-fiction, poetry, etc.. By the time they encounter the ELA for the first time, they have examined and read stories from all genres and have been taught about the features unique to each type of genre as well. Since content instruction is aligned to grade expectations, they are learning the information need to take the state Math, Science, and Social Studies exams. We do realize that state exams measure knowledge of content areas. Therefore, if a student is very new to the country and has more background knowledge of content in their home language, they will be provided with a way to express that by means of a test in their native language or a translator. Lastly, ESL students receiving content instruction will have an easier time transitioning to the push-in model because they have background knowledge of the vocabulary taught in the various subject areas and will be able to participate in lessons alongside their homeroom peers.

(c) Although newcomers who are Beginners and Intermediates make up a majority of our ESL population, we have 2 students, Grades 3 and 6, who are within the 4-6 years of ESL services. AMAO targets determined both students made progress from 2010-2011. Our 3rd grader went from Intermediate to Advanced, while our 6th grader, a new student to P.S. 128Q, although he gained 43 points from year-to-year, he remains at the intermediate level of proficiency. We began by looking at their scores on the RNMR to determine the area(s) of need and what needs to take place during ESL instruction. For both students, RLAT data shows a strength in oral/aural language, but a deficit in reading and listening. A closer look indicates that reading is the greatest area of need and decoding and comprehension both play a role. Therefore, to remedy these areas of need we will focus on skills that target decoding and comprehension, combined with principals of success from Closing the Achievement Gap (FIGURE 4-2, page 16). According to the authors, 4 key elements for school success for this subgroup are: 1) Engage students in challenging, theme based curriculum to develop academic concepts. 2) Draw on students' background-their experiences, cultures, and languages. 3) Organize collaborative activities and scaffold instruction to build students' academic English proficiency. During reading, we can utilize strategies from the PRIM reference book as well as effective strategies from Kaylene Beers-When Students Can't Read. Foundations/Wilson lessons can support/reinforce decoding development. Group activities -barrier games, projects, and tasks that involve problem solving can motivate as well as trigger conversations that incorporate a variety of language that lead to development of oral/aural proficiency.

(d) Our 2 students, Grade 6 and 7, who have completed their 6th year of ESL have some similarities, but also some differences that will be addressed this year. Our 6th grader is new to P.S. 128Q, is Advanced and has been for 3 years. From 2010-2011, she has gained 53 points. Looking at her RLAT history, she has made gains in L/S, but has been inconsistent in R/W. Initial assessments in these areas will be done to assess instructional goals. At first glance, it appears writing will be our focus with this student. During our ELA periods for advanced students, we will also carefully examine different genres by looking at similarities and differences among organization, style, vocabulary (word choice/expressions), and author's purpose. The idea is that understanding how a genre "functions" will facilitate writing in that genre as well. This method of instruction is taken from the "Curriculum Cycle" as described in Pauline Gibbons' book, Scaffolding Language, Scaffolding Learning. Students will be provided with opportunities to explore and discuss a genre before being asked to write about it. Then through shared experiences, students write a joint text with the teacher, and finally, students will write their own. This method of instruction will not only benefit those students previously mentioned, but all of our Advanced students.

Our 7th grader is in a self-contained Special Education class and only gained 37 points from 2010-2011. He has made steady gains in

A. Programming and Scheduling Information

Writing and Speaking. His progress in Listening has been inconsistent, but fails to make significant gains in Reading. Decoding and comprehension will be the main focus of instruction. Kaylene Beers' book will provide strategies for comprehension as well as Wilson techniques for decoding.

Although all modalities of language are simultaneously reinforced in the ESL classroom, we have outlined how we will address the specific needs of our ELL's who are newcomers, 4-6 years of services, as well as 6+ years that is a result of data from RLAT and AMAO targets.

6. There are 2 self-contained special education classes. Grade 2 (5 students) and a Grade 3, 6, 7 (2 students) bridge class. The ESL teacher and classroom teachers met to determine that the best possible service for the 2nd grade is the push-in model. Teachers meet each Monday to discuss the upcoming lessons that will take place in the classroom. They formulate academic and language lessons to reflect these goals. During classroom instruction, the ESL and classroom teacher co-teach using Special Education and ESL methodologies. The ESL teacher provides the language needs of the lesson, while the Special Education teacher emphasizes the content goal of the lesson. When it comes time for group work, the ESL teacher completes the task with her students, encouraging students to use all modalities of

Native Language Usage and Supports

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

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

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

8. Academic intervention for ELL's is mainly done during the 50 minutes block. We have targeted new arrivals with limited formal schooling to work on ELA skills. English is the language of instruction, but there is Native Language support when needed.

B. Programming and Scheduling Information--Continued

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

8. Academic intervention for ELL's is mainly done during the 50 minutes block. We have targeted new arrivals with limited formal schooling to work on ELA skills. English is the language of instruction, but there is Native Language support when needed.

9. Transitional students who have passed the NYSESLAT in the last 2 years will continue to receive support as they become full-time members of the mainstreamed classroom. Teachers of these students will be able to receive support and guidance from the ESL teacher to ensure that they continue to develop their English proficiency. She can suggest strategies to continue developing all modalities of language. Periodic assessments, state exams, and teacher observations will be used to track and monitor progress. Students who have transitioned into the mainstreamed classroom will also be given an opportunity to receive time-and-a-half on state exams. These students will be given modifications as needed.

10. N/A

11. N/A

12. An after school service is in the works for our newly arrived students. Title III monies will provide funding for this program. The goal will be to work with these students on ELA skills.

13. In the ESL and homeroom classrooms, students are given opportunities to work on the computer to complete various tasks: keyboarding, using on-line dictionaries, finding picture support, on-line educational games. Their homerooms are equipped with SMART boards and they are given Technology periods each week with Mr. Chim, Technology Teacher.

14. Native Language is very much encouraged in the ESL classroom. Even when new students to the U.S. enter the ESL classroom they can see their native language in use. Our classroom alphabet has Russian and Arabic equivalents posted below the English alphabet for reference. (My Arabic students contributed to the translation). There are hardcover bilingual dictionaries in the classroom at their disposal, as well as use of internet dictionaries. Students are given a choice of whether they need the support of their NL or not. We will also be using the strategy called: Preview, View, Review (from the book Closing the Achievement Gap) for the first time this year. Key concepts are first introduced in the NL (Preview). Using Google Translate, etc...students will preview vocabulary in NL or be given a summary of the lesson in their native language. This will lower the affective filter and enable the student to trigger any background knowledge on a topic. Therefore, the demands of learning the new terms/concepts in English will be lessened. Students will then be given opportunities to participate in the lesson in English and given opportunities to interact with other students using new vocabulary in English. (View) Lastly, the lesson ends with a summary/list of key ideas in the NL. (Review)

16. N/A

17. All students in grades 6-8, including ELL's, are afforded the opportunity to take Spanish this school year.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
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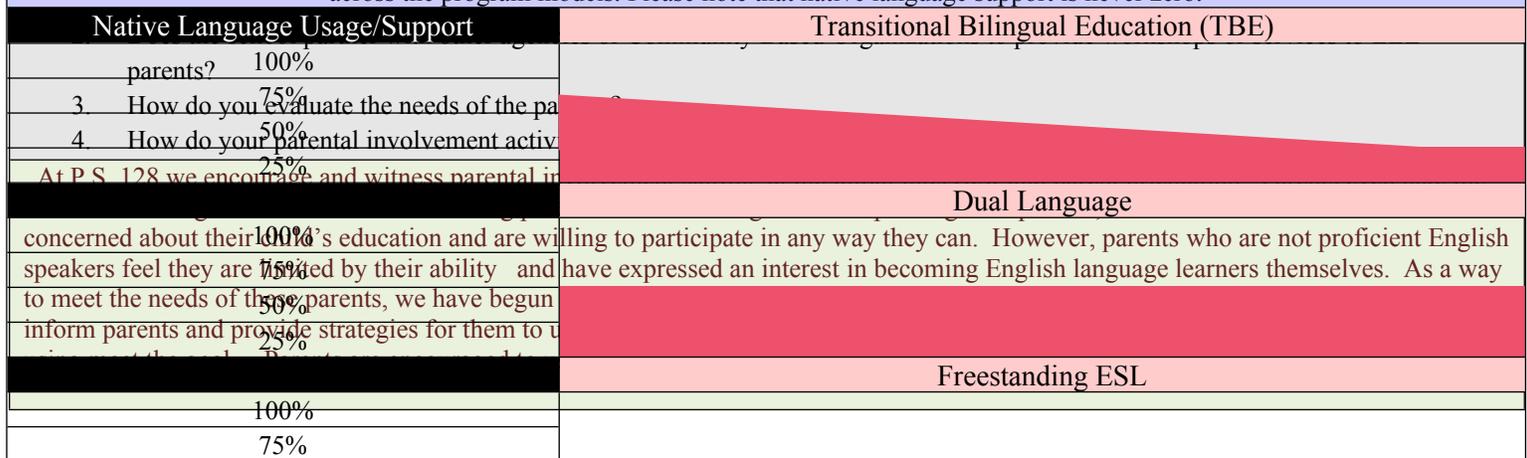
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Native Language Usage and Supports

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



E. Parental Involvement

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

At P.S. 128 we encourage and witness parental involvement starting at the initial interview and parent orientation. Parents even take the initiative to bring translators with them during parent/teacher meetings. When speaking with parents, we notice that most of them are concerned about their child's education and are willing to participate in any way they can. However, parents who are not proficient English speakers feel they are limited by their ability and have expressed an interest in becoming English language learners themselves. As a way to meet the needs of these parents, we have begun to plan for an Adult ESL class for our parents. Until then, we have found other ways to inform parents and provide strategies for them to use at home. As mentioned earlier, a monthly goal sheet is sent home with steps we are using meet the goal. Parents are encouraged to use these same strategies when working with their child at home.

B. Programming and Scheduling Information--Continued

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

8. Academic intervention for ELL's is mainly done during the 50 minutes block. We have targeted new arrivals with limited formal schooling to work on ELA skills. English is the language of instruction, but there is Native Language support when needed.

9. Transitional students who have passed the NYSESLAT in the last 2 years will continue to receive support as they become full-time members of the mainstreamed classroom. Teachers of these students will be able to receive support and guidance from the ESL teacher to ensure that they continue to develop their English proficiency. She can suggest strategies to continue developing all modalities of language. Periodic assessments, state exams, and teacher observations will be used to track and monitor progress. Students who have transitioned into the mainstreamed classroom will also be given an opportunity to receive time-and-a-half on state exams. These students will be given modifications as needed.

10. N/A

11. N/A

12. An after school service is in the works for our newly arrived students. Title III monies will provide funding for this program. The goal will be to work with these students on ELA skills.

13. In the ESL and homeroom classrooms, students are given opportunities to work on the computer to complete various tasks: keyboarding, using on-line dictionaries, finding picture support, on-line educational games. Their homerooms are equipped with SMART boards and they are given Technology periods each week with Mr. Chim, Technology Teacher.

14. Native Language is very much encouraged in the ESL classroom. Even when new students to the U.S. enter the ESL classroom they can see their native language in use. Our classroom alphabet has Russian and Arabic equivalents posted below the English alphabet for reference. (Mr. Ambrose contributed to the translation). There are headphones and dictionaries in the classroom at their disposal.

B. Programming and Scheduling Information--Continued

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16. N/A

17. All students in grades 6-8, including ELL's, are afforded the opportunity to take Spanish this school year.

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

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Additional Information

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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)	2	3	2		1		2	1						11
Intermediate(I)		2	3		2		1	1						9
Advanced (A)	6	2	3	1			1	1						14
Total	8	7	8	1	3	0	4	3	0	0	0	0	0	34

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1	2	1		1		6
4					1				1
5		1		1	1				3
6	1	1						1	3
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. The ECLAS kit is used as a baseline to determine students' knowledge of early literacy skills. Kindergarten students are in the process of being assessed for alphabet recognition and sounds. Intermediates/Advanced ELL's in grades 1-2 are currently being assessed for, decoding, reading accuracy, and sight words. We also use the ECLAS kit with Newcomers in all grades to determine their literacy skills in English. Results are correlated to Fountas and Pinell Levels. Results are discussed with the classroom teacher to assure accurate results and create common goals. Information from the assessments determine instruction in both the ELL's homeroom and during ESL instruction. Both teachers are able to form common goals and are reaching for the same targets. Information also allows us to form groups of students with similar needs and reorganize groups as goals are achieved. Intital groups and goals were formulated using the NYSESLAT raw and scale scores. Students in Grades 1 and 2 were grouped according to results: 6/9 students in Grades 1-2 will be grouped together based on their need to focus on developing comprehension skills, while 4/9 will be grouped together based on their needs of alphabet recognition/ sounds, decoding and comprehension.

2. Grade and Proficiency levels:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Juniper Valley

School DBN: 24Q128

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
John Lavelle	Principal		1/1/12
Eva Galanisd	Assistant Principal		1/1/12
Melissa Phillips	Parent Coordinator		1/1/12
Erin Kilbride	ESL Teacher		1/1/12
Matilda Fratto	Parent		1/1/12
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q128** School Name: **Juniper Valley**

Cluster: **4** Network: **406**

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.

During the intake process, parents are provided with the preferred language form found on the NYC Department of Education website. Questions about school/parent communication are translated into 11 languages. We are able to gather additional information from speaking with parents while they complete the HLIS.

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.

Kindergarten (9 ELL's)- 1 Arabic, 1 Chinese, 7 English. Parents who chose English as their preferred means of communication also speak Albanian, Czech, Romanian, Polish, and Turkish at home.
Grade 1- (7 ELL's)-1 Arabic, 5 English, 1 Russian/English. We learned that for one of our Russian families, if we are communicating with an older sibling it is in English, but if we are communicating directly to the child's parents, we are to provide a Russian translation. Parents who also speak Arabic, Chinese, Polish, and Russian chose English as their preferred means of communication.
Grade 2- (8 ELL's) 5 English 3 Spanish. Parents who chose English also speak Arabic and Urdu.
Grade 3- (1 ELL) Polish
Grade 4- (3 ELL's) 3 English. The students' parents are also Arabic and Chinese speakers and have siblings who are ELL's in our school.
Grade 6-(4 ELL's). 4 English. Parents who chose this option also speak Arabic, Russian, and Spanish.
Grade 7(4 ELL's) 3 English, 1 Spanish. Parents who chose this option also speak Arabic, Chinese, and Spanish.
We have created a document that encompasses the options of the parent as indicated on the Parent Survey/Selection form as well as language preference. The parent coordinator has a copy of this document. Teachers are made aware if there is a parent who requests

communication in their native language.

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.

If needed, written translations are done for school wide documents, PTC, holiday schedules, for example. Before documents are sent home, available staff translate documents and return for copies to be made for families who request alternate translation of documents. If a particular teacher needs something translated, we provide that as well. Most translations are done in-house by the staff of P.S. 128Q. We have staff who are fluent in Spanish, Greek, Arabic, Polish and Chinese. All work together and provide translations when needed. One parent has provided Romanian translations when needed.

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.

Most oral translations are needed during conferencing with parents or during the initial intake. As stated earlier, we are fortunate to have staff who speak the languages of our families. However, when an oral translation is needed and a particular staff member is not available, we rely on the Translation Unit for assistance..

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>.

According to the Chancellor's Regulations, there are 30 days to determine the language needs of parents and a responsibility to maintain a record of this information. At the moment of intake, we determine language needs of parents on the HLIS and on the Preferred Communication form provided by the NYCDOE. This information is compiled and added to the existing document created by the ESL teacher. We refer to this document when determining the oral language needs when providing the Parent Orientation, holding parent meetings such as IEP or PTC. In addition, we use this information when preparing to send notifications home to parents as well: IEP meetings, PTC meetings, as well as entitlement letters. We have staff members who can provide translations—oral and written when needed. However, if a time occurs when staff is not available, we rely on the Translation Unit, via the phone, to provide important information to parents.

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:

1. Rationale/Subgroups to be served: After carefully reviewing formative data from ELA, Math, NYSESLAT as well as teacher observations, we determined that the greatest area of need is our Newcomer/Beginner 6-7 grade ELL's. We will also include 2 students in Grade 4. They are performing below grade level in all subject areas. Even when providing an oral translation (Arabic) of the state math exam, they performed at a Level 1. After further examination, we found they are missing a lot of the basic skills needed to perform at grade level. One goal of the Saturday program will be to fill in the gaps they need in Math as well as the language needed to meet the demands in their grade level math classes. Another goal of the Saturday program will be to provide ELA instruction to increase their reading levels. This will carry over into other subject areas-science and social studies. Saturday program will begin on Dec. 3, 2011.

2. Language/Duration: Approximately 90% of the instruction will be provided in English. Students can rely/use native language support when needed. We have used computer based translations during the school day, and students can use this same support during the Saturday program. Students will attend 30 weeks of the Saturday program for 3 hours. The program will be split: 1-1/2 hours for ELA and 1-1/2 hours for Math instruction.

3. # and types of certified teachers: 1 Certified ESL teacher

4. Materials: Finish Line for ELL's: English Proficiency Practice (content areas), Ladders to Success: Math, SMART board, EMPIRE STATE NYSESLAT and Language for Learning by Options for ELA. The SMART board has been utilized in many ways to enhance Title III instruction and promote students' achievement. One way has been to provide native language support. Google Translate provides not only a written, but also oral translation (for short sentences). When needed, we provide translations of lesson objectives and key concepts. This is used during the Preview component of the Preview -View-Review strategy. A SMART board has provided ways for all students to participate in lessons. SMART Exchange, Brainpop, and Teacher Tube allows for the UDL to take place in the ESL classroom. Interactive lessons on the SMART board enhances reading, writing and listening skills by providing visual aides, hands on experiences, as well as alternate means of expression. Lastly, the document camera allows for all students to share a text or writing experience together. We use this technology during a reading and writing mini-lessons. The SMART board has given ELL's access to information we previously did not have. It has been a benefit to all ELL's.

Part B: Direct Instruction Supplemental Program Information

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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: 1. Rationale: At P.S. 128Q we have an increasing number of ELL's in our classrooms. They come to us with diverse educational backgrounds and needs. The goal for our ELL's to work side by side their classmates to participate in tasks that meet the demands of the CCLS. Teachers have voiced a need support to find ways to provide academic rigor and ensure classroom participation for even our Beginner ELL's.

2. Teachers to receive training: All teachers will be invited to trainings. However, for paid trainings, we will provide compensation for 10 teachers to attend. Teachers in the Middle School and Grade 1 will be strongly urged to attend.

3. Topics to be covered: We will focus on the Universal Design for Learning as it relates to the CCLS and ELL's. The Universal Design for Learning allows an entry point for all learners, regardless of ability. Subtopics will include: scaffolding, chunking information, using reading levels to chose appropriate text for ELL's, as well as using native language support as a means of demonstrating comprehension. Lastly, using Protocols in the classroom will benefit ELL's by providing them with routine and ensuring there is time allowed for participation and using the language learned during lessons.

4. Schedule and duration: We will provide training during after school hours beginning in January 2012.

5. Provider: Erin Kilbride, ESL teacher (using information from trainings by: Enrico Domingo, Director of Student Services, and Rivky Broyde, Special Education Instructional Coach)

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

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: 1.Rationale: Provide parents with important information regarding expectations, information resources, and ways to support their child at home.

2.Schedule and duration: September, November 2, December 15.

3.Topics to be covered: September we begin with an orientation for parents, an introduction to P.S. 12Q and our procedures and expectations. This also allows for introductions and their roles in the school environment. We emphasize to ELL parents they are important in the education of their child and there is staff to assist them during the school year. In the month of November, we held a meeting about the CCLS and provided oral translations, if requested. In December, we will hold a training for parent about navigating ARIS and how to interpret the information. Again, oral translations will be provided upon request.

4. how parents will be notified: Written invitation, translated if needed.

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 	\$4505.4	90 hours of per session for ESL teacher to support ELL's during a Saturday program from December 3, 2011-June 2012. \$50.06 (current per session rate with fringe)=\$4505.40
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$339.00	Empire State NYSESLAT English Proficiency Practice
Educational Software	\$1,400	SMART Board. We can use this form

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.
(Object Code 199)		of technology to provide support and visuals to our Beginner ELL's. The document camera can allow for shared reading and writing experiences as well.
Travel		
Other	\$4955.94	9 hours of Per session for Professional Development for staff. 1 ESL teacher + 10 teachers (Per session rate with fringe \$50.06)=\$4955.94
TOTAL	\$11,200	