



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** THE LAURELTON SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 29Q156

**PRINCIPAL:** NOREEN LITTLE **EMAIL:** NLITTLE@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** LENON MURRAY

### 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
Noreen Little	*Principal or Designee	
Andre Williams	*UFT Chapter Leader or Designee	
Lijia Brown	*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	
Susan Albanese	Member/ Staff	
Nicole Foo-McKenzie	Member/ Staff	
Marcia Millington	Member/ Staff	
Frank Griffith	Member/ Parent	
Kermitt Williams	Member/ Parent	
Gina Dorestan	Member/Parent	
Mona Lisa Miles	Member/ Parent	
Xiomara Amedegnato	Member/ Parent	
	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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

There will be a 3% increase in the number of students performing at the proficient level and above on the NYS assessment in ELA, by May 2012.

### **Comprehensive needs assessment**

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

Based on the results of the New York State assessments our students have not made adequate progress in ELA. Spring 2011 data indicates that 11% of our students are performing at level 1 and 51% of our students are performing at level 2. This means we have 62% of our students not meeting proficiency in ELA. Third grade indicates that we need to look closely at early childhood instruction and pedagogy.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) time line for implementation.

#### **A- Data Tracking**

- The teachers will use a uniform data analysis tool to effectively organize student achievement data in grades 3-8 so, performance trends can be easily identified and quarterly requisite adjustments made.
- Tracking student achievement on ACUITY, ARIS and Ed performance Assessments.
- Monitoring student progress frequently and goal setting.
- Use of data by school staff to inform and improve student achievement as is evidenced in weekly lesson plans, instruction, planning meetings and utilization of data binders
- Feedback from teachers using the data collected on student progress.

#### **Strategies for Improved Instruction**

- Specific periodic professional development on implementation of CCLS and Danielson's Framework for Teaching, and data analysis,
- Finding the root cause of the student's deficiency
- Identifying the student's learning style
- Matching students to appropriate levels of instruction (differentiation of instruction)
- Adopting evidence-based interventions, such as Wilson and Foundations
- Requiring active student response, and using accountable talk.

- Being explicit in teaching strategies – using small group instruction, guided reading, Computer Assisted Programs
- Constantly spiraling skills and review- use of skills calendar
- Giving students opportunities for choice – differentiated activities and projects-emphasizing projects based learning.
- *. Curriculum mapping for the entire year across the grades and content area.*
  
- Monitoring Preparation and implementation
- Developing school wide programs for common academic difficulties, such as NY Ready, IREADY
- Teacher Teams tracking student progress and analyzing student work.
- Frequent Classroom snapshot observations and formal observations.
- Minutes and agendas from monthly data meetings and the discussions about the next steps for planning instruction.
- Lesson plans – to ensure that teachers are planning for all students; looking for the correlation between the data and the plans.
- *Each grade to present a specified number of writing samples per marking period.*

#### B- Staff Resources

- Classroom, cluster and intervention teachers
- Administrators will monitor and assess progress. Will provide support for teachers in the form of resources and materials.
- Teacher Leaders
- CFN staff support staff to facilitate professional development

#### C - Teacher input

- The teacher teams share strategies for working with students.
- They share their opinions about materials we are considering for the school.
- Common planning and grade meetings are used for the sharing of strategies, and materials.

#### D- Time Line

The timeline for this goal is from September 2011 – June 2012.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We will engage parents in workshops on topics of their interest, monthly newsletters and conferences. We will keep parents informed about the current trends in education, the curriculum and the New York City expectations. The parent workshop topics will include the Common Core Learning Standards and how to help students with Reading and Math. Teachers will notify parents, through e-mail, notices, telephone conferences, of the academic expectations they have for their students with due dates and assignments. We also use the School Messenger for announcements as well as notification of attendance and punctuality. The parent coordinator, along with staff members will plan family night events.

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All of our teachers are highly qualified. However, if a vacancy arises we will visit job fairs, form a hiring committee to select highly qualified candidates. We can retain our HQ teachers by supporting them in achieving their professional goals through differentiated professional development; sending teachers to

professional development opportunities; rewarding their achievement and using their expertise to encourage others. We are building a professional learning community.

**Service and program coordination**

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

We encourage and extend the opportunity for all students to attend the extended day intervention. Currently, we receive the support of a state funded SAPIS worker who works with our students to strengthen awareness and build self esteem. She also focuses on drug/alcohol prevention, behavior modification, and an anti-bullying campaign. We also participate in the Respect for All campaign provided by the city, promoting tolerance and respect. In addition, as a recently identified SINI school, we expect to receive Supplemental Educational Services.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Teachers are funded through Fair Student Funding, OTPS – FSF, OSAS funds for the SAPIS worker.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By May 2012, there will be a 3% increase in the number of students performing at level 3 and 4 on the NYS Math assessment.

### **Comprehensive needs assessment**

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

Based on the result of the state assessments our students have not made adequate progress in Math. According to our annual report card 41% of our students are performing at levels 3 & 4. Our students must improve their performance on state assessments, and make significant progress on state and city accountability measures.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

A-

- *Think Tank – where teachers can work together to find strategies to implement the CCLS.*
- *Study groups to read about RTI, Classroom management, CCLS, and other related topics.*
- *Curriculum mapping for the entire year across the grades and content area.*
- *Completing the Math CCLS tasks. Teachers will use the tasks that are online this year.*
- *Accountable talk in Mathematics-*
- *Professional Development in Math Language*
- *Study groups*

### B-Staff Resources

- Classroom, cluster and intervention teachers
- Administrators will monitor and assess progress. Will provide support for teachers in the form of resources and materials.
- Teacher Leaders
- CFN staff support staff to facilitate professional development

### C - Teacher input

- The teacher teams share strategies for working with students.

- They share their opinions about materials we are considering for the school.
- Common planning and grade meetings are used for the sharing of strategies, and materials.

D- Time Line

The timeline for this goal is from September 2011 – June 2012.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We will engage parents in workshops on topics of their interest, monthly newsletters and conferences. We will keep parents informed about the current trends in education, the curriculum and the New York City expectations. The parent workshop topics will include the Common Core Learning Standards and how to help students with Reading and Math. Teachers will notify parents, through e-mail, notices, telephone conferences, of the academic expectations they have for their students with due dates and assignments. We also use the School Messenger for announcements as well as notification of attendance and punctuality. The parent coordinator, along with staff members will plan family night events.

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All of our teachers are highly qualified however, if a vacancy arises we will visit job fairs, form a hiring committee to select highly qualified candidates. We can retain our HQ teachers by supporting them in achieving their professional goals through differentiated professional development; sending teachers to professional development opportunities; rewarding their achievement and using their expertise to encourage others. We are building a professional learning community.

**Service and program coordination**

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

SES program, coordinate with network team to support and facilitate professional development. We are continuing to seek assistance from CBO's to provide service to the school. As of now we have coordinated services with SEs providers.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FSF, title 1 funding, NYSTL textbooks ,

### 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

*To improve Special Education performance in ELA and Math. To provide a program of instructional support in ELA and Math to increase the academic performance of students in ELA and Math as determined by state accountability measures.*

*By June 2012, the performance of SWDs will increase by 2% in ELA and math.*

#### **Comprehensive needs assessment**

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

The Special Education population did not meet AYP on the school Report Card in English Language Arts. Our performance index was 78 and we needed an effective AMO of 110 to make AYP.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

A-

- *Staff changes- putting people in grades/classes to maximize their efforts.*
- *Seek and provide additional training for SPED staff/teachers.*
- *Assign staff to support ELA intervention.*
- *Level of instruction in classrooms will be more rigorous, more grouping and individualization, small group work (Shared and guided reading).*
- *Lessons and projects reflect the abilities and interests of the students.*
- *Use of strategies learned in PD.*
- *Student engagement and participation in class work.*
- *Intervention based reading and writing program.- Curriculum Supports*
- *Requiring active student response, utilizing accountable talk.*
- **Special Education professional development based on the TC Special Education Institute\* topics in management and strategies for working with SWD, facilitated by the IEP teacher.**

#### **B - Staff Resources**

- Classroom, cluster and intervention teachers
- Administrators will monitor and assess progress. Will provide support for teachers in the form of resources and materials.
- Teacher Leaders
- CFN staff support staff to facilitate professional development

C - Teacher input

- The teacher teams share strategies for working with students.
- They share their opinions about materials we are considering for the school.
- Common planning and grade meetings are used for the sharing of strategies, and materials.

D- Time Line

The timeline for this goal is from September 2011 – June 2012.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We will engage parents in workshops on topics of their interest, monthly newsletters and conferences. We will keep parents informed about the current trends in education, the curriculum and the New York City expectations. The parent workshop topics will include the Common Core Learning Standards and how to help students with Reading and Math. Teachers will notify parents, through e-mail, notices, telephone conferences, of the academic expectations they have for their students with due dates and assignments. We also use the School Messenger for announcements as well as notification of attendance and punctuality. The parent coordinator, along with staff members will plan family night events.

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All of our teachers are highly qualified however, if a vacancy arises we will visit job fairs, form a hiring committee to select highly qualified candidates. We can retain our HQ teachers by supporting them in achieving their professional goals through differentiated professional development; sending teachers to professional development opportunities; rewarding their achievement and using their expertise to encourage others. We are building a professional learning community.

**Service and program coordination**

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

SETSS, Mandated Speech and Counseling, SES

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FSF, Teacher Legacy funding, IEP Para funding, IEP Teacher support, Mandated Speech and Counseling

## **ANNUAL GOAL #4 AND ACTION PLAN**

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

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**The average daily attendance rate will increase by 2% to 96%, by June 2012.**

### **Comprehensive needs assessment**

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

Our attendance rate last year was 94%. That was not enough to ensure that our children received consistent instruction. Increased attendance would equal more instructional time and allow the students to gain confidence in their abilities. Our school data indicates that 5% of students arrive to school late daily. This interrupts the educational process for those students as well as the class.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Telephone notification (School Messenger), letters of intervention for the designated tiers of absences and lateness, home visits, guidance intervention and further progressive measures will be used to support each tier of prevention strategies.
- Early intervention strategies will be used for students with 5% of students with less than 10 unexcused absences.
- Tier II- students with more than 10 absences, will receive a telephone call and letter requesting a parent meeting. The guidance counselor and or social worker will assist the parent with strategies to insure that the student gets to school regularly.
- Attendance team works with attendance teacher and CFN support staff.
- 100% attendance award monthly for each class. Teachers must display the door sign notifying the school that they have 100% for the day. The classes with the highest number of 100% days earn a certificate /commendation and a treat (k-5 snack and movie; 6-8 a pizza party).

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.  
We will engage parents in workshops on topics of their interest, monthly newsletters and conferences. We will keep parents informed about the

current trends in education, the curriculum and the New York City expectations. The parent workshop topics will include the Common Core Learning Standards and how to help students with Reading and Math. Teachers will notify parents, through e-mail, notices, telephone conferences, of the academic expectations they have for their students with due dates and assignments. We also use the School Messenger for announcements as well as notification of attendance and punctuality. The parent coordinator, along with staff members will plan family night events.

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

All of our teachers are highly qualified however, if a vacancy arises we will visit job fairs, form a hiring committee to select highly qualified candidates. We can retain our HQ teachers by supporting them in achieving their professional goals through differentiated professional development; sending teachers to professional development opportunities; rewarding their achievement and using their expertise to encourage others. We are building a professional learning community.

**Service and program coordination**

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

We will coordinate our efforts with our City funded attendance teacher and CFN support staff.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

NYSTL software, School Messenger, OTPS for certificates and treats, school funds or PTA donations.

## ANNUAL GOAL #5 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 #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) Timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

### **Service and program coordination**

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

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>	33	20	<b>N/A</b>	<b>N/A</b>	4		2	
<b>2</b>	27	24	<b>N/A</b>	<b>N/A</b>	2		1	
<b>3</b>	46	23	<b>N/A</b>	<b>N/A</b>	4		1	
<b>4</b>	30	20			1		1	
<b>5</b>	43	20			2		1	
<b>6</b>	59	30			1			
<b>7</b>	61	30			2		1	
<b>8</b>	62	30			3			
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<b>Wilson, Foundations, in small groups, during the school day 3-5 times per week. MONDO (k-2) small group work during the school day, every day. Tutoring after school two times per week</b>
<b>Mathematics</b>	<b>Small group work, after school three days per week. Tutoring after school two days per week</b>
<b>Science</b>	
<b>Social Studies</b>	
<b>At-risk Services provided by the Guidance Counselor</b>	<b>As mandated by IEP or recommended by the Student Support Team</b>
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	<b>Services as recommended by the Student Support Team</b>
<b>At-risk Health-related Services</b>	

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

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

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 29Q156 **School Name:** Laurelton School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     X Basic                       Focused             Comprehensive

**Intervention:**     School Quality Review (SQR)                       External School Curriculum Audit (ESCA)  
                          Joint Intervention Team visit (JIT)                       X Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The 2010-2011 New York State school report card, indicate that our Students with Disabilities population did not make AYP in English Language Arts. Therefore we have been identified as a School in Need of Improvement for this year based on that data indicator. The data show that most of the students in those testing grades are performing more than two years below grade level. Acknowledging that as we implement the common core learning standards and raise the expectations for all students, we will have to provide an instructional intervention to support our SWDs in English language arts.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
  - All classes will receive Wilson as an intervention. Students who lack phonic skills need to work at their level.
  - Setss students will receive more individualized or push in service. We will push in to work with students in the classroom setting.
  - Change in staff assignments. Teachers have been placed in appropriate grades to ensure a solid, consistent instructional base.
  - New intervention program to get teachers to focus on the skills for their grades. The program is skills based and differentiated. It is also aligned to the Common Core Learning Standards. The teachers will differentiate effectively for student success. Staff will receive professional development in guided reading to assist students in improving independent reading, fluency and comprehension.
  - Supplemental Education Services offered to all eligible students in ELA and Math. We are looking for the best program for our students.
  - Computer assisted programs – we have programs the students can use both in school and at home. The programs differentiate based on the students' needs and levels. The teachers are encouraged to use the programs in class as an intervention tool.
  - Depth of Knowledge is utilized to raise the level of rigor in the curriculum.

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### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

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

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Charles Amundsen</b>	District <b>29</b>	Borough <b>Queens</b>	School Number <b>156</b>
School Name <b>The Laurelton School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Noreen Little</b>	Assistant Principal <b>Sheila Jackson</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Harriet Humphrey</b>	Guidance Counselor <b>Kelly Morales</b>
Teacher/Subject Area <b>Kimberly Kostas/Elementary</b>	Parent <b>Lijia Brown</b>
Teacher/Subject Area <b>Mary Koppinger/Special Ed. 8th</b>	Parent Coordinator <b>Hailey Gray</b>
Related Service Provider <b>Marcia Millington, SETSS</b>	Other <b>Glaphyra LaPierre/ IEP Spec.</b>
Network Leader <b>Joanne Joyner Wells</b>	Other

### C. Teacher Qualifications

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

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

### D. School Demographics

Total number of students in school	<b>662</b>	Total Number of ELLs	<b>19</b>	ELLs as share of total student population (%)	<b>2.87%</b>
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## Part II: ELL Identification Process

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

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

At time of enrollment, Yolaine Charles (pupil accounting secretary) gives all parents or guardians an informal oral interview. If the parent is in need of an interpreter, one is provided. Yolaine Charles can communicate in Haitian Creole and French for all of our Haitian and French speaking parents. Claudia Ibanez (paraprofessionanl) can communicate with our Spanish speaking parents. Ms. Ibasnez also administers the Spanish LAB-R to all of our native Spanish speaking new admits. If a parent is accompanied with an under age interpreter or needs a translator but one is not available, all impertinent school documents are available to the parent in their native language in the main office.

All parents receive a home language survey to complete (the parent has the option of completing the survey in their native language) by Yolaine Charles. After completion, Harriet Humphrey (certified ESL teacher) reviews the responses to the various questions of language the child speaks, reads and understands. If the parent or guardian answers one question from part I indicating that the child uses a language other than English and two questions from part II that indicates the student uses a language other than English, Harriet Humphrey administers the LAB R (language assessment and battery revised) within the first ten days after enrollment. If the student scores at or below their grade cut score, they receive ESL services. If the student scores above their grade cut score, they are not entitled to ESL services. All students that take the LAB R are documented on the LAB R roster in the ESL teachers classroom records. An accurate assessment is best for the student so that ESL placement or non-ESL placement is taken care of quickly so that the student can get the support they need.

All ELL's are tested annually with the NYSESLAT (New York State English as a Second Language Assessment Test) to access English language abilities. Results are available by the new school year and students will either continue in ESL or discontinue ESL services. Prior to the NYSESLAT, students take by-monthly test prep for the NYSESLAT in all four modalities. The practice test shows that our ESL students need more assistance in writing and reading comprehension. Materials such as 'Write Away' and 'Language Arts Reading Strategies' have been purchased to assist our ELL's with the framework they need to succeed on the NYSESLAT.

After reviewing all information, attending an in school orientation session and viewing a video tape (all in the parent's native language) parents choose whether they want their child to attend a Transitional Bilingual, Dual Language, or a Freestanding ESL program. Whatever program they choose, parents must complete an entilement letter (Parent Survey and Program Selection forms.) The forms are filled out and signed and returned to the ESL teacher within 5-7 days. If the parent receives the forms and has not returned them to the ESL teacher then the child is automatically placed in ESL until further notification by the parent. It is noted on the ESL teachers caseload that the parent did not return the forms and the only option for the child is a Freestanding ESL program. A student who does not take Bilingual education must take at least ESL.

If the parent opts for a Bilingual educational program in the students' native language, the student is entitled to be transferred to another school that offers the appropriate program. The NYC Department of Education is responsible for providing transportation to the new school. Schools that have twenty or more students who speak the same native language in the same grade or two contiguous grades (e.g... grade 3 & 4) must create a bilingual educational program in that native language.

Here at the Laurelton School (PS/MS 156) we have only the ESL program. After parents have viewed all of the necessary materials they usually choose the ESL program. The trend in program choices for parents of ELL's for the past few years is that 99.9% of parents prefer their child be placed in a Freestanding ESL program.

Parents request an English only classroom because they feel that once their child leaves the school setting and is at home around family and friends, the child reverts to communicating in their native language and this is counter productive. Parents believe that an English speaking school and the ESL program, gives their child what they need to succeed academically and verbally for the future.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	1

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

ELLs by Subgroups									
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

ELLs by Subgroups										
	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	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	13	0	1	1	0	3	1	0	0	15
Total	13	0	1	1	0	3	1	0	0	15

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

### C. Home Language Breakdown and ELL Programs

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

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0      Asian: 0      Hispanic/Latino: 0

Native American: 0      White (Non-Hispanic/Latino): 0      Other: 0

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish					1	1	1	1	1					5
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	1	1	2		3	1	1	3	1					13
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	2	1	2	0	4	2	2	4	2	0	0	0	0	19

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

The current ESL program in the building is a program in which the certified ESL teacher pulls the students out of their mainstream classrooms heterogeneously and works on the four modalities of language using ESL strategies and a balanced literacy program of instruction in a separate location. At the present time, there is a scheduled common planning period for ESL and classroom teachers to collaborate together. Intermediate & Beginner ESL students receive 360 minutes per week while Advanced ESL students receive 180 minutes per week of ESL instruction.

The implications for the school's LAP and instruction are that classroom teachers need to be provided with more support and staff development to differentiate instruction and incorporate efficient strategies to meet students needs, especially in writing. Plans are to be developed specifically to support the student in the classroom. Classroom libraries are heavily multicultural and have substantial supplemental materials that are aligned to core curriculum (reading, writing, math, science, social studies, music, and art.) We plan to implement a limited push-in model where students are supported in the classroom with supplementary information, pictures, a vocabulary to assist them in following and learning the curriculum (especially in mathematics.) This plan is in place for newcomers as well.

At risk, special needs, and SETSS services are provided to long-term ELL's & SIFE students. Long-term ELL's and SIFE students possess specific individual instructional issues to be addressed. They may have achieved conversation fluency but not necessarily academic fluency. Effective programming will include a challenging theme based curriculum that will teach integrated complex thinking across curriculum areas. Collaborative activities will include one on one conferring with the teacher (ie. dialogue journals), small groups and peer learning activities (such as study buddies) and cooperative learning. Study skills and test sophistication will be intentionally taught through the use of graphic organizers and varying hands-on strategies. Each September, during professional development days, specific strategies and tips for effective instruction of ELL/SIFE students are to be addressed. Addressing the needs of ELL/SIFE students are also included in the teacher's /staff handbook distributed to all staff.

ELL's receiving services between 4-6 years follow English only instructional classes which have been designed to improve the English language learners ability to comprehend his/her core subject areas, through the use of ESL manipulatives geared to meeting the standards. Students are given homework and in classroom exams to evaluate their acquisition of the English language. All of their written assignments are placed in portfolios for perusing by the student, their teachers, administrative staff, and parents. Through these tools, students may be properly assessed and held accountable of their academic achievement or, need of academic assistance. By setting these standards, the LEP student will have a successful and positive school experience.

### Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	00		0	0

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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



## 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?

Through the utilization of ongoing research and data analysis the intervention put into place for ELL's in ELA, math and the other content areas is that focus will be to coordinate and implement individualized and differentiated instruction. The continued emphasis for the 2011-2012 year will be the efficient infusion of technological utilization: on the collection and disaggregating of data to inform instructional decision and an emphasis on writing. Future plans include the development of true portfolio assessment process, the development of monthly newsletters and a school website that is updated with translated information bimonthly so that the dissemination of information to the entire school community is immediate, current and includes all constituents. No discontinued services. The students who have reached proficiency get additional support by getting involved in special projects and participating in groups where they can benefit by sharing ideas and doing additional assignments. Our focus for the 2011-2012 school year is to build upon the foundations we have developed in implementing the Workshop Model with an infusion of technological usage to more effectively individualize and differentiate instruction within the context and framework of a rigorous, standard based curriculum. Through the effective planning and usage of technology the achievement of all students will be continually monitored. Detailed information on each student about specific learning needs and daily direct intervention will help students attain mastery. Extensive differentiated strategies, techniques and learning modalities need to be developed, incorporated and utilized so that learning is not repetitive but will have a fresh presentation and rigorous content. Technology will facilitate the creation of appropriate learning increments and level/complexity to meet student needs. Technology will facilitate interactive learning where students learn by doing and by giving and getting continuous responses. All ELL's participate in AIS (academic intervention services) for 17 and half minutes from four days a week with staff trained in the ESL methodology. They are also encouraged to participate in Saturday tutorials.

## 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)?

Not applicable

## D. Professional Development and Support for School Staff

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

Professional development opportunities are offered to all teachers of ELL's that are non ESL/Bilingual teachers. Grade level planning

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- Workshops on key concepts in second language acquisition theory.
- Workshops on best practices for teaching ELL's in the mainstream classroom
- Workshops on using technology to differentiate instruction
- Linking on-going professional development in balanced literacy and mathematics with the special needs of ELL learners

In our building, we have the services of a full time ESL teacher who attends workshops on best practices for educating our ELL learners. It would be appropriate to use her as a resource to provide professional development to our staff in this area.

At PS 156 Q all aspects of academic/language development is planned by our professional support team comprised of classroom teachers, reading personnel, ESL, and SBST, ie resource, guidance, etc. Academic Language Development planning includes the use of a Comprehensive Language and Literacy Framework that serves as a tool for organizing instruction. Two (2) goals are always kept in mind:

The following is a summary of strategies PS/MS 156 provides staff, to assist ELL's as they transition from one school level to another. The use of a three (3) block model using Language and Work Study, and a Reading & Writing program that serves as a framework for insuring a high level of Academic Language proficiency.

**Block 1 – Language and Word Study:** The focus on Language and Word Study is on developing children's language and word study knowledge and skills. Language is developed through high quality literature, poetry and texts. Poetry is a powerful component of oral language from the start. Academic Language Development takes place as children investigate language as they speak and hear models of language spoken.

\*Word Study – phonics, spelling, vocabulary

**Block 2 – Reading Workshop:** Incorporates guided, independent, read alouds, literature study. (Use of mini-lessons)

**Block 3 – Writing Workshop:** Daily writing is as necessary as daily reading. It is Important to make a reading/writing connection.

- a. Guided writing – develop small groups to discuss aspects of writing.
- b. Independent writing – students work silently and individually on their own writing. Daily mini lessons provided based on the needs of the writers.

\*Learning New Language:

We learn new language in several ways:

- a. Conversation-talk with those who provide new language models and interact with us in a way that inspires us to learn.
- b. Experience- we experience something new and stretch to use new language to describe our experience to others. Talking to others is key. Taking a trip to a new place, we are moved to try new ways of expression as well as new words, phrases or idioms.
- c. Text -written language ability is expanded through text. Using language in an oral discussin by sharing. Inquiring precedes thinking in writing.

The Three Block (3) Framework for Language Development is flexible and can be differentiated to meet specific student needs. The Three (3) Block Framework for Academic Language Development helps to organize instruction and learning. It provides for a high level of language acquisition for the student.

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## 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?

Parent involvement is key in a child's academic career and in life. This is especially true for ELL's. Immersing themselves into a culture and language that is different from what they are accustomed to. Hailey Gray (parent coordinator) and Lijia Brown (PTA President) work tirelessly to have this transition for the parents of ELL's as smooth as possible. Yolaine Charles submits the names of all new admits to Ms. Gray and Ms. Brown. They proceed to conduct meetings, during and after school hours. Parents of ELL's are invited to attend these meetings once an interpreter is available and all materials are assessable in their native language. Parents of ELL's are encouraged to join the PTA and be a part of the community in which they now live. During the PTA meetings, parent concerns and outreach projects are discussed as well as where parents may be able to attend adult English classes. Parents of ELL's receive notices in their native language and in English.

A yearly meeting between ELL parents, the ESL teacher and the school's IEP specialist are conducted to discuss how parents can become more involved in their child's academics. The meeting is for 90 minutes. The meeting is in English and Haitian Creole. Parents have an opportunity to meet with other parents and discuss concerns they may have and/or questions. Adult classes and seminars that are available for parents through the Department of Education and local civic centers and churches are posted on the bulletin board in the entrance way of the school and in the main office. The information is given to the ESL teacher whom distributes the information to the ESL students. Every effort is made to accommodate the various needs of ELL's and their family.

Some of the partnerships with other agencies or Community Based Organizations to provide workshops or services to ELL students are:

Girl Scouts of NYC -our ELL girls are put in a troop with a scout leader. Here they learn sisterhood and coping skills.

Banking -PS/MS 156 has partnered with the local bank (Ridgewood Saving Bank) and helped students open saving accounts.

Students not only learn conversational English but filling out bank statements and doing everyday math as well.

Swim for Life/Tennis -The local park (Roy Wilkins) has free swimming and tennis lessons for the students of PS/MS 156Q.

All of these activities Ms. Gray chaperones.

Over half of PS/MS 156 ELL population attend or are members of these extra-curricular activities. This strengthens their English abilities and fosters showmanship, workmanship and familiarizes them with their neighborhood. Not only is math practiced but social studies as well.

## 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)	1		1		4	1		1						8
Intermediate(I)			1			1	1	2	2					7
Advanced (A)	1	1					1	1						4
Total	2	1	2	0	4	2	2	4	2	0	0	0	0	19

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3				3
4	1	1			2
5	1	1			2
6	2	1			3
7	1	1			2
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	4								4
4	1				1				2
5	1		1						2
6	3		1						4
7			1		1				2

**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.

The assessment tool PS/MS 156 uses to assess the early literacy skills of ELLs are ECLAS and Mondo.

Mondo is a program which is a culmination of Pinnell and Fountas. Students are asked to write a story based on a picture. The early

## 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.

What the school is learning about ELL's from the Periodic Assessment is that language acquisition requires increased: comprehensibility and interaction.

Increased comprehensibility, drawing from Krashen's theory of comprehensible input, this principle involves the ways in which teachers can make content more understandable to their students. With early to intermediate language learners, these include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques.

Increased interaction, drawing from Swain's emphasis on comprehensible output, a number of strategies have been developed that increase students' opportunities to use their language skills in direct communication and for the purpose of "negotiating meaning" in real-life situations. These include cooperative learning, study buddies, project-based learning, and one-to-one teacher/student interactions. Increase Thinking/Study Skills: Drawing from Cummins's theories of academic language and cognitively demanding communication, these strategies suggest ways to develop more advanced, higher order thinking skills as a student's competency increases. Chamot and O'Malley (1994) developed the Cognitive Academic Language Learning Approach (CALLA) mentioned above to bridge the gap between Cummins's theories and actual classroom strategies. These include asking students higher order thinking questions (e.g., what would happen if...?), modeling "thinking language" by thinking aloud, explicitly teaching and reinforcing study skills and test-taking skills, and holding high expectations for all students.

Use a student's native language to increase comprehensibility: Drawing from several different theories, including Krashen and Cummins, this principle also draws on a wealth of current research that has shown the advantage of incorporating a student's native language into their instruction (Berman, Minicucci, McLaughlin, Nelson, & Woodworth, 1995; Lucas and Katz, 1994; Pease-Alvarez, Garcia & Espinosa, 1991; Thomas & Collier 1997). As mentioned in our section on instructional methods and models, using a student's native language as a support can be seen as both a general method or as any of a number of specific strategies. Many of the strategies we list below include, implicitly or explicitly, the use of a student's native language to increase his or her understanding.

### A Sampling of Teaching Strategies

Below we list some strategies and approaches that numerous evidence-based sources suggest may be beneficial for students learning English as a second language. We advise the reader, however, that researchers have not found conclusive evidence that individual strategies will lead to higher student achievement or increased English proficiency. Although evidence-based research exists, methods of collecting the evidence vary. Much of the current research is based on surveys, case studies, correlational studies, and a few control-group studies. In educational settings, it has been difficult, if not impossible, to conduct random assignment studies.

With little conclusive evidence to go by, the research does suggest that some approaches may be more fruitful than others (August & Hakuta, 1997; Berman, et al.; Costantino, 1999; Derrick-Mescua, Grognet, Rodriquez, Tran, & Wrigley, 1998; Thomas & Collier, 2002, 1997; Wrigley, 2001). These strategies are rarely used in isolation, and some are more appropriate for certain age levels or language proficiency stages. This list is by no means comprehensive or exclusive. Our purpose in sharing this list is to give mainstream teachers a starting point for incorporating strategies to use with their English language learners.

For more information on implementing these strategies in the classroom and the research-base of the effectiveness of the strategies, consult the resources listed in the Resources and References sections.

Total Physical Response (TPR). Developed by James J. Asher in the 1960s, TPR is a language-learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR" (par. 11). (For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.)

Cooperative Learning. Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have LEP pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. ELL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story

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

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

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

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### A Sampling of Teaching Strategies

Below we list some strategies and approaches that numerous evidence-based sources suggest may be beneficial for students learning English as a second language. We advise the reader, however, that researchers have not found conclusive evidence that individual strategies will lead to higher student achievement or increased English proficiency. Although evidence-based research exists, methods of collecting the evidence vary. Much of the current research is based on surveys, case studies, correlational studies, and a few control-group studies. In educational settings, it has been difficult, if not impossible, to conduct random assignment studies.

With little conclusive evidence to go by, the research does suggest that some approaches may be more fruitful than others (August & Hakuta, 1997; Berman, et al.; Costantino, 1999; Derrick-Mescua, Grognet, Rodriquez, Tran, & Wrigley, 1998; Thomas & Collier, 2002, 1997; Wrigley, 2001). These strategies are rarely used in isolation, and some are more appropriate for certain age levels or language proficiency stages. This list is by no means comprehensive or exclusive. Our purpose in sharing this list is to give mainstream teachers a starting point for incorporating strategies to use with their English language learners.

For more information on implementing these strategies in the classroom and the research-base of the effectiveness of the strategies, consult the resources listed in the Resources and References sections.

Total Physical Response (TPR). Developed by James J. Asher in the 1960s, TPR is a language-learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR" (par. 11). (For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.)

Cooperative Learning. Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have LEP pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. ELL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story

# Part VI: LAP Assurances

School Name: <u>156</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 29Q156      **School Name:** The Laurelton School

**Cluster:** CFN      **Network:** 205

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

**Part A: Needs Assessment Findings**

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

The data and methodology used to assess the schools written translation is derived from its parents whose home language is other than English. Communication with all parents are conducted in a language that is based on the parents answers as per their completion of the home language survey or, parent/s most comfortable expression. Whether it's written or oral, pedagogues are available to translate school based information in parents native language with its literal English accompaniment .

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.

The major findings of my schools written translation and oral interpretation needs are indicative of it's predominant Afro-Caribbean community. Mrs. Hailey Gray (parent coordinator) in conjunction with Ms. Lijia Brown (PTA president) assemble the PTA, volunteers, and other members of the community. Parent workshops are conducted during and after school to address the needs of parents with limited English proficiency such as; the accessibility of adult ELL classes and pertinent information in regards to local civic centers. This assistance is beneficial both academically and socially to foster a sense of comfortability for the parent/s as they acclamate into the New York City public school system.

## Part B: Strategies and Activities

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

School staff provide all written translated services. The translation of all school based and community materials are translated and disbursed to the student on the day of admission such as the completion or perusal of safety, health, and disciplinary matters. Within 10 days of admission, parents are notified as to whether their child will receive academic assisted services such as ESL. Every attempt is made so that parents will be able to respond expeditiously to current and future matters.

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.

School staff provide all oral interpretation. If an interpreter is needed and a staff member is unable to interpret, the parent will be provided, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language, indicating how a parent can request free translation or interpretation of such document. The Department of Education will provide interpretation services, to the maximum extent within the budget appropriated for such services, during regular business hours. Such interpretation services may be provided by telephone or at the following locations: Panel for Educational Policy Meetings, Citywide ELL parent meetings, Citywide/Community Education Council Meetings and any other Citywide parent meetings organized by central offices.

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>.

Within 30 days of a student's enrollment, the primary language will be determined. If such language is not English and the parent requires language assistance in order to communicate effectively with the Department of Education and the staff at child's said school, every attempt is made for the parent to be able to communicate effectively. The school shall maintain an appropriate and current record of the primary language of each parent. Such information is maintained in ATS and on the student's emergency card. The school provides translation and interpretation services to all parents. Parents may choose to rely on an adult friend/companion or relative for language and interpretation services. Students and other children (minors under the age of 18) may not serve as interpreters. The school's safety plan contains procedures for ensuring that parents in need of language access are not prevented from reaching the school's administrative offices solely due to language barriers.

All signs generated from the Department of Educations ,Translation Resources are printed in Haitain Creole and Spanish and posted in the entry way of the school and the main office.