



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 251Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q251

PRINCIPAL: EDNA LONCKE **EMAIL:** ELONCKE@SCHOOLS.NYC.GOV

SUPERINTENDENT: LENON MURRAY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Edna Loncke	*Principal	
Vanessa Gooding	*UFT Chapter Leader	
Michael Braithwaite	*PTA President	
Coleen Dennis	DC 37 Representative	
Meresa Archibald	Member/	
Ryan T. Emmanuel-Cooke	Member/	
Kamla Sandiford	Member/	
Michael Thompson	Member/	
Dawn B owen-Jean	Member/	
Camille Doherty	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, a minimum of 60 % of K - 3 students, *including* general education students, students with disabilities, and English Language Learners, will demonstrate proficiency in “writing in response to informational texts (Reading informational text Standards1 and 10; Writing Standard 2)” as measured by a performance of 75% or higher on a teacher designed, grade level summative assessment of selected standards.

Comprehensive needs assessment

The conclusion of a three year trend analysis of student performance from Grade 3 ELA State assessments, teacher observations and students’ response writing, students in the following groups- general education students, students with disabilities and English Language Learners- have underperformed in the area of using details/citing evidence from different types of texts to support main idea, opinion and arguments. In response to this identified gap and city wide expectations for the implementation of Common Core Learning Standards, written response to informational texts (Reading informational text Standards1 and 10; Writing Standard 2) has been deemed a priority school wide.

Instructional strategies/activities

Activity # 1: Professional Development will be provided for implementing instructional tasks and assessments outlined in the Common Core Literacy Bundles; analyzing student work, standards based discussions regarding student data, and the use of standards based rubrics to provide specific feedback to students in order to close identified student achievement gaps with regard to meeting selected Common Core Literacy Standards.

- Target Population: All classroom teachers including teachers of general education students, special needs students and English Language Learners.
- Responsible staff members: Assistant Principal, teachers identified as “lead teachers” and the data specialist with assistance from network staff will work with the target population
- Steps for involving teachers in the decision-making process regarding the use of academic assessments that would be used to evaluate the effectiveness of the common core literacy tasks will include grade level and vertical grade team meetings during professional development sessions, common preps and faculty conferences.
- Implementation Timeline: November 2011 through May 2012

Activity # 2: Professional Development will be provided and Per Session Time will be utilized to revise online Curriculum maps and align literacy tasks and assessments to the Common Core Literacy Standards (based on ongoing analysis of aligned task, assessments and student work utilizing the Common Core Literacy Bundles).

- Target Population: All classroom teachers including teachers of general education students, special education students and English Language Learners
- Responsible staff members: Assistant Principal, teachers identified as “lead teachers” and the data specialist with assistance from network staff and contracted vendor for online curriculum mapping software.
- Steps for involving teachers in the decision-making process regarding the use of academic assessments that would be used to evaluate the effectiveness of the common core literacy tasks will include the use of recommendations from grade level and vertical grade team meetings in the revision of curriculum maps.
- Implementation Timeline: November 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.
 - Parent Coordinator will host book Club for parents
 - Staff members will share information and resources to parents and respond to questions and inquiries at regularly scheduled PTA meetings.
 - Assistant Principal and Teachers will utilize online communication tool, Engrade, to monitor their child's progress and to provide resources to parents for assisting their child in accomplishing his/her goals.
 - Parent Coordinator will host a minimum of four Family Literacy nights and technology integrated parent workshops.
 - Parent Coordinator will organize a parent resource center where parents can pick up helpful resources, including Great Expectations.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Administrative Staff attend hiring fairs when there is an anticipated vacancy
 - Mentors are assigned to assist new Teachers
 - Professional development, inter-visitation and demonstrations are implemented to assist struggling Teachers
 - School Secretary works closely with network HR associate to ensure that non-HQT meet all required documentation and assessment deadlines

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.
 - Parent Coordinator organizes nutrition courses for Parents through our partnership with Cornell University
 - Parent Coordinator serves as cite coordinator for Cook Shop and Eat Well Play Hard classroom nutrition programs
 - Parent Coordinator attends McKinny Vento workshops and provides outreach to parents of students in temporary housing

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.
 - As a Title I School Wide Program School, Conceptual Consolidation will show that we combined Federal, and Local funds such as Fair Student Funding Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below:
 - Consumable instructional materials and supplies for use during regular day programs
 - Teacher per session for after school data specialist responsibilities, curriculum mapping, professional development planning for turn-key workshops
 - Teacher and Supervisor per session for Saturday test prep January – April
 - Title I Parent workshops and programs

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, Level 4 math achievement of Grade 3 students, including General Education Students, Students with Special Needs, and English Language Learners, will improve from 8% in 2010 to 10% or higher in 2012 as evidenced by the Spring 2012 New York State Math Test Results.

Comprehensive needs assessment

After conducting a three year trend analysis of student performance data on Grade 3 Math State Assessments it was determined that all student groups- general education students, students with disabilities, and English Language Learners, have underperformed in the area of problem solving. Teacher observations of student work in Problem of the Day and daily problem solving tasks provide evidence that students struggle with interpreting and solving multi step problems. As a result of these findings and in response to city wide expectations for the implementation of common core math tasks, we have we have selected problem solving as our school wide focus for raising student achievement levels on Grade 3 New York State Math Test this year.

Instructional strategies/activities

Activity # 1: Professional Development will be provided in implementing instructional tasks and assessments outlined in the Common Core Math Bundles; looking at student work, using the language of the standards to discuss student data, and using rubrics with the language of the standards to provide specific feedback to students in order to close identified student gaps in problem solving and meeting the selected Common Core Math Standard. Emphasis will be placed on problem solving.

- Target Population: All classroom teachers including teachers of General Education Students, Special Needs Students and English Language Learners
- Responsible staff members: Assistant Principal, Teachers identified as “lead teachers” and the data specialist with assistance from network staff will work with the target population
- Steps for involving teachers in the decision-making process regarding the use of academic assessments that would be used to evaluate the effectiveness of the common core math tasks will include grade level and vertical grade team meetings during professional development sessions, common preps and faculty conferences.
- Implementation Timeline: November 2011 through May 2012

Activity # 2: Professional Development will be provided and Per Session Time will be utilized to revise online Curriculum maps and align math tasks and assessments to the Common Core Mathematics Standards (based on ongoing analysis of aligned task, assessments and student work utilizing the Common Core Math Bundles).

- Target Population: All classroom teachers including teachers of general education students, special education students and English Language Learners
- Responsible staff members: Assistant Principal, teachers identified as “lead teachers” and the data specialist with assistance from network staff and contracted vendor for online curriculum mapping software.
- Steps for involving teachers in the decision-making process regarding the use of academic assessments that would be used to evaluate the effectiveness of the common core math tasks will include the use of recommendations from grade level and vertical grade team meetings in the revision of curriculum maps.
- Implementation Timeline: November 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.
 - Parent Coordinator will plan math workshops for parents where school staff will engage parents in examining our math curriculum.
 - Staff members will share information and resources to parents and respond to questions and inquiries at regularly scheduled PTA meetings.
 - Administration and teachers will utilize online communication tool, Engrade, to monitor their child's progress and to provide resources to parents for assisting their child in accomplishing his/her goals.
 - Parent Coordinator will host a minimum of two Family Math Nights with technology integrated parent workshops.
 - Parent coordinator will organize a parent resource center where parents can pick up helpful resources, including Great Expectations.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Administrative staff attend hiring fairs when there is an anticipated vacancy
 - Mentors are assigned to assist new teachers
 - Professional development, inter-visitation and demonstrations are implemented to assist struggling teachers
 - School secretary will work closely with network HR associate to ensure that non-HQT meet all required documentation and assessment deadlines

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.
 - Parent Coordinator organizes nutrition courses for Parents through our partnership with Cornell University
 - Parent Coordinator serves as cite coordinator for Cook Shop and Eat Well Play Hard classroom nutrition programs
 - Parent Coordinator attends McKinny Vento workshops and provide outreach to parents of students in temporary housing

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.
 - As a Title I School Wide Program School, Conceptual Consolidation will show us to combine Federal, and local funds such as Fair Student Funding Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from September 2022 – June 2012 as indicated below:
 - Consumable instructional materials and supplies for use during regular day programs
 - Teacher per session for after school data specialist responsibilities, curriculum mapping, professional development planning for turn-key workshops
 - Teacher and supervisor per session for Saturday test prep January – April
 - Title I parent workshops and programs

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012, our school will show a minimum of 5% increase in the criterion of communication on the Learning Environment Survey.

Comprehensive needs assessment

After examining the Quality Review Report and the School Environment Survey it was determined that the area of communication needed improvement. As a result of these findings and in response to city wide expectations for the implementation of a transparent structure of frequent professional feedback we decided that timely feedback from professional activities including professional development workshops, teacher team meetings, and classroom visits/observations will be our goal this year for consistent school improvement/student performance.

Instructional strategies/activities

Activity # 1: Professional Development: Teachers will receive professional development in utilizing Engrade as our online tool for communicating student progress and engaging with parents and administration on ways of impacting student performance.

- Target Population: All classroom teachers including teachers of general education students, special education students and English Language Learners
- Responsible staff members: Principal, Assistant Principal
- Steps for involving teachers in the decision-making process regarding the use of academic assessments that would be used to evaluate the effectiveness of the strategies/activities: Grade specific teams identified the number of assessments that would be recorded for generating the first periodic progress reports to parents through Engrade, and will continue to discuss common grade approaches. Teachers will utilize an open survey to provide administration with feedback to measure the effectiveness of the strategy/activities
- Implementation Timeline: November 2011 through May 2012

Activity # 2: Formal Classroom Observations will be conducted with pre and post observations and a written observation report will be provided in a timely manner. Informal observations will be conducted followed by a post observation conference and written feedback will be provided in a timely manner. A minimum of four brief classroom visits will be conducted for each teacher and followed by a written report to be provided in a timely manner.

- Target Population: All classroom teachers including teachers of general education students, special education students and English Language Learners
- Responsible staff members: Principal, Assistant Principal, Teachers identified as “exemplary teachers” and network staff
- Implementation Timeline: September 2011 through June 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent Coordinator received training and will provide support for parents in utilizing Engrade

- Parent coordinator will send out telephone reminders to parents to utilize Engrade for tracking their child's progress and for messaging teachers occasionally
- Parent coordinator will reach out to parents who do not sign on to Engrade

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.
 - Administrative staff attend hiring fairs when there is an anticipated vacancy
 - Mentors are assigned to assist new teachers
 - Professional development, inter-visitation and demonstrations are implemented to assist struggling teachers
 - School secretary will work closely with network HR associate to ensure that non-HQT meet all required documentation and assessment deadlines

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.
 - Parent Coordinator organizes nutrition courses for parents through our partnership with Cornell University
 - T Parent Coordinator serves as cite coordinator for Cook Shop and Eat Well Play Hard classroom nutrition programs
 - Parent Coordinator attends McKinny Vento workshops and provide outreach to parents of students in temporary housing

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.
 - As a Title I School Wide Program School, Conceptual Consolidation will show us to combine Federal, and local funds such as Fair Student Funding Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from September 2022 – June 2012 as indicated below:
 - Consumable instructional materials and supplies for use during regular day programs
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 - Title I parent workshops and programs

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	4	0	N/A	N/A	5	0	0	0
1	12	8	N/A	N/A	5	0	0	2
2	17	17	N/A	N/A	3	0	0	2
3	28	20	N/A	N/A	4	0	0	4
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>The SETSS teacher observes students in the classroom setting during literacy instruction, articulates with classroom teachers of “at-risk” students and communicates with parents/guardians of “at-risk” students to give them information about the progress of their children. This provider also consults with parents during the pre-referral process. Academic intervention services are provided by the SETSS teacher during regular class time Monday – Thursday. Small group and Academic Intervention Services are also provided by classroom teachers during regular class time Monday – Friday.</p> <p>Speech At risk pre-referral services are provided on a limited basis. Speech and language services are provided to students who exhibit a speech and language problem that adversely affects their educational performance. Students are eligible for services when their speech and/or language disorders require more intensive intervention than can be provided by language stimulation in the classroom.</p> <p>Speech and language services focus on several different areas, such as receptive language, expressive language and speech production skills. Receptive language deals with the students’ ability to receive, understand, and process words and sentences. Expressive language is the students’ ability to use vocabulary and language syntax/structure to formulate sentences in understandable ways. Speech production skills focus on articulation, voice and fluency disorders. These students have difficulties using their voice, articulating sounds or speaking fluently.</p> <p>Students are identified for services by a parent or principal referral. After discussion with teacher and observing the child in their class setting, an informal screening may be done to determine whether or not a formal screening is required. Our goal is to provide students with strategies and techniques in order to further develop listening, reading, writing and speaking skills in the classroom. We also work in collaboration with the teachers for carryover of the learned skills and strategies into the classroom setting.</p>

Mathematics	The SETSS teacher provides group and one-to one instruction by pull-out/push-in to give at-risk (and mandated/IEP) students specific strategies to help them achieve success during mathematics lessons. The SETSS teacher also observes students in the classroom during math instruction and articulates with teachers of “at-risk” students to inform them about the progress of the “at-risk” students during the independent practice sessions. This provider also communicates with parents/guardians of “at-risk” students to give them information about the progress of their children. Academic intervention services are provided by the SETSS teacher during regular class time Monday – Thursday. Small group and Academic Intervention Services are also provided by classroom teachers during regular class time Monday – Friday.
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Counseling is provided for mandated and at-risk students during the school day (Thursdays and Fridays). Individual and group counseling is provided for the students who are experiencing emotional and social issues. Some of the topics discussed are: self-esteem, conflict resolution, anger management, goal setting, decision-making, and grief counseling. ACS referrals are made when necessary. The counselor provides teachers with resources and intervention strategies to help students adjust. She also assists teachers in developing behavior intervention plans for students who are in need of extra services, meets with parents regarding student progress and needs, and jointly develops action plans. The guidance counselor consults and networks with other community agencies to assist parents with referrals and to give them coping mechanisms to utilize in promoting success.
At-risk Services provided by the School Psychologist	The school psychologist coordinates and facilitates pupil personnel committee meetings bi-monthly, conducts parent meetings and classroom observations of at risk students, consults with teachers, and designs and supports implementation behavior intervention plans.
At-risk Services provided by the Social Worker	The social worker conducts pre-referral intervention with parents, consults with teachers, conducts functional behavioral assessment through student observations in classrooms, and designs and supports the implementation of behavior intervention plans.

At-risk Health-related Services

- The school nurse provides ongoing intervention through
- classroom presentations on conditions that might be impeding learning, lessons on personal hygiene, health and nutrition, germs and diseases, mandated HIV instruction with K-3, and effects of exposure to sun and cold weather conditions.
 - yearly teacher/nurse conferences with demonstrations and informational presentations

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Nichele Manning Andrews	District 29	Borough Queens	School Number 251
School Name Early Childhood			

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

Principal Edna Loncke	Assistant Principal Ryan E Cooke
Coach	Coach
ESL Teacher Sanaz Sadjadi ESL	Guidance Counselor Ketline Glemaud
Teacher/Subject Area Elsie Nnede SETSS	Parent Prudence Taylor
Teacher/Subject Area Vanessa Gooding UFT Chapter	Parent Coordinator Twanna Hutchinson
Related Service Provider	Other
Network Leader	Other

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	334	Total Number of ELLs	2	ELLs as share of total student population (%)	0.60%
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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) In accordance with State regulations, our students are identified for ESL via LAB R testing according to their Home Language Survey (HLIS) within their first 10 school days in conjunction with an oral interview, all performed by Sanaz Sadjadi, a NYS certified ESL teacher, who speaks Farsi, Spanish, and English, supervised by the principal. The ESL teacher is responsible for all initial screenings, administering the HLIS, LAB R, and NYSESLAT (when appropriate), and the entire ESL program inclusive of all state regulations, testing, and mandates.

The parent is asked if there is a language other than English spoken in the home. If so, an appropriate Home Language Survey (in that language) is given to the parent. If 1, out of the first 4 questions, combined with 2 out of the next 4, indicate a language other than English, that child will be administered the LAB-R (and Spanish LAB, when required) within the first ten days after registration.

Children who score below the benchmark are then entitled to ESL services. There are staff members in the school (second language speakers) who are called upon to aid with parent oral interviews, and the ESL teacher does follow-up interviews.

In the spring, the NYSESLAT is administered to all ELL students to assess growth. Students are identified for such testing via ATS reports (RLAT, and RLER). The test is administered during 4 sessions, each part evaluating a different modality. In order to ensure all four components are completed testing lists are comprised before administration. In the fall, when the scores are released, the ESL teacher compares scores with those of the previous year, using the Scaled Score Table, to assess growth and areas that need improvement.

2) Immediately after the initial LAB-R tests are administered in the fall, and subsequently as needed when newly admitted students are designated as ELL's, the ESL teacher conducts a Parent Orientation meeting. Parents of eligible students are immediately invited to a Program Choice orientation (via entitlement letters and phone calls) where they are familiarized with their program options (Transitional, Bilingual, Dual Language, and Free Standing ESL).

At these meetings, the ESL teacher, and other bilingual staff members (when needed), explain the ESL selection process using visual aids. A video is shown in the parents' native language, which explains program choices (freestanding ESL, dual language, transitional bilingual). Brochures on school organization and school programs are distributed as well. Usually the parent selects a program at this time. If the parent would like to discuss the choice with another person, the parent may take the form home and return it promptly.

Suitably students are then placed into appropriate Bilingual Education programs according to their LAB R score and parental choice.

In the past parents have always been able to attend the original or alternate Orientation Meeting. If necessary, an explanatory session would be conducted by phone, and the Parent Option Letter subsequently sent home.

Currently our school is meeting all the needs of the parents according to regulations and their Parental Choice forms. In the event that a parent chooses a program that we do not offer, we will immediately inform them regarding the programs availability, utilizing

appropriate translation of services.

3) The ESL Teacher ensures that Entitlement Letters, Parental Survey and Program Selection forms are distributed to the appropriate students to take home, and are returned.

Follow up phone calls are made and additional letters are sent home (inclusive of oral and written translations) in order to ensure document collection. Copies of original forms are kept on site. Returned documents are filed and secured on site.

Afterwards, such students are placed in appropriate programs, and are assessed annually using the NYSESLAT. Throughout the past three years, all our Bilingual students' parents/guardians have decided to place their children into ESL. At this time there is no need for a Bilingual program in our school, we are aligned with parent request.

4) Newly admitted students' parents make their program choice at the Orientation Meeting, or return the program choice letters. Follow up phone calls are made and additional letters are sent home (inclusive of oral and written translations) in order to ensure document collection. Copies of original forms are kept on site. Returned documents are filed and secured on site.

Previous year students who are entitled to an additional year of ESL services are given a "Continued Entitlement" letter, in English and the native language, which allows the parent to change the program choice. Follow up phone calls are made and additional letters are sent home (inclusive of oral and written translations) in order to ensure document collection. Copies of original forms are kept on site. Returned documents are filed and secured on site.

Honoring Parental Choice is a priority.

There is also a letter sent to the parents of students who no longer require ESL services, to notify them and to stress that continued support will always be extended to their child.

5) Historically and presently trends indicate that near 100% of parents have chosen the Freestanding ESL Program, which the school offers. If a parent desires a different program model, the Parent Coordinator would facilitate finding a suitable placement. We continuously monitor parental choice trends as to honor parental request, and plan for future programming

6) The Program Model conforms to parent requests. The parents are pleased with the fact that their children will be immersed in English with the support of an ESL teacher and program. They feel secure that their children will quickly advance their English Language Skills.

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

This school offers (check all that apply):

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

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

ELL Program Breakdown

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

B. ELL Years of Service and Programs

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

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

	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	2										2
Total	2	0	0	0	0	0	0	0	0	0	2

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

C. Home Language Breakdown and ELL Programs

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

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
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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														0
Chinese														0
Russian														0
Bengali	1													1
Urdu														0
Arabic														0
Haitian	1													1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	0	2											

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) There are few non-English speakers and consequently we have only one freestanding pull out ESL Program with one fully State Certified part time ESL Teacher, where English is the sole language of instruction. We implement small pull out group instruction, and homogeneously group children according to age and proficiency for instructional and achievement purposes.

A. Programming and Scheduling Information

2) Scheduling is done by the ESL teacher. As per CR Part 154 our Beginner and Intermediate students receive a minimum of 360 minutes of ESL instruction a week and our Advanced Students receive a minimum of 180 minutes of ESL instruction a week (as per LAB-R or NYSESLAT tests), all by our one and only fully state certified instructor. Students are additionally assessed in all core subjects and offered supplemental assistance with the subject they need improvement with. We only have two advanced ELL students in one group. We ensure that ESL scheduling fulfills all the mandated ESL and ELA required instructional minutes. Since we only have a need for an ESL program we do not currently offer NLA. Students receive instruction in language arts (reading, writing, listening, and speaking comprehension, phonics, vocabulary, oral communication, and grammar), academic content language, and American cultural celebrations and customs, according to the ESL standards. Different types of writing are studied, such as poetry, non-fiction, instructional texts, biography, narratives, and plays.

3) Content area instruction is aligned to the NY State Learning Standards, CCLS, CCSS, and the NY City Scope and Sequence Guides. Students receive content area instruction in areas of need. English is the language of instruction. Methods for instruction include: direct vocabulary development, use of Big Books, use of classroom childrens' magazines, use of multicultural literature, use of media and visual aids, charting, completing graphic organizers, oral discussion, written response to higher-level thinking questions (DOK), and problem solving. Oftentimes children work together on activities that encourage the internalization of the academic language as they discuss and complete the activity. Instruction is modeled, and scaffolded, and bridged to previous knowledge in order to make new learning more easily comprehensible. Spiraling assures continued retention.

4) Since we only have a need for an ESL program we do not currently need to evaluate Native Language. If such a need arises, we do have bilingual support staff to assist in the informal assessment utilizing translation of services. Although the sole language of instruction is English we recognize the importance of native language skills and reinforce them via a student buddy system.

5) We have no SIFE or Long Term students. All the students have been in the program for three or less years. Grade 3 is our highest grade and most children enter in kindergarten and, occasionally, grade one. Consequently most our ELLs test out of ESL prior to their testing grade. However we recognize the importance of preparing newcomers for ELA testing as NCLB now requires it post their first year. Therefore we differentiate all learning and work with test prep materials in order to prepare for the ELA as needed. Lessons are individually designed for each student, according to their proficiency and are reinforced with immediate follow up activities in order to ensure mastery. Technology, Science, Social Studies, ELA, Mathematics, and the Arts are all part of our schools core curriculum. All core subjects are fully incorporated into the ESL program on an individualized, diversified, differentiated needs basis. Providing high quality instruction for our ELL's is critical to our program. Foundations and DRA assessments reveal that all of our ELL students are approaching grade level. Thus we concentrate on literacy skills inclusive of Listening, Reading, Speaking, and Writing. Our school promotes Differentiated Instruction and UDL for all students inclusive of ELL's and SWDs, in order to assist them in maximum performance in the least restrictive environment. Teachers are encouraged to implement RTI, DI, UDL and to design and schedule lessons according to the needs of the students. Content area materials are available to all students on grade levels, and differentiated levels (Envisions, Making Meaning, Writing is Being a Writer, Foundations, Words Their Way, and Harcourt). Classroom instruction, which includes small group instruction to target students' weaknesses, is rigorous with constant student/teacher individual conferencing and portfolio maintenance. Children, who are identified as struggling, through review of classroom work, data examination, and interstaff conferencing, are targeted for supplementary intervention in the form of AIS services or extended-day small group instruction. When warranted, and considering RTI a formal evaluation is recommended in order to determine if there is a learning disorder, which calls for IEP-mandated service.

6) We do not have any ELL-SWDs.

7) We do not have any ELL-SWDs.

Courses Taught in Languages Other than English ⓘ

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

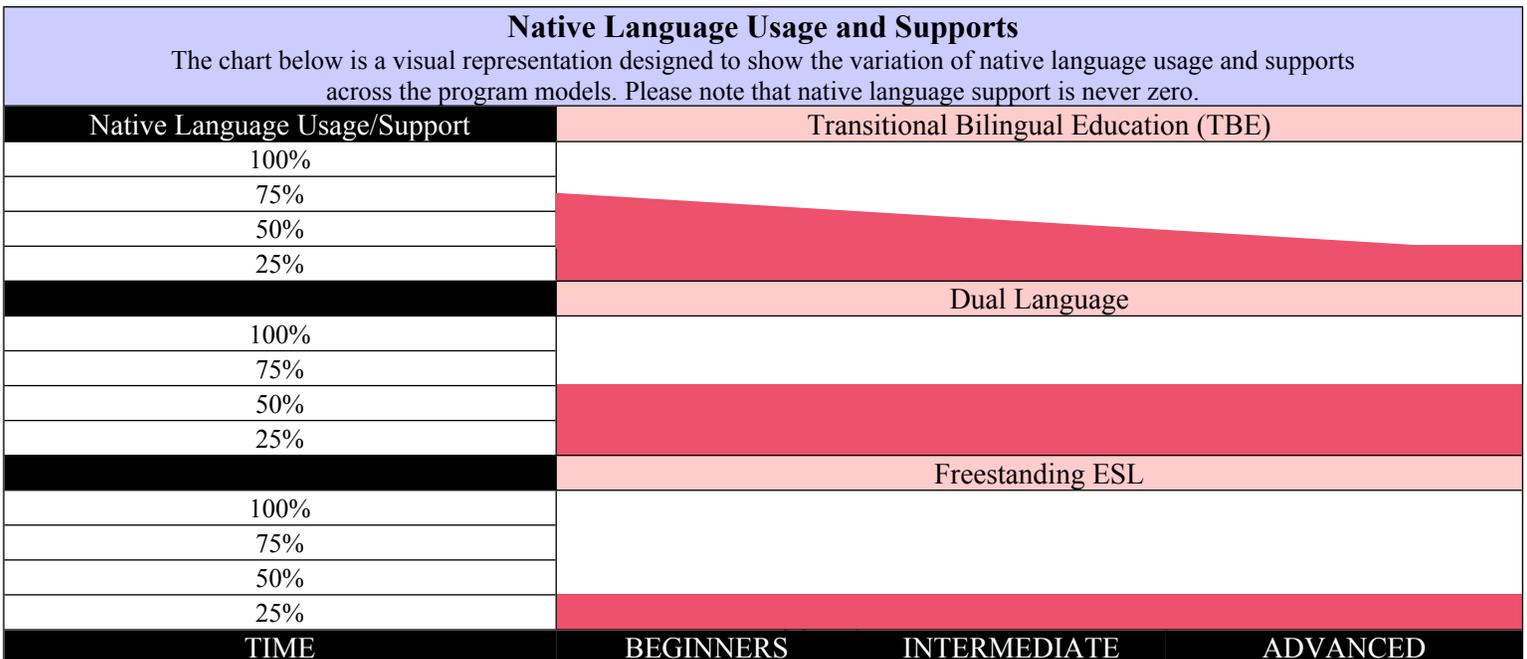
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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



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

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) All school subjects are taught in English. Nevertheless, the school does own a small library of bilingual books and books in other languages to assist with language development. In addition, there are bilingual picture dictionaries, picture flashcards, and glossaries for learning support. Frequent conferencing between the classroom and ESL teacher assures that classroom work is always supported in the ESL class. We target ELL children who display signs of need in all content areas and incorporate intervention programs and content area instruction which are specific to their needs. Such students receive instruction and supplemental support from our ESL Teacher. Students are identified for such intervention services by their classroom teacher who is in continuous contact with the ESL teacher. ELA, Math and all other content areas are considered, and developed in a small group setting.

9) For ELL's who have reached the Proficient Level, extra time is given on all standardized practice and State tests. The student has the use of native language/English glossary. The ESL teacher constantly consults with the classroom teacher and is available to provide supplementary materials and one-to-one instructional time when a problem is noted. We offer transitional support for students who have tested out of ESL for up to two years, on a needs basis. Such students receive instruction and support from our ESL Teacher. Lessons are individually designed for each student, according to their proficiency and are reinforced with immediate follow up activities in order to ensure mastery. Through pull-out, AIS students receive additional individualized assistance in areas of need

10) There are no new programs being considered for next year.

11) No programs shall be discontinued. We have a successful ESL Program.

12) ELL's are welcome, and afforded equal access via translation of services, to participate in all school programs. Historically ELL's fully participate in Scouts, Brownies, Choir, Saturday Arts, Saturday Literacy, After-School Parties, Family Night, Movie Night, After-School tutoring, and Saturday tutoring. ELL's also participate in all content area programs in their individual classroom environment. Some programs occur during the school day, some after school, and some on Saturdays. Funding is related to the program type and time.

13) We have both a technology teacher, who teaches how to work on a computer, and a Computer Lab, which is available to do research. Technology, and phonics based programs are used in conjunction with Words Their Way and other ESL language materials as to support ELLs. Content materials from the classrooms are also utilized as to assure students progress on grade level. We target children who display signs of need and incorporate intervention programs and content area instruction which are specific to their needs. A library of bilingual books and books in other languages are used to assist with native language development.

14) We only offer ESL. The ESL teacher is able to speak both Farsi and Spanish. If we were to receive an older student who was literate in either of these two languages, written assignments could be checked by the ESL teacher to see if the student has successfully mastered the skill taught. In addition, bilingual dictionaries and glossaries are available to the students. Although the sole language of instruction is English we recognize the importance of native language skills and reinforce them via a student buddy system as needed.

15) The school has a Resource Room teacher, an IEP teacher, a Speech Pathologist, an Occupational Therapist, a Physical Therapist, and an Adaptive Physical Education Teacher. They are able to work with all ages and grades of students in the school.

16) At present there are no programs available before the start of the school year.

17) There are no language electives offered to any student during the school day.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL 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) All school subjects are taught in English. Nevertheless, the school does own a small library of bilingual books and books in other languages to assist with language development. In addition, there are bilingual picture dictionaries, picture flashcards, and glossaries for learning support. Frequent conferencing between the classroom and ESL teacher assures that classroom work is always supported in the ESL class. We target ELL children who display signs of need in all content areas and incorporate intervention programs and content area instruction which are specific to their needs. Such students receive instruction and supplemental support from our ESL Teacher. Students are identified for such intervention services by their classroom teacher who is in continuous contact with the ESL teacher. ELA, Math and all other content areas are considered, and developed in a small group setting.

9) For ELL's who have reached the Proficient Level, extra time is given on all standardized practice and State tests. The student has the use of native language/English glossary. The ESL teacher constantly consults with the classroom teacher and is available to provide supplementary materials and one-to-one instructional time when a problem is noted. We offer transitional support for students who have tested out of ESL for up to two years, on a needs basis. Such students receive instruction and support from our ESL Teacher. Lessons are individually designed for each student, according to their proficiency and are reinforced with immediate follow up activities in order to ensure mastery. Through pull-out, AIS students receive additional individualized assistance in areas of need

10) There are no new programs being considered for next year.

11) No programs shall be discontinued. We have a successful ESL Program.

12) ELL's are welcome, and afforded equal access via translation of services, to participate in all school programs. Historically ELL's fully participate in Scouts, Brownies, Choir, Saturday Arts, Saturday Literacy, After-School Parties, Family Night, Movie Night, After-School tutoring, and Saturday tutoring. ELL's also participate in all content area programs in their individual classroom environment. Some programs occur during the school day, some after school, and some on Saturdays. Funding is related to the program type and time.

13) We have both a technology teacher, who teaches how to work on a computer, and a Computer Lab, which is available to do research. Technology, and phonics based programs are used in conjunction with Words Their Way and other ESL language materials as to support ELLs. Content materials from the classrooms are also utilized as to assure students progress on grade level. We target children who display signs of need and incorporate intervention programs and content area instruction which are specific to their needs. A library of bilingual books and books in other languages are used to assist with native language development.

14) We only offer ESL. The ESL teacher is able to speak both Farsi and Spanish. If we were to receive an older student who was literate in either of these two languages, written assignments could be checked by the ESL teacher to see if the student has successfully mastered the skill taught. In addition, bilingual dictionaries and glossaries are available to the students. Although the sole language of instruction is English we recognize the importance of native language skills and reinforce them via a student buddy system as needed.

15) The school has a Resource Room teacher, an IEP teacher, a Speech Pathologist, an Occupational Therapist, a Physical Therapist, and an Adaptive Physical Education Teacher. They are able to work with all ages and grades of students in the school.

16) At present there are no programs available before the start of the school year.

17) There are no language electives offered to any student during the school day.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL 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) All school subjects are taught in English. Nevertheless, the school does own a small library of bilingual books and books in other languages to assist with language development. In addition, there are bilingual picture dictionaries, picture flashcards, and glossaries for learning support. Frequent conferencing between the classroom and ESL teacher assures that classroom work is always supported in the ESL class. We target ELL children who display signs of need in all content areas and incorporate intervention programs and content area instruction which are specific to their needs. Such students receive instruction and supplemental support from our ESL Teacher. Students are identified for such intervention services by their classroom teacher who is in continuous contact with the ESL teacher. ELA, Math and all other content areas are considered, and developed in a small group setting.

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16) At present there are no programs available before the start of the school year.

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survey and ensures that all parents receive Translation of Services, to suit their needs. Parents are encouraged to participate in all school/community activities (Scouts, Brownies, Choir, Saturday Arts, Saturday Literacy, After-School Parties, Family Night, Movie Night,

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?

In the beginning of the school year (September) parents/guardians of ELLs are invited to an orientation workshop, where they are introduced to bilingual, transitional, dual language and ESL programs. Translation of services is included. Over the past three years the overwhelming majority of our parents/guardians have consistently chosen to place their children into ESL. Throughout the school year parents/guardians are continuously invited to both school/community and district based workshops. Translation of services is included. These workshops are designed to familiarize parents/guardians with state standards and school expectations. Parents/guardians are educated on the importance of their daily involvement in their students' education. They are encouraged to read to their children in any and all languages, and to actively monitor their daily progress. Parents are provided with a rubric so that they can follow up, and follow along with activities and lessons that are taught in school. Via continuous Parental Coordinator outreach, we identify parental needs and align appropriate parental involvement activities as to address such individualized needs. The Parent Coordinator reaches out to all parents to attend the many activities the school offers, such as Book Discussions, a Health Fair, and Parent Volunteers to train or tutor the students. Workshops for Parents of Special Ed students, Parenting Skills, Nutrition Information, Math and ELA Prep, Gardening Club. The Parent Coordinator keeps a list of all parents who indicated on the Home Language Survey that they wish to communicate with the school in a language other than English so that translation services are available. The Parent Coordinator identifies parental need via an informal survey and ensures that all parents receive Translation of Services, to suit their needs. Parents are encouraged to participate in all school/community activities (Scouts, Brownies, Choir, Saturday Arts, Saturday Literacy, After-School Parties, Family Night, Movie Night, After-School tutoring, and Saturday tutoring). A multicultural fair is planned. Surveys are ongoing as to what kinds of activities the parents desire.

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 We only offer ESL.

D. Professional Development and Support for School Staff

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

Professional development activities are planned to familiarize the staff with the ESL program, challenges, and needs of ELL students. As per Jose P., a minimum of 7.5 hours of staff Development activities are organized to familiarize staff (all educators, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators) with the struggles of English Language Learners. Staff members are introduced to topics such as, The Importance of Cultural Assimilation, Tolerance and Understanding of Different Cultures and Customs, The Necessity of Academic Language, The Purpose of Functional Language, Aligning Academic Writing with ESL Standards, Identifying Mathematic Academic Language for Saliency, and Differentiating Instruction for ELL's. In order to support our ELL's transition from our elementary school to another school we conduct orientation workshops for parents to familiarize them with the programs and expectations of upper grades and other schools. Workshops are provided to the appropriate staff through out the entire school year and are differentiated according to content and group. Furthermore we have purchases books on activities and methodologies to help the classroom teacher integrate ELL's into the classroom. The ESL teacher has also prepared an informational packet on the same subject. These items are discussed during regular grade conference meetings. There are presentations given during Professional Development days. The District Office and UJET also offer workshops to

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E. Parental Involvement

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

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)	2													2
Total	2	0	0	0	0	0	0	0	0	0	0	0	0	2

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0

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

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

Providing high quality instruction for our ELL's is critical to our program. Foundations and DRA assessments reveal that our ELL students are approaching grade level. All these students are newcomers. Thus we concentrate on literacy skills and phonics, implementing Foundations, DI and UDL. In consideration of the NYSESLAT scores, we have none, however instruction will be geared mostly towards reading and writing skills, as most students display difficulty with these areas. The program will also continue to implement listening and

Additional Information

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

Paste additional information here

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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				

New York State Regents Exam

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

Native Language Tests

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

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

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

Providing high quality instruction for our ELL's is critical to our program. Foundations and DRA assessments reveal that our ELL students are approaching grade level. All these students are newcomers. Thus we concentrate on literacy skills and phonics, implementing Foundations, DI and UDL. In consideration of the NYSESLAT scores, we have none, however instruction will be geared mostly towards reading and writing skills, as most students display difficulty with these areas. The program will also continue to implement listening and speaking skills. Few of our students have limited literacy in their native language; therefore we focus on decoding and literacy skills in order to expand their English literacy. Academic language is infused into every lesson as to familiarize the students with different types of discourse. With regards to standardized testing, none of our ELL's are eligible, and do not have a test history. Accordingly, we target children who display signs of need based on school assessments, and incorporate intervention programs RTI, DI, UDL and content area instruction which are specific to their needs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Early Childhood PS 251Q</u>		School DBN: <u>29Q251</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edna Loncke	Principal		10/13/11
Ryan E Cooke	Assistant Principal		10/13/11
Twanna Hutchinson	Parent Coordinator		10/13/11
Sanaz Sadjadi	ESL Teacher		10/13/11
Prudence Taylor	Parent		10/13/11
Vanessa Gooding UFT Chapter	Teacher/Subject Area		10/13/11
Elsie Nnede SETSS	Teacher/Subject Area		10/13/11
	Coach		10/13/11
	Coach		
Ketline Glemaud	Guidance Counselor		10/13/11
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q251 **School Name:** Early Childhood

Cluster: 110 **Network:** CFN

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.

Upon meeting with parents we have concluded that the ELL families would greatly benefit from both written and oral translations. Consequently we have employed both in-house and parent volunteer translators. Our parent coordinator ensures that all services are rendered in a timely fashion. We currently have two parents who speak Haitian, and Hindi. Oral and written translation are helpful in order to ensure full comprehension and communication. The school community has been made aware of these needs. All associated, educators, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators have been familiarized with the needs of these households

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.

We have discovered that only a few families need translated services. However, our school community has decided to fully continue our translation services program, since it encourages all families to participate in school activities.

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.

In order to bridge the involvement gap between ESL families and school activities we offer foreign families with translated document in their native languages. These documents explain our special events. Parent/Teacher Meetings, PTA Meetings, Character Night, Literacy Workshops, Math Workshops, Social Studies Workshops, Art programs, and many other program notification letters are translated in hopes of expanding parental understanding and participation of school events. In order to ensure that such documents are available in a timely fashion our parent coordinator contacts both volunteer parents and in house translators, and prepares necessary documents prior to all event due dates.

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.

Upon meeting with the guardians of the ELL students and past requests we have concluded that it would be highly beneficial to have oral translation services in Hindi, French, and Haitian/Creole. These services are most beneficial for students of non-literate families and families that can only speak and read in their native language. Such services will be available during the admission process, Parent Orientation, Parent Conferences (both in person and via telephone), PTA Meetings, Character Night, Literacy Workshops, Math Workshops, Social Studies Workshops, and on a needs basis. These services are provided by in house staff as well as parent volunteers and are designed to promote parent involvement and better communication

between our school and the families of our ELL'S.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In compliance with the Chancellor Regulation A-663 all students who speak another language at home are identified within the first ten days of their enrollment. If the family needs written or oral translations they are provided immediately in order to "provide such families with a meaningful opportunity to participate in and have access to programs and services critical to their child's education". The families of our ELL's receive the same equal and fair treatment as the families of our non-ELL's. We recognize the importance of parental involvement, and the right of parents to be involved in their child's education. Consequently we continuously ensure open lines of communication with all families. All English documents will be translated and made available to families in need. Additionally families that require oral translations will receive them as needed.