



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: EMANUEL KAPLAN SCHOOL PS229

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q229

PRINCIPAL: SIBYLLE AJWANI EMAIL: SAJWANI@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELINE TAUB-CHAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Sibylle Ajwani	*Principal or Designee	
Joyce Woesthoff	Member/ Assistant Principal	
Janet Frey	*UFT Chapter Chairperson or Designee	
Evelyn Vera	*PA/PTA President or Designated Co-President	
Maria Centeno	Member/Parent Grade 2	
Michelle Cinnamo	Member/ Parent Grade 4	
Debbie Scaturico	Member/ Para Grade 5	
Yvonne English	Member/ Parent Grade 2	
Sara Lee	Member/ Parent Grade 2	
Meagan Walter-Garvey	Member/ Teacher Grade 2	
Joe Turzo	Member/ Teacher Grade 6	
Holly Van Wallendael	Member/Parent Grade 2	

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.

CORE STANDARDS – *By June 2012, 95% of all teachers will implement core standards in two units of study in each grade for Math and ELA.*

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.

As a result of our second year with the new core standards we have decided to implement the new standards in two units of study in each grade for Math and ELA through several professional development sessions. Teachers will also implement the units already created last year in their classrooms.

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.

Professional Development: *PD will be ongoing throughout the year and coaches will meet with all teachers and staff to assist in applying strategies to implement the core standards and align curriculum:*

- *Use of accountability tools to identify, analyze and keep track of student progress through data including Quickstart reports and NYSESLAT results.*
- *Differentiating instruction during Reader's Workshop and Math with small group and individual strategy lessons.*
- *Creating calendars for units of study to incorporate the skills listed in the core standards.*

Actions/Strategies/Activities:

- *Long and short term goals will be monitored by teachers and staff to ensure alignment with the standards.*
- *School's Inquiry Teams, across grades, will focus on sub skills, learning targets and June goals that are geared towards the standards.*
- *Extended Day will be used to give additional instruction and support to struggling students.*

Target Population(s): *All teachers and staff members.*

Responsible Staff Members: *Principal, Assistant Principals, Coaches, and Data Specialist*

Implementation Timeline: *September 2011 through May 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.*
- *Book Clubs and family workshops are offered to parents throughout the year.*
- *Computer workshops and caretaker classes are offered.*
- *Parents are asked to sign student book logs.*
- *Two Saturday parent workshops are planned for the winter and spring.*
- *Parents are invited to publishing celebrations and read alouds.*

Provide general support to parents by:

- *creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;*
- *assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);*
- *sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;*
- *supporting parental involvement activities as requested by parents; and*
- *advising parents of their right to file a complaint under the Department's General Complaint Procedures*

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.*

The staff at P.S. 229 is 99% highly qualified. To maintain this status we provide the following:

- *Professional development is attended throughout the year at grade meetings, faculty conferences and during the school day.*
- *School coaches, teachers and administrators facilitate professional development.*
- *Teachers attend in house and network facilitated PD's on an ongoing basis.*

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.

PS 229 utilizes the following programs to assist in the achievement of this goal:

- *At Risk counseling*
- *AIS services*
- *AIS services for students in temporary housing*
- *MTH (Maspeth Town Hall)*
- *Learning Leaders*

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.

Funding Sources: *Fair Student Funding (Tax Levy), ARRA RTTT Citywide Inst. Exp., ARRA RTTT Data Specialist, Title III, Title I STH for Non Title I Schools and human resources to implement this action plan from Sept. 2011-June 2012 as indicated:*

- *Professional instructional materials to support implementation of CORE Standards*
- *Teacher Per Session TBD*
- *Coaches Per Session TBD*
- *Supervisor Per Session TBD*

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.

***SWD/ELA** – By June 2012, our SWD population will increase the number of students receiving a level 2 and 3 on the NYS ELA Exam by 2%.*

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.

As our staff and SLT analyzed the findings of our Accountability Overview Report on NY Start we know that our SWD did not meet our AYP/ELA. By concentrating on specific reading skills we will raise reading levels through inquiry team work.

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.

***Professional Development:** PD will be ongoing throughout the year and coaches will meet with teachers of targeted students to assist in applying strategies to improve outcomes of student progress. The following topics will be addressed:*

- *Use of accountability tools to identify, analyze and keep track of student progress through data including Quickstart reports and NYSESLAT result*
- *Differentiating instruction during Reader's Workshop with additional small group and individual strategy lessons for the SWD population including new curriculum materials .*

Actions/Strategies/Activities:

- Long and short term goals will be monitored by teacher and communicated to student and parent.
- Teachers participating will focus on goals to support the progress of their struggling students in reading.
- Teachers will align curriculum to CCSS across grades with curriculum mapping.
- Teachers in self contained classes will use Envision math texts which are aligned with CCSS.
- School's Inquiry Teams across grades will focus on sub skills, learning targets and June goals that are geared to improve reading. They will meet regularly each Wednesday to plan and follow up on student progress.
- Extended Day will be used to give additional instruction and support to struggling students.
- New texts Journeys and Reading Classroom have been purchased for self contained classrooms to support direct instruction in ELA
- Achieve 3000 a research based ELA program has been purchased to support non fiction reading skills. School's Inquiry Teams across grades will focus on sub skills, learning targets and June goals that are geared to improve reading. They will meet regularly each Wednesday to plan and follow up on student progress.
- The program will be used to give additional instruction and support to struggling students.

Target Population(s): Teachers servicing SWD's and all SWD students in any and all subgroups, Reading Teachers

Responsible Staff Members: Assistant Principals, Coaches, and Data Specialist

Implementation Timeline: September 2011 through May 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.
- Book Clubs and family workshops are offered to parents throughout the year.
- Computer workshops and caretaker classes are offered.
- Parents are asked to sign student book logs.
- Two Saturday parent workshops are planned for the winter and spring.
- Parents are invited to publishing celebrations and read alouds.

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; and*
- *advising parents of their right to file a complaint under the Department's General Complaint Procedures*

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.

The staff at P.S. 229 is 99% highly qualified. To maintain this status we provide the following:

- *Professional development is attended throughout the year at grade meetings, faculty conferences and during the school day.*
- *School coaches, teachers and administrators facilitate professional development.*
- *Teachers attend in house and network facilitated PD's on an ongoing basis.*

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.

PS 229 utilizes the following programs to assist in the achievement of this goal:

- *At Risk counseling*
- *AIS services*
- *AIS services for students in temporary housing*
- *MTH (Maspeth Town Hall)*
- *Learning Leaders*

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.

Funding Sources: *Fair Student Funding (Tax Levy), ARRA RTTT Citywide Inst. Exp., ARRA RTTT Data Specialist, Title III, Title I STH for Non Title I Schools and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:*

- *Professional instructional materials to support interdisciplinary curriculum development during the regular school day.*

- *Consumable instructional materials for use during extended day programs.*
- *Teacher per session (2 days per week) for after school programs and differentiated professional development.*

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

ELL/ELA – By June 2012, our ELL population will increase the number of students receiving a level 2 and 3 on the NYS ELA Exam by 2%.

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.

*As our staff and SLT analyzed the findings of our Accountability Overview Report on NY Start we know that our ELL were close to **NOT** meeting our AYP/ELA. By concentrating on specific reading skills we will raise reading levels through inquiry team work.*

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.

Professional Development: *PD will be ongoing throughout the year and coaches will meet with teachers of targeted students to assist in applying strategies to improve outcomes of student progress. The following topics will be addressed:*

- *Use of accountability tools to identify, analyze and keep track of student progress through data including Quickstart reports and NYSESLAT results.*
- *Differentiate instruction during Reader's Workshop with additional small group and individual strategy lessons for the ELL population including push in and pull out extended services.*

Actions/Strategies/Activities:

- Long and short term goals will be monitored by teacher and communicated to student and parent.
- Teachers participating will focus on goals to support the progress of their struggling students in reading.
- Teachers will align curriculum to CCSS and across grades with curriculum mapping.
- School's Inquiry Teams across grades will focus on sub skills, learning targets and June goals that are geared to improve reading. They will meet regularly each Wednesday to plan and follow up on student progress.
- Extended day will be used to give additional instruction and support to struggling students.
- After and before school instruction will service our Ell students and parents

Target Population(s): Teachers servicing ELL's and all ELL students in any and all subgroups, Reading Teachers

Responsible Staff Members: Assistant Principals, Coaches, and Data Specialist

Implementation Timeline: September 2011 through May 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.
- Book Clubs and family workshops are offered to parents throughout the year.
- Computer workshops and caretaker classes are also offered.
- Parents are asked to sign student book logs.
- Two Saturday parent workshops are planned for the winter and spring.
- Parents are invited to publishing celebrations and read alouds.
English classes for ELL parents are offered

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;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures

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.

The staff at P.S. 229 is 99% highly qualified. To maintain this status we provide the following:

- *Professional development is attended throughout the year at grade meetings, faculty conferences and during the school day.*
- *School coaches, teachers and administrators facilitate professional development.*
- *Teachers attend in house and network facilitated PD's on an ongoing basis.*

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.

PS 229 utilizes the following programs to assist in the achievement of this goal:

- *At Risk counseling*
- *AIS services*
- *AIS services for students in temporary housing*
- *Maspeth Town Hall*
- *Learning Leaders*

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.

Funding Sources: *Fair Student Funding (Tax Levy), ARRA RTTT Citywide Inst. Exp., ARRA RTTT Data Specialist, Title III, Title I STH for Non Title I Schools Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:*

- *Professional instructional materials to support interdisciplinary curriculum development during the regular school day.*
- *Consumable instructional materials for use during extended day programs.*
Teacher per session (2 days per week) for after school programs and differentiated professional development.

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.

Improve teacher effectiveness by developing a shared understanding of instructional excellence and providing teacher feedback. By June 2012, Principal and APs will conduct 4 to 6 formative observations for each teacher using Teachscape software with rubrics aligned to Charlotte Danielson's Teacher Framework focusing on each of the four domains for a period of 4-6 weeks.

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.

To improve the instructional core across classrooms, school supervisors are conducting cycles of class visits to provide teachers with meaningful and timely feedback using an evidence-based rubric that provides a clear standard of excellence.

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.

Professional Development: *PD will be ongoing throughout the year regarding Danielson and the four domains of the teaching framework.*

- *Use of accountability tools to identify, analyze and keep track of student progress through data including Quickstart reports and NYSESLAT results.*
- *Differentiating instruction during Reader's Workshop and Math with small group and individual strategy lessons.*

- *Creation of calendars for units of study to incorporate the skills listed in the core standards.*

Actions/Strategies/Activities:

- *Long and short term goals will be monitored by teachers and administrators to ensure alignment with the framework.*
- *Focus walks will be conducted and teachers will be aware of the domain being observed.*
- *Teacher meetings with supervisors to discuss immediate feedback.*

Target Population(s): *All teachers and staff members.*

Responsible Staff Members: *Principal, Assistant Principals, Teachers*

Implementation Timeline: *September 2011 through May 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.*

Not Applicable

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.*

The staff at P.S. 229 is 99% highly qualified. To maintain this status we provide the following:

- *Professional development is attended throughout the year at grade meetings, faculty conferences and during the school day.*
- *School coaches, teachers and administrators facilitate professional development.*
- *Teachers attend in house and network facilitated PD's on an ongoing basis.*

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.*

PS 229 utilizes the following programs to assist in the achievement of this goal:

- *At Risk counseling*

- *AIS services*
- *AIS services for students in temporary housing*
- *MTH (Maspeth Town Hall)*
- *Learning Leaders*

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.

Funding Sources: *Fair Student Funding (Tax Levy), ARRA RTTT Citywide Inst. Exp., ARRA RTTT Data Specialist, Title III, Title I STH for Non Title I Schools Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:*

- *Professional instructional materials to support interdisciplinary curriculum development during the regular school day.*
- *Consumable instructional materials for use during extended day programs.*
- *Teacher per session (2 days per week) for after school programs and differentiated professional development.*

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.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	27	27	N/A	N/A	3	0	0	N/A
1	35	35	N/A	N/A	1	0	0	N/A
2	33	33	N/A	N/A	5	0	0	N/A
3	20	17	N/A	N/A	4	0	0	N/A
4	43	15	21	50	3	0	0	N/A
5	37	16	16	37	0	0	0	N/A
6	39	19	29	43	1	0	0	N/A
7								
8								
9								
10								
11								
12								

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

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

AIS PROGRAM DESCRIPTIONS 2011-2012

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, peer tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA	<p>After School Program Maspeth Town Hall: <i>The program is run by TASC and services all children in grades 1-6 including special education and ELL. It takes place after school for 2 hours, 5 days a week. MTH has various classes such as Spanish, yoga, homework help, remediation, music, drama, and sports.</i></p> <p>Small Group Instruction Push In Paraprofessionals: <i>Paraprofessionals assigned to specific students on a daily basis offering assisted instruction in all subject areas.</i></p> <p>Funded Reading: <i>Students in small group pull out program for literacy instruction during the school day. Each group is seen on a daily basis.</i></p> <p>Reading Plus: <i>A comprehensive, evidence based software solution for reading assessment and improvement in reading levels focusing on fluency for grades 3-6 twice a week for 40 minutes. This program is also continued at home by those who have internet access.</i></p> <p>Headsprout: <i>A technology program for that teaches phonics and other basic reading skills administered by the technology /classroom teacher of grades 1 and 2 three days a week for 40 minutes. The program is fundamental to Reading Basics, and the program is designed as a series of engaging, internet-based, animated lessons that teach reading basics.</i></p> <p>Leap Frog/Leap Pads: <i>A reading program that offers a multi-sensory approach using the leap pads in grades K-6 everyday during literacy block.</i></p> <p>Fundations: <i>Wilson Foundations for K-2 is a phonological/phonemic awareness, phonics, and spelling program. It is based on the Wilson Reading System principles</i></p>

	<p><i>and serves as a prevention program to help reduce reading and spelling failure.</i></p> <p>Wilson: <i>WRS is a researched based reading and writing program that teaches students fluent decoding and encoding skills to the level of mastery. The program includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension. The program will be implemented with 3rd thru 6th graders.</i></p> <p>Achieve 3000: <i>Achieve 3000 a research based ELA program to support non fiction reading skills. 3rd, 4th and 5th grade ICT classes will utilize this program 2 times per week in technology.</i></p> <p>Learning Leaders: <i>Parent volunteers devote time each week to work with a child in need of intervention services.</i></p>
Math	<p>Everyday Math Part III Math Steps: <i>A math remediation program for grades 3-5 administered by the math coach in small groups twice a week.</i></p> <p>After School Program Maspeth Town Hall: <i>The program is run by TASC and services all children in grades 1-6 including special education and ELL. It takes place after school for 2 hours, 5 days a week. MTH has various classes such as Spanish, yoga, homework help, remediation, music, drama, and sports.</i></p> <p>Small Group Instruction Push In Paraprofessionals: <i>Paraprofessionals assigned to specific students on a daily basis offering assisted instruction in all subject areas.</i></p> <p>Learning Leaders: <i>Parent volunteers devote time each week to work with a child in need of intervention services.</i></p>
Social Studies	<p><i>Students in grades K-6. Small group reading instruction that takes place after school two days a week for 55 minutes. Children eligible for the program are children who received a 1 or II on state ELA and SS exams.</i></p>
Science	<p><i>Students in grades K-6. Small group math instruction that takes place after school two days a week for 55 minutes. Children eligible for the program are children who received a 1 or II on state Math and Science exams.</i></p>
AIS Counseling provided by the guidance counselor	<p><i>Intervention program implemented by the guidance counselor. The objective is to connect the counselor's work to school improvement and intervention.</i></p>
AIS Counseling for STH	<p><i>Intervention program implemented by the guidance counselor. The objective is to give additional support to our students in temporary housing.</i></p>

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 24Q229

School Name: Emanuel Kaplan School, P.S. 229

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.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

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

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.

We have a large special needs population in our school and did not make our AYP in ELA for that sub group. Although our special needs students made progress in ELA, as indicated on our (11 out of 15 points in achievements for sub groups) Progress Report, there were not enough gains for our 1's to move into the 2 category.

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.

We have implemented many interventions as a result and will continue to find more ways to improve outcomes for our students with disabilities. Thus far, our interventions are as follows:

- During extended day 4 of our self contained classes departmentalize by student level to focus on ELA.
- Purchase of new reading programs Journeys and Reading Street for all self contained classes
- Purchase of Envision math by Pearson to prevent any further decline in scores for math.
- Purchase of Achieve 3000 (a research based computer program for non-fiction reading/writing) for 3 of our ICT classes in grades 4 and 5.
- Saturday Academy for targeted students in this sub group.
- Purchase of Smart Boards in many of our special needs classrooms.
- Literacy Coach works with teachers to improve teaching strategies.

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Charles Amundsen/Diane Foley	District 24	Borough Queens	School Number 229
School Name Emanuel Kaplan School			

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

Principal Sibylle Ajwani	Assistant Principal Joyce Woesthoff
Coach Samantha Gonzalez (Literacy)	Coach Cathrine Sirianni (Math)
Teacher/Subject Area Dora Bettencourt/ELL Coord.	Guidance Counselor Lisa Ryan
Teacher/Subject Area Jennifer Amare/ELL Teacher	Parent Hui Jun Gao
Teacher/Subject Area Christine Coughlin/ELL Teacher	Parent Coordinator Teresa O'Donnell
Related Service Provider J. Ohrtman & R. Portnoy-SETSS	Other type here
Network Leader Diane Foley	Other type here

C. Teacher Qualifications [i](#)

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

D. School Demographics

Total Number of Students in School	1522	Total Number of ELLs	141	ELLs as Share of Total Student Population (%)	9.26%
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Part II: ELL Identification Process

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

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

1. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) assisted by a pedagogue. This survey lets school staff know what language the child uses at home. A certified ESL teacher is present during the informal oral interview in English or in their native language when possible. If the HLIS indicates that a child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) within ten days of enrollment. Performance on this test determines the child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance). A certified ESL teacher administers the Lab-R. In April and May, current ELL students are administered the NYSESLAT. A report is printed from ATS to show which students are eligible for administration of the NYSESLAT. NYSESLAT scores are used to group the students for the following school year.

2. A student enters the public school system. The parent and child are interviewed by a certified ESL teacher. If the HLIS that is filled out on them states that another language other than English is spoken at home, the student is then administered the LAB-R within the first ten days of entering the school. If the student fails and the home language is Spanish, he/she will be given the LAB in Spanish. The parent is then notified that their child is entitled to services. The ESL Department holds an orientation within the first ten days of the first day of school, informing parents of all the possible programs their child is entitled to. All three programs are mentioned and explained through the use of a video and a Guide for Parents of English Language Learners handout is given to the parent in their native language. There are the Bilingual programs (Transitional Bilingual Education and Dual Language) that strengthen students' native language development and content knowledge while they transition to English. These programs must include the necessary English as a Second Language (ESL), Native Language Arts (NLA), and English Language Arts (ELA) instructional units. There is the English as a Second Language (ESL) program that uses various strategies, sometimes with native language support, so students develop language and content knowledge in English. These programs must include the necessary ESL and ELA instructional units. We explain to the parent that if there are 15 or more students of the same language in the same grade or close in grade, a bilingual or bridged-bilingual class can be made. If we do not have sufficient students to form such a class, we talk about a school close by that may be able to accommodate the program of their choice. The parents usually opt for ESL instruction. Once a parent has made a decision on the Parent Selection Form, this information is then entered into the ELPC screen on ATS.

3. If the student fails the Lab-R, an entitlement letter (in their native language when possible) is sent home inviting them to attend the orientation meeting. The original HLIS of students that failed the LAB-R is kept filed in the ESL Department. A copy is filed in the student's cumulative record. To ensure that the parents understand all three program choices, the first official interaction with the parents of ELLs is the parent orientation session where program placement options are presented with clarity and objectivity (parents that do not attend the orientation meeting, are called to reschedule an individual meeting with an ESL teacher or a video in their language is sent home). A video orientating parents of newly enrolled ELLs into the New York City school system of their program choices and their rights to choose is made available in English, Spanish, Chinese, Russian, Korean, Urdu, Bengali and Arabic. We also have Urdu, Spanish, Chinese and Korean translators available in the school.

4. The criteria used to place identified ELL students in our instructional program is the "Parent Survey and Program Selection" form. Although "Free-Standing English as a Second Language" has been the parents preference in the last few years, during the meeting, parents are informed explicitly that with fifteen or more students of the same native language (Spanish and Chinese) a bilingual class of instruction can be reinstated. They are also informed that a bridged class is possible. Furthermore, if a parent is interested in bilingual education, they are informed that a nearby school has a bilingual program and that the instructional program of their choice is for the school year. The Free Standing English as a Second Language Program offers all instruction in English. Once a child has been determined whether they are beginner, intermediate or advanced, they are then placed into an appropriate classroom on their age level where other ELLs are present.

5. After reviewing the Parents' Survey and Program Selections for the past two years, the program selection is aligned with the parents' choice. Parents in this community request ESL programs as their first choice. Their program selection is Free Standing English as a Second Language. Out of sixty parent surveys and program selection forms no one opted for transitional bilingual/dual language instruction.

6. The program offered by our school is aligned with the parents' request. Free-standing English as a Second language has been opted by the parents. The three different ELL instructional programs are described in detail at our Parents' Orientation meeting. All three programs are mentioned and explained. There are the Bilingual programs (Transitional Bilingual Education and Dual Language) that strengthen students' native language development and content knowledge while they transition to English. These programs must include the necessary English as a Second Language (ESL), Native Language Arts (NLA), and English Language Arts (ELA) instructional units. There is the English as a Second Language (ESL) program that use various strategies, sometimes with native language support, so students develop language and content knowledge in English. These programs must include the necessary ESL and ELA instructional units. We explain to the parent that if there are fifteen or more students of the same language in the same grade or close in grade, a bilingual or bridged-bilingual class can be made. If we do not have sufficient students to form such a class, we talk about a school close by that may be able to accommodate the program of their choice. The parents usually opt for ESL instruction. All meetings are translated into the major languages of this community, which are Spanish, Chinese, Urdu and Korean.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	5	1	2	2	1	1							14
Total	2	5	1	2	2	1	1	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	141	Newcomers (ELLs receiving service 0-3 years)	91	Special Education	47
SIFE	0	ELLs receiving service 4-6 years	45	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	91		15	45		28	5		4		141
Total	91	0	15	45	0	28	5	0	4		141

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___

Asian: ___

Hispanic/Latino:

Native American: ___

White (Non-Hispanic/Latino): ___

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	10	6	3	12	16	9							60
Chinese	15	18	4	5	8	4	1							55
Russian														0
Bengali	1	1		4		2								8
Urdu														0
Arabic	1					1								2
Haitian														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
French														0
Korean				1										1
Punjabi														0
Polish		2		1										3
Albanian														0
Other			5		2	3	2							12
TOTAL	21	31	15	14	22	26	12	0	0	0	0	0	0	141

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. The preferred organizational model used in P.S. 229 is the "push-in" model. The ELLs are placed in regular instructional classes grouped by proficiency level with a certified common branch teacher and an ESL certified teacher that pushes-in or pulls-out for the time required by the proficiency level of the students in the class. The ESL teachers organize their push-in schedule during reading, writing or math. We participate in Teacher's College Readers and Writers Workshop Balance Literacy Model promoted by the National Reading Council. This includes 90 minutes daily of literacy (ELA). In addition grades K-2 have 60 minutes and grades 3-5 have 75 minutes of Everyday Math. The ESL teachers pushes in either four or eight times per week for 45 minutes depending on the students' proficiency level. The ESL teacher may pull-out 4 times per week to fulfill the NYS CR Part 154 mandated number of units of ESL.

b. For "push-in" or "pull-out" beginner and intermediate levels are grouped together. Advanced and proficient are grouped together. The ESL teachers meet with the classroom teacher to discuss the needs of their ELLs. They devise goals for their students and use various strategies to try and meet their target goals.

A. Programming and Scheduling Information

2. Students are grouped according to the LAB-R and/or NYSESLAT. Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction with an additional 180 minutes per week for ELA instruction. The ESL instruction is differentiated as per the proficiency levels (B, I, A) in order to meet the needs of all our ELL students. All of our ELL students receive the same rigorous curriculum as monolingual students. The ESL teachers meet with the classroom teacher to plan together. They use the same teaching points from Teacher's College.

3. In our free-standing English as a Second Language model, the content-area is delivered in English. Dictionaries, glossaries, student pairing (same native language), charts, highlighting text books, paraprofessional for SWDs, and learning leaders are used to make content comprehensible and enrich language development. Our goals are to provide academic subject area instruction in English using ESL strategies and methodology, to incorporate ESL strategic instruction in every lesson and within the content areas and to assist students in achieving the state-designated level of English proficiency for their grade by the third year of ESL services considering that there is no interruption in their academic year and that their cognitive ability does not interfere with their ability to learn. To engage ELLs above the beginner level in developing grade-level content-area knowledge, the teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content-area to students. Teachers use learning activities that connect new content to students prior knowledge.

4. ELLs who speak Spanish and fail the Lab-R receive the Spanish Lab. Also, ELLs who are in the country two years or less receive all content-area state exams in their native language of through a translator.

5. a. At present we have no SIFE students. If the need arises for SIFE students, programming and instruction will be adjusted. For example, a packet has been created that includes an alphabet chart with corresponding pictures, a newcomer survival baggie containing words and pictures of themes that are necessary for the child to survive the everyday school environment. They are closely watched to make sure that they are included in classroom work especially small group activities. They may also be temporarily placed on a lower grade to make sure they learn basic skills in a less stressful environment.

b. For students with less than three years of ESL services and with beginner and intermediate proficiency levels the academic emphasis is placed on acquiring vocabulary and having shared experiences. These ELLs' classrooms have evidence of functional print (ex. desk, door, etc.), large diagrams with important terms, theme word walls, use of pictures next to directions and evidence of group work. These students are also mandated for ELLs - Extended Day supplementary services under Title III. In ELL- Extended Day "On Our Way to English" is used which addresses the four modalities of language. Classes are limited to 10 students so the teacher can focus on the needs of the individual students. The ELLs receive literacy, math support and homework help from certified teachers. If a student is a newcomer he or she may take the standardized tests in the content area in their native language if available.

c. Our plan for ELLs receiving service 4 to 6 years depends on the students' needs. For example, if it is reading, the students will be grouped in areas of need (vocabulary, fluency, comprehension, etc.). Item analysis is interpreted and weaknesses are targeted. Students that fall in the lowest 1/3 of the population will have intense reading instruction that includes and not limited to Foundations, a research-based program forty-five minutes four times a week by a reading specialist. At P.S. 229, Reader's Workshop is for forty-five minutes five times a week given by the classroom teacher along with support from a certified ESL teacher. The ESL teacher will further differentiate the reading instruction. Students will work with Leap Pads as well. Constant reinforcement of basic English vocabulary will be present in every mini lesson. A reading specialist also addresses newly proficient ELLs four to five times a week for forty-five minutes. Peer tutoring is also used by having our sixth-grade students help with individual students. Learning Leaders, who are volunteers work with individual students as well.

d. For our long-term ELLs, if we see that their weaknesses in reading and writing is what is keeping them from passing the NYSESLAT, an early bird program is designed for them to work on various skills in reading (ie, comprehension: main idea, facts sequence context, conclusion and inference) and in writing (grammar, paraphrasing and punctuation).

6. For SWDs, we have ELA Balanced Literacy programs Achievement 3000 and Reading Street by Pearson. We have an on-going inquiry team that focuses on SWDs. They are grouped according to their level to focus on the ELA. In math, we have SGI twice a week for 55 minutes.

7. Depending on the severity of a student's disability, there are two instructional plans for ELLs identified as having special needs at P.S.

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%

A. Programming and Scheduling Information

class registrar. In these classes there is a special education teacher, a general education teacher and at times a paraprofessional. The ESL teacher pushes in whenever possible and works within the classroom or pulls out. The other model is the self-contained special education

B. Programming and Scheduling Information--Continued

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

8. Based on students' NYSESLAT scores, ELA exams, Periodic Assessments and teacher's classroom data, students will be grouped in areas of need (vocabulary, fluency comprehension, etc.). Item analysis is interpreted and weaknesses are targeted. Students that fall in the lowest 1/3 of the population will have intense Reading instruction that includes and not limited to Foundations (5x a week), Reading Workshop (5x a week) and Library. All instruction will be differentiated based upon areas of need. Students will work with Leap Pads as well. Constant reinforcement of basic English vocabulary will be present in every mini lesson. We have SGI Reading Intervention through T.C. (guided reading - 4th grade). We have an extended day ELL program in place as well, where a certified ESL teacher works with SGI of 4th grade students in reading comprehension using Level C Reading Comprehension books from Continental Press twice a week for 55 minutes. For SWDs, we have ELA Balanced Literacy programs "Achievement 3000" and "Reading Street" by Pearson. There is also an on-going inquiry team that focuses on SWDs. They are grouped according to their level to focus on the ELA. In math, we have SGI twice a week for 55 minutes. Peer tutoring is also used by having our sixth grade students help with individual students. Learning Leaders work with individual students as well.

9. English Language Learners reaching proficiency on the NYSESLAT receive academic intervention services. A certified reading teacher works with these students 3-4 times a week and they are given extended time per state regulations for completing state exams.

10. P.S. 229 will participate in a Federal Funded Project for the next three years called "Developing English Language Literacy through the Arts (DELLTA). It will target fourth and fifth grade ELLs and it is a collaborative action inquiry that will look at what is the nature of teaching theater and in what ways does it influence second language acquisition in ELLs. It will incorporate: standard-based arts instruction, clear language objectives and formative assessment strategies. For the upcoming year, we will also continue a three-month Early Bird support program in reading and math for long-term ELLs.

11. The parents English classes were shortened a month due to lack of funds.

12. P.S. 229 is a barrier-free school that prides itself on its collaborative school climate, welcoming all special needs, diverse populations (ELLs), gifted and general education students. The ELLs are grouped within regular instructional classes. We have no self-contained ESL classes. The ELLs participate within the same rigorous academic standards, cluster programs, special arts (American Ballroom, Recorder Programs, school government, photography, and various school events). They also participate in an after-school program (which addresses both academic and social needs) and summer school. Information about the programs available are provided in the students' native language.

13. There are various computer programs ELLs have access to while in school: Kidspiration, Newtrekker, Rosetta Stone...etc. A newcomer has the chance to use Rosetta Stone in English to help develop vocabulary. A website students also use is Starfall. Using Starfall helps in areas of phonics, letter recognition and reading fluency. Students in kindergarten, grade one, two and three learn computer skills once a week, while those in fourth, fifth and sixth grade have computer class twice a week. Grade 1 participates in Headsprout a research based phonics program. Students are encouraged to use computers in their classroom to do research and type reports which is part of their writing workshop. Students are invited to participate in answering questions in all content-areas using the smart board. This not only provides them with learning new technology but gives them the opportunity to express themselves despite their level of proficiency.

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?
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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

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)?

N/A

Science:

D. Professional Development and Support for School Staff

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

1. The ESL teachers attend the same staff development sessions, as do the classroom teachers. Staff development sessions are intended to help pedagogical staff improve student achievement in English proficiency, math and other content areas in order for students to meet New York City and New York State content and performance standards. All teachers attend the Teachers' College sessions and share a common preparation period with their grade counter parts to devise strategies to help ELLs reach the standard in English and content areas. In addition the ESL teachers will also provide the five-mandated workshops for all teachers on different aspects related to English Language Learners. Furthermore, the extended-day ELL teachers under Title III participate in three professional developments. Topics that will be addressed during these professional development sessions are as follows:

** Two-hour professional development session devoted to curriculum mapping for ELLs

** Two-hour professional development session devoted to differentiating the specific needs of ELLs

** Two-hour professional development session devoted to use of internet resources for ELLs

2. The teachers of grade six are able to departmentalize for literacy, mathematics and science in preparation for life as middle school students. They are allowed to visit the middle school with their students and also receive information about middle schools that they can share with the students and parents.

3. We have an on-going inquiry-based model of professional development for all staff. The following areas have been addressed in professional development:

** Sensitivity to culturally and linguistically diverse student and parents.

** Recent research in ESL education and language and acquisition.

** ESL methodologies for teachers serving ELLs including content-area instruction.

** Native language and ESL instruction

Sign-in sheets are kept on file with agendas.

E. Parental Involvement

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

1. P.S. 229Q Parent Involvement Policy was designed upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The PTA and Parent Coordinator provide many opportunities for parents to get involved in the school. For example, there is a PTA meeting once a month. Parents are asked to participate in Picture Day, Pumpkin Patch, Candy Sale, Book Sale, Can Sale, Craft Fair, Supermarket Bonanza. The PTA newsletter is translated into

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program the ELL parents and guardians have the opportunity to attend 30 hours of parent English classes. A certified teacher will teach these classes. Instructional materials such as adult ESL workbooks will be utilized during class. Our parent coordinator will help create a welcoming school environment and hosts parent workshops and meetings on issues of interest to all parents. For example, a Homework Help Workshop -- Dial-A-Teacher, Learning Leaders Workshop -- Learning Leaders Liaison, Parenting Workshop -- Parent Coordinator and Guidance Counselor. The ESL teachers also hold workshops for the parents. They have a Holiday ELL Workshop for parents to get together and share. They get free raffles and they sing English songs guided by an ESL teacher. The workshops are from an hour to two hours and refreshments are served. In addition, the ELL teacher conducts an orientation session for parents of newly enrolled ELLs after completing ten days of school and then as needed throughout the school year. Parent Orientation sessions address program eligibility, program requirements, suggestions and activities to help with parent-child interaction and progress in the learning of English, state standards, assessment and school expectations. The Parent Coordinator and the ELL Coordinator work closely together in order to reach immigrant parents in their native languages through written or oral translations. The "Villager" publications are translated into Chinese and Spanish and any other relevant material pertaining to outreach and notification will be translated in other languages other than English (Spanish and Chinese).

2. We have Maspeth Federal Savings who comes to our school to talk about their services for the community. We have TASC (The After-School Corporation) that offers an after-school program at our school and adult classes in the community. We also have Maspeth Library that visits the school to inform the parents of their services.

3. The needs of the parents are evaluated by parent surveys available in different languages and requests made during school meetings. For example, orientation, open-school week, parent- teacher association meetings, and parent-teacher conferences.

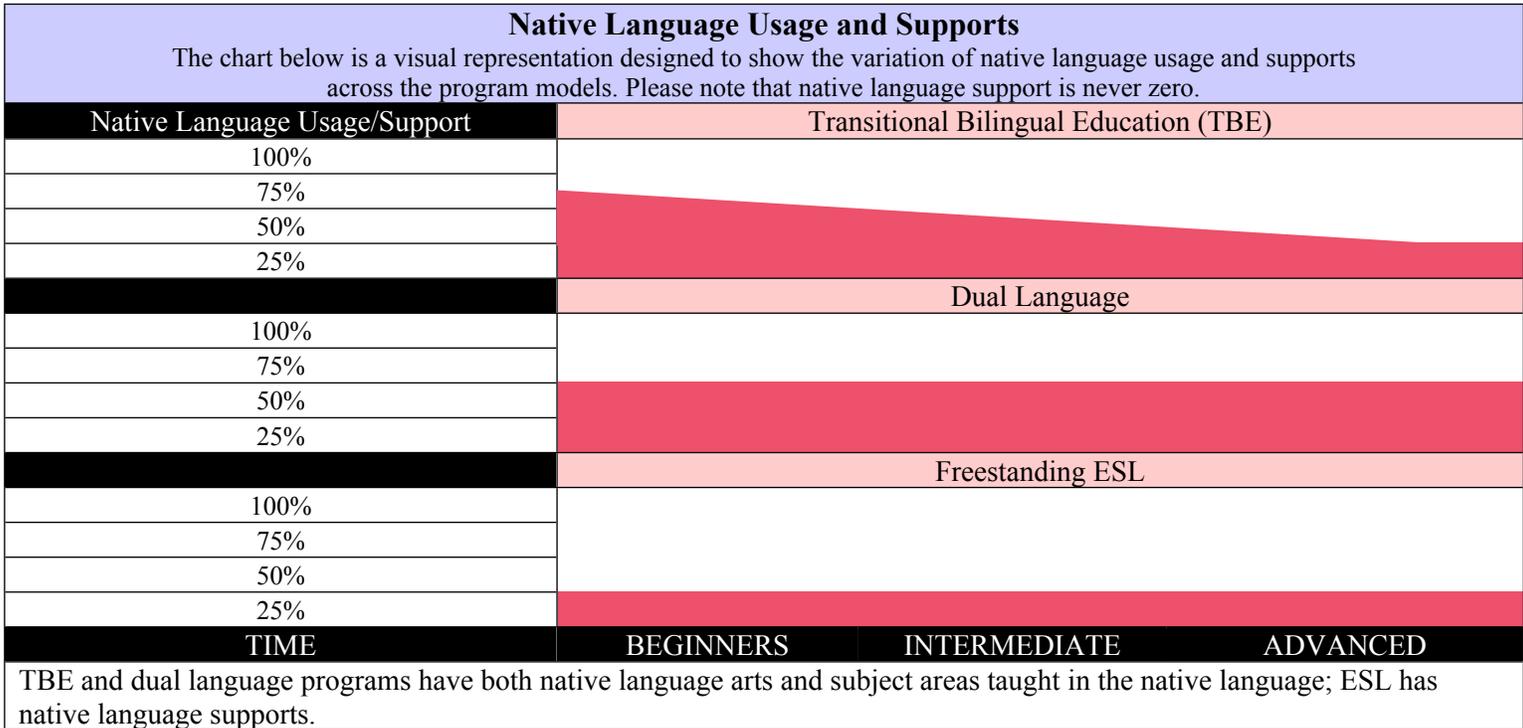
4. Parents are invited to become part of the school community. The Parent Coordinator encourages and supports: school leadership team, class parent committees, Learning Leader Program, PTA meetings, PTA workshops, Math Night, Reading Funded programs, Publications: "The Villager" (translated into Chinese and Spanish), Parent-Teacher conferences, Open School Week, Class trips, International Night, PHD Night, Band and special Program performances, and ELL classes for parents. All relevant material pertaining to outreach and notification will be translated as needed in other languages other than English.

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
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C. Schools with Dual Language Programs

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** Recent research in ESL education and language and acquisition.

** ESL methodologies for teachers serving ELLs including content-area instruction.

** Native language and ESL instruction

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E. Parental Involvement

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. P.S. 229Q Parent Involvement Policy was designed upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The PTA and Parent Coordinator provide many opportunities for parents to get involved in the school. For example, there is a PTA meeting once a month. Parents are asked to participate in Picture Day, Pumpkin Patch, Candy Sale, Book Sale, Can Sale, Craft Fair, Supermarket Bonanza. The PTA newsletter is translated into other languages. At present, the PTA is in the process of opening a parent website for easier parental communication. The school also offers many events that encourages parental involvement such as "Go Green Night", "Math Night", and "International Night". Under the Title III

program the ELL parents and guardians have the opportunity to attend 30 hours of parent English classes. A certified teacher will teach these classes. Instructional materials such as adult ESL workbooks will be utilized during class. Our parent coordinator will help create a welcoming school environment and hosts parent workshops and meetings on issues of interest to all parents. For example, a Homework Help Workshop -- Dial-A-Teacher, Learning Leaders Workshop -- Learning Leaders Liaison, Parenting Workshop -- Parent Coordinator and Guidance Counselor. The ESL teachers also hold workshops for the parents. They have a Holiday ELL Workshop for parents to get together and share. They get free raffles and they sing English songs guided by an ESL teacher. The workshops are from an hour to two hours and refreshments are served. In addition, the ELL teacher conducts an orientation session for parents of newly enrolled ELLs after completing ten days of school and then as needed throughout the school year. Parent Orientation sessions address program eligibility, program requirements, suggestions and activities to help with parent-child interaction and progress in the learning of English, state standards, assessment and school expectations. The Parent Coordinator and the ELL Coordinator work closely together in order to reach immigrant parents in their native languages through written or oral translations. The "Villager" publications are translated into Chinese and Spanish and any other relevant material pertaining to outreach and notification will be translated in other languages other than English (Spanish and Chinese).

2. We have Maspeth Federal Savings who comes to our school to talk about their services for the community. We have TASC (The After-School Corporation) that offers an after-school program at our school and adult classes in the community. We also have Maspeth Library that visits the school to inform the parents of their services.

3. The needs of the parents are evaluated by parent surveys available in different languages and requests made during school meetings. For example, orientation, open-school week, parent- teacher association meetings, and parent-teacher conferences.

4. Parents are invited to become part of the school community. The Parent Coordinator encourages and supports: school leadership team, class parent committees, Learning Leader Program, PTA meetings, PTA workshops, Math Night, Reading Funded programs, Publications: "The Villager" (translated into Chinese and Spanish), Parent-Teacher conferences, Open School Week, Class trips, International Night, PHD Night, Band and special Program performances, and ELL classes for parents. All relevant material pertaining to outreach and notification will be translated as needed in other languages other than English.

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)	33	11	4	7	7	5	2							69
Intermediate(I)	12	6	4	4	10	0	2							38
Advanced (A)	9	3	2	10	5	9	5							43
Total	54	20	10	21	22	14	9	0	0	0	0	0	0	150

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	3	1	0	1	1	2						
	I	15	6	1	4	4	2	0						
	A	6	7	3	4	6	2	4						
	P	15	8	5	17	18	17	6						
READING/ WRITING	B	19	7	4	5	6	3	2						
	I	4	6	4	4	12	0	2						
	A	2	1	2	10	4	9	4						
	P	12	10	0	6	7	10	4						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	13	6	0	21
4	6	5	12	0	23
5	3	12	4	0	19
6	6	3	1	0	10
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	2	10	0	12	0	1	0	26
4	0	0	12	1	7	0	5	1	26
5	2	1	7	1	6	0	5	0	22
6	0	0	6	0	3	0	1	0	10
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	0	2	0	12	1	7	0	26
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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.

The preferred organizational models used in P.S. 229 is the "push-in" model. The ELLs are placed in regular instructional classes grouped by proficiency level with a certified common branch teacher and an ESL certified teacher that pushes-in or pulls-out for the time required by the proficiency level of the students in the class. The ESL teachers organize their push-in schedule during reading, writing or math. We participate in Teacher's College Readers and Writers Workshop Balance Literacy Model promoted by the National Reading Council. This includes 90 minutes daily of literacy (ELA). In addition grades K-2 have 60 minutes and grades 3-5 have 75 minutes of Everyday Math. The ESL teachers pushes in either four or eight times per week for 45 minutes depending on the students' proficiency level. The ESL teacher may pull-out 4 times per week to fulfill the NYS CR Part 154 mandated number of units of ESL. For "push-in" or "pull-out" beginner and intermediate levels are grouped together. Advanced and proficient are grouped together. The ESL teachers meets with the classroom teacher to discuss the needs of their ELLs. They devise goals for their students and use various strategies to try and meet their target goals.

Students are grouped according to the LAB-R and/or NYSESLAT. Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction with an additional 180 minutes per week for ELA instruction. The ESL instruction is differentiated as per the proficiency levels (B, I, A) in order to meet the needs of all our ELL students. All of our ELL students receive the same rigorous curriculum as monolingual students. The ESL teachers meet with the classroom teacher to plan together. They use the same teaching points from Teacher's College.

Part VI: LAP Assurances

School Name: <u>Emanuel Kaplan School</u>		School DBN: <u>24Q229</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sibylle Ajwani	Principal		10/26/11
Joyce Woesthoff	Assistant Principal		10/26/11
Teresa O'Donnell	Parent Coordinator		10/26/11
Dora Bettencourt	ESL Teacher		10/26/11
Hui Jun Gao	Parent		10/26/11
Jennifer Amare/ESL Teacher	Teacher/Subject Area		10/26/11
Christine Coughlin/ESL Teacher	Teacher/Subject Area		10/26/11
Samantha Gonzalez	Coach		10/26/11
Catherine Sirianni	Coach		10/26/11
Lisa Ryan	Guidance Counselor		10/26/11
Diane Foley	Network Leader		10/26/11
Jude Ohrtman	Other <u>SETSS</u>		10/26/11

School Name: Emanuel Kaplan School

School DBN: 24Q229

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Randi Portnoy	Other <u>SETSS</u>		10/26/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q229** School Name: **Emanuel Kaplan School**

Cluster: **2** Network: **204**

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

Part A: Needs Assessment Findings

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

The assessment was conducted by looking at four different variables: LAP, CEP, The Home Language Report and parents suggestion on the emergency cards.

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.

In P.S. 229, there are languages other than English being spoken by the parents. However, most of the parents communicate in English. Our intent is to provide written translations in the languages with the greatest percentages to aid communication and promote parental involvement. Presently we have Spanish, Chinese, Korean, Bengali, Burmese, Arabic, Urdu and Polish for written translation.

Part B: Strategies and Activities

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

We plan to translate:

1. The P.S. 229 Villager, a monthly newsletter that communicates information about the school's academic programs and events during and after school.
2. The Kindergarten Orientation Packet
3. Weekly or monthly notices on school activities or events for example, "Getting to Know You" (open school week), information on standardized test taking, math night, the science fair, etc.

Written translation is done through the use of various teachers or para-professionals that speak one of the languages needed. In P.S. 229Q, we have Spanish, Chinese, Urdu, Bengali, Korean, Arabic, Polish, and Burmese translators.

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.

1. We will provide language (Bengali, Urdu, Polish, Chinese, Spanish, Arabic, Burmese and Korean) para-professionals during Meet the Teacher, Parent/Teacher conferences, PTA meetings and other events as needed.
2. We will provide oral interpretation before, during and after school hours and by phone calls in any of the languages needed. If there is a language in which we are unable to provide translation for, we will use the Language Translation Unit 718-752-7373.

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>.

1. Primary language spoken by the parent of each student will be determined within 30 days of enrollment and will receive assistance if needed.
2. Timely provision of translated documents will be provided including important notices and students' report cards.
3. Timely provision of oral translation in groups or one to one meetings will be provided.
4. A copy of the Bill of Parent Rights and Responsibilities is available to parents in their native language.
5. A sign of the translation provided by our school is posted by the entrance of the school and in the main office.
6. To ensure that that parents in need of language assistance services are not prevented from reaching the school's administrative offices due

to language barriers, the security officer or the first staff member contacted should determine the language of the parent or visitor and locate a translator within the building by contacting the main office. If the translator is not present in the building, the Interpretation Services Unit at 718-752-7373 will be called.

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 229's Title III program provides approximately 50 English Language Learners with supplemental instruction in an After-School Program and an Early Bird Program. The After School Program will service ELLs in grades 1-6. There is one 1st grade class for beginners, one 2nd grade class for beginners and intermediates, one 4th grade class for intermediates and advanced and one newcomers group that meet two times a week, Tuesdays from 3:15-4:30 and Thursdays from 2:30-4:30 for 41 sessions from October 2011 through March 2012. The focus of the instruction will be literacy and math using ESL strategies and the group size will be maintained at 10 or fewer students per teacher. The Early Bird program will begin in January 2012. It will serve 5th and 6th grade long-term ELLs meeting two times a week from 7:00am-8:00am for 24 sessions. The focus will be reading, writing and math. In addition, there is an Early Bird for 3rd grade from October 2011 to April 2012 at no cost to Title III. A group of five 3rd grade ELLs will meet three times a week from 7:00am-8:00am. The focus will be reading for comprehension and teaching writing skills. Materials used in the after-school and Early Bird Programs are "On Our Way to English", "Ladders to Success on the New York Standards, Reading", "Empire State NYSESLAT" by Continental Press and "Spectrum Writing", a commercial program with skill and sequence progression aligned to state and national standards.

Part C: Professional Development

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

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

Begin description here:

P.S. 229's Title III Professional Development Program will focus on providing teachers with the opportunity to look at the school and make suggestions for bettering the ELL supplementary program. Teachers participating in the professional development workshops and trainers will be paid at the per session rate. Each workshop will be two hours long. These professional development sessions will be facilitated by school administrators and ESL teachers.

Part C: Professional Development

Teachers working in the supplementary programs with ELLs will receive three two-hour professional development sessions after school from 3:00 P.M. – 5:00 P.M. Topics that will be addressed during these professional development sessions are as follows:

1. Two-hour professional development session devoted to ELLs meeting state standards in literacy. (Nov.— Ms. Gonzales – Literacy Coach)
2. Two-hour professional development sessions devoted to differentiating the specific needs of ELLs. (April -- ESL Teachers)
3. Two-hour professional development sessions will be devoted to use of internet resources for ELLs. (June -- Mr. Rodriguez -- a bilingual/ ESL/Gifted and Talented trained instructor)

Part D: Parental Engagement Activities

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

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

Begin description here:

P.S. 229's Title III program will provide ELL parents and guardians with an opportunity to attend 30 hours of parent English classes. A certified teacher will teach these classes. Instructional materials such as adult ESL workbooks will be utilized during class. Our parent coordinator will help create a welcoming school environment and host parent workshops and meetings on issues of interest to parents. For example, a Homework Help Workshop -- Dial-A-Teacher, Learning Leaders Workshop -- Learning Leaders Liaison, Parenting Workshop -- Parent Coordinator and Guidance Counselor. The ESL teachers also hold workshops for the parents. They have a Holiday ELL Workshop for parents to get together and share. They sing English songs guided by an ESL teacher. The workshops are from an hour to two hours and refreshments are served. In addition, the coordinator will provide information about our ELL services in the school and work closely with the ELL coordinator in order to reach immigrant parents in their native languages through written or oral translations.

The "Villager" publications will be translated into Chinese and Spanish and any other relevant material pertaining to outreach and notification will be translated in other languages other than English (Spanish and Chinese).

Part E: Budget

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

Allocation Amount: \$18624

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$18,122.96	<p>After School ELL Grades 1-4</p> <p>(Teachers)*(Sessions)*(hours)*(rate)=</p> <p style="padding-left: 40px;">(4) (20) (1.25) (\$50.06)= \$5,006.00</p> <p style="padding-left: 40px;">(4) (21) (2) (\$50.06)= \$8,410.08</p> <p>Early Bird ELL Grades 5-6</p> <p>(Teachers)*(Sessions)*(hours)*(rate)=</p> <p style="padding-left: 40px;">(1) (24) (1) (\$50.06)= 1,201.44</p> <p>Total cost of \$14,618.00</p> <p>Parent English Classes</p> <p>(Teachers)*(Sessions)*(hours)*(rate)=</p> <p style="padding-left: 40px;">(1) (30) (1) (\$50.06)=</p> <p>Total cost of \$1,501.80</p> <p>Participating teachers – Professional Development</p> <p>(Teachers)*(Sessions)*(hours)*(rate)=</p> <p style="padding-left: 40px;">5(3)(2)(\$50.06)=\$1501.80</p>

Part E: Budget

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

Allocation Amount: \$18624

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>Facilitators – Professional Development (Teachers)*(Sessions)*(hours)*(rate)= 1(3)(2)(\$50.06)= \$300.36</p> <p>Total cost of \$1802.16</p> <p>Payroll Secretary (Secretary)*(Sessions)*(hours)*(rate)= (1) (13) (0.5) (\$30.85)= \$201.00</p> <p>Total cost of \$201.00</p>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$251.06 \$250.00	Workbooks for parent English classes and copies. Student workbooks for Early Bird Program -- Spectrum
Educational Software (Object Code 199)		
Travel		
Other		

Part E: Budget

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

Allocation Amount: \$18624

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	\$18,624.02	